A Brief History of the Graduate School of Education

Within Fordham— the Jesuit University of New York— the Graduate School of Education has prepared educators and citizens of the world to be leaders in scholarship and service to the individual for more than 90 years. In keeping with the University’s Jesuit values, our students and faculty share a commitment to the professional development of the whole person.

In the early 1900s, most New York–area teachers were prepared in normal schools that provided high school graduates with training in classroom management, lesson planning, and teaching methods but did not add to their academic knowledge base. Some teachers prepared this way were interested in continuing their education to earn baccalaureate degrees or to accept responsibilities in administrative positions. Other teachers who already had baccalaureate degrees needed graduate study to advance. During this same period, Cardinal John Farley recognized the need to improve Catholic education in New York. In 1916, responding to the needs of the city’s teachers and schools, Fordham University launched a Teachers College and a Department of Education within its then-new Graduate School.

This college and department were unusual for the day as programs were designed for learning while practicing and for accessibility to students. Professional studies had strong liberal arts cores. Connections to city schools resulted in a genuine awareness of the needs of area schools, and educational experiences were molded by the Jesuit cura personalis—concern for the whole student. The faculty and student body of Fordham’s Teachers College and Department of Education were also unique. Men and women who were practicing teachers and key school district administrators were appointed as adjunct faculty, division chairpersons, and assistant deans, resulting in a level of professional expertise not often found in university schools of education. Full time faculty and administrators who had national reputations were also recruited to provide anchors for rigorous academic programs and scholarly research. The students, mostly educational practitioners, attended part time.

Women were provided unrestricted opportunity to pursue advanced degrees at this coeducational school. The impact on women was significant: By 1921, women received five of nine doctorates awarded by the school, and by 1936, 16 of 22 AB degrees, three of seven BS degrees and 12 BS in education degrees.

Fordham’s location in Manhattan was strategic and successful. Housed in the newly completed Woolworth Building, then the world’s tallest skyscraper, it had a prestigious address; it was also easily accessible by all modes of transportation. Over time, programs of study were offered during the day, in the evening, on Saturdays, and during the summer session to accommodate the needs of its teacher-students.

In 1938, Fordham’s Teachers College was formally renamed the School of Education, and the Department of Education became the Graduate Department of the School of Education. In 1943, the school moved from the Woolworth Building to 302 Broadway. Programs were continually developed and redesigned throughout the years, reflecting the rapidly changing needs of public and nonpublic schools. One area consciously and continually addressed was urban education—the constellation of issues facing students, teachers, administrators, and other professionals in multiracial, multilingual, multicultural, and economically diverse environments such as New York.

Beginning in the 1960s and continuing in the present, the responses to diversity have included urban-focused courses, research and field experience, partnerships with and support to local districts, specialized degree programs, and the infusion of diversity-related issues across programs and courses. It was also during this time that Fordham University became part of the renaissance of New York’s West Side by building and relocating its Manhattan campus to the Lincoln Center area of the city.

Shortly thereafter, the school changed its name again, becoming the Graduate School of Education to reflect its focus on graduate professional education.

The Graduate School of Education currently serves students who are engaged in preparation or professional development as teachers, administrators, psychologists, counselors, and other educators. Master’s, advanced certificate, and doctoral degree programs are offered.

Responding to the need for new teachers and other school professionals, the Graduate School of Education has increased its collaborations with local public and private school systems to prepare teachers in critical shortage areas, to conceive and design schools that work, and to conduct innovative research leading to student success.

Our graduates include a substantial number of local and regional school superintendents, principals, and assistant principals—leaders of their respective schools and districts, as well as leaders in national professional organizations.

We welcome all new and prospective members of the Fordham Graduate School of Education community and invite you to help continue our mission of scholarship and service, building on success in the years ahead.
The following Vision and Mission statements, unanimously affirmed by the Graduate School of Education School Council on May 5, 2008, confirm our beliefs about the Graduate School of Education’s purposes and aspirations.

Our Vision
Fordham University Graduate School of Education will enhance its national and international recognition as a leader in the generation and dissemination of knowledge and skills for teachers, counselors, psychologists, school administrators, and other educational practitioners and scholars who serve diverse populations.

Our Mission
In keeping with the University’s Jesuit tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socio-emotional development of the individual, the Graduate School of Education’s mission is to

• create and nurture an inclusive, dynamic, intellectual, and reflective community that generates knowledge and promotes inquiry and excellence;
• prepare teachers, counselors, psychologists, school administrators, researchers, and other professionals who are committed to social justice, personal responsibility, and equity for all learners;
• apply and expand the theory and knowledge of their disciplines through the use of reflective pedagogy to meet the changing educational needs of children and adults from richly diverse communities;
• serve national and international educational communities regardless of race, cultural background, religion, and ethnicity.

The challenges of the 21st century are complex, and solutions call for thoughtful, knowledgeable leaders and creative, cooperative responses. Working with schools, social agencies, and others, the Graduate School of Education is proactive—identifying emerging issues, providing on-target professional preparation and development programs, and helping practitioners understand and apply the most promising theoretical constructs.

Ideally located in the heart of the New York metropolitan area, the Graduate School of Education has forged strong partnerships with public and private schools, other schools within Fordham, other colleges and universities, business and government groups, and human service organizations.

The Graduate School of Education reflects the Jesuit tradition of academic excellence in a values-laden setting. High standards of scholarship are evident in all of the school’s programs. A dynamic balance exists between theory and practice, and among research, teaching, and community service, maintained through careful faculty recruitment and development. Faculty and student relationships are mutually supportive and reflect the belief that education is paramount in shaping the kind of society we desire and making the world a better place for all people.

Accreditation and Memberships
Fordham University is accredited by the Middle States Association of Colleges and Secondary Schools and is registered with the New York State Board of Regents as a chartered independent university.

The Graduate School of Education is accredited by the National Council for Accreditation of Teacher Education. The doctoral programs in Counseling and School Psychology are accredited by the American Psychological Association. The doctoral programs in Administration are approved by the University Council for Educational Administration. The School Psychology certificate-level program is approved by the National Association of School Psychologists. The master’s programs in Mental Health Counseling and School Counseling are accredited by the Master’s in Psychology and Counseling Accreditation Council.


In addition, the Graduate School of Education is a member of American Association of Colleges of Teacher Education, American Educational Research Association, Organization of Institutional Affiliates, Council of Academic Deans of Research Education Institutions, Conference of Teacher Education of the Association of Jesuit Colleges and Universities, Council of Counseling Psychology Training Programs, Council of Graduate Departments of Psychology, Council of Directors of School Psychology Programs, Council of Graduate Departments of Psychology, Metropolitan Council of Educational Administration Programs, New York state-ACCTE; Trainers of School Psychologists, and University Council for Educational Administration.

The Graduate School of Education has active chapters of professional honor societies, namely: Kappa Delta Pi and Alpha Upsilon Alpha.

Our teacher preparation programs were among the first to be recognized by the U.S. Department of Education for excellence in teacher preparation, based largely on the documented successes of our graduates.
New York State Certification Exam Pass Rates
Fordham University students who have completed programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Number Tested</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Center/Rose Hill</td>
<td>2013-14</td>
<td>61  89%</td>
</tr>
<tr>
<td>Lincoln Center/Rose Hill</td>
<td>2012-13</td>
<td>112 96%</td>
</tr>
<tr>
<td>Lincoln Center/Rose Hill</td>
<td>2011-12</td>
<td>128 95%</td>
</tr>
<tr>
<td>Westchester</td>
<td>2013-14</td>
<td>5  100%</td>
</tr>
<tr>
<td>Westchester</td>
<td>2012-13</td>
<td>16  100%</td>
</tr>
<tr>
<td>Westchester</td>
<td>2011-12</td>
<td>26  100%</td>
</tr>
</tbody>
</table>

New York State Certification Exam Pass Rates: For additional information on current and new requirements, visit the New York State Education Department website at http://nyscertification.state.ny.us.

Teacher Supply and Demand in New York State: According to the New York State Education Department (NYSED Supply and Demand Report, 2015), the number of highly qualified teachers is not sufficient to meet the needs in all certification areas or geographic locations in New York State. Detailed information regarding teacher supply and demand in New York state may be found online at regents.nysed.gov/common/regs/files/TeacherSupplyDemandReport%5B1%5D.pdf.

Facilities and Academic Resources

The administrative offices of the Graduate School of Education are located at the Lincoln Center campus in Manhattan. Courses and degree programs are offered primarily at the Lincoln Center and Westchester campuses. In addition, courses are offered at the University’s Rose Hill campus in the Bronx and at a number of off-campus sites in Brooklyn, Queens, Staten Island, the Bronx, and Long Island, and at partnership schools and other convenient locations.

Graduate School of Education Lincoln Center

The Graduate School of Education Lincoln Center campus is located at the corner of Columbus Avenue and 67th Street in Manhattan, adjacent to Lincoln Center for the Performing Arts. Located here are the offices for the faculty, deans, and divisions; various centers, including the Center for Catholic School Leadership and Faith-Based Education, and the Center for Educational Partnerships; the Gerald M. Quinn Library; counseling and psychology laboratory facilities; computer facilities; enrollment services (bureau, registrar, and financial aid offices); and other service and activities centers. The admissions office is across the street, at 45 Columbus Avenue. The Rosa A. Hagan School Consultation Center, the Early Childhood Center, the Psychological Services Institute, and career services are also located in this building. All Graduate School of Education programs at the master’s, professional diploma, and doctoral levels are available at the Lincoln Center campus.

Graduate School of Education Westchester Campus

The Graduate School of Education Westchester campus is located at 400 Westchester Avenue in West Harrison, New York, on the Westchester campus of Fordham University. This location near White Plains has an office of teacher education, education leadership, faculty offices, classrooms, enrollment services, and library facilities. Degree programs offered on this campus include initial certification programs in Childhood Education, Childhood Special Education, and Bilingual Childhood Education, and advanced/specialist programs in Literacy (Birth–Grade 6) and Literacy (Grades 5–12). The Accelerated Master’s Program in Educational Leadership (AMPFL) is also offered at the Westchester campus. In addition, extension programs in selected areas are offered.

TK20 HighEd

The Graduate School of Education has adopted a comprehensive assessment platform, TK20 HighEd, through which assessment data are collected, stored, and reported. TK20, as it is generally called, provides the Graduate School of Education with the ability to: conduct course, program, and unit-level assessments; issue standards-based, reflective, electronic portfolios; track and manage field experience and clinical practice; report results; conduct program level and unit-level assessments; and manage field experience and clinical experience. TK20 also provides a platform for faculty to communicate with students, issue assignments, and post syllabi and other course documentation. In addition, faculty may issue portfolios and field experience binders, and make assessments—including annotations—to videos—and in conjunction with field personnel. After completing their assignments, portfolios, and field-experience binders, students can readily access final assessments made by instructors or field supervisors via TK20. Students are required to purchase a TK20 account for the duration of their program at a cost of $100. In order to manage student and faculty account uniformly, all user accounts will only use Fordham email addresses for correspondence.

Libraries

Fordham University Libraries are available at three major locations: the Rose Hill campus in the Bronx, the Lincoln Center campus in Manhattan, and the Westchester campus in West Harrison. Fordham University Libraries own more than 2 million volumes and subscribe to more than 15,300 periodicals and 50,000 electronic journals, and is a depository for United States Government documents. Fordham University Libraries own many special collections of rare books and manuscripts covering a variety of subjects, including Americana, Jesuitica, the French Revolution, and Criminology. The library also provides access to more than 60,000 electronic books.

The William D. Walsh Family Library at Rose Hill campus contains more than 1 million volumes and 380,000 government documents. It is named after William Walsh, a Fordham alum and member of the University Board of Trustees, who made a major contribution toward its construction. All Rose Hill library services, including the Science Library, Audio Visuals, Electronic Services, Government Documents, Archives, Special Collections, Microforms, and Fordham Dissertations, are housed here. The Gerald M. Quinn Library at Lincoln Center campus contains more than 500,000 volumes and is named in memory of the late Dean of Fordham College at Lincoln Center. In addition to a general collection serving Fordham College at Lincoln Center, the Quinn Library also has strong collections in business, education, and social service serving the three graduate schools on that campus. The Westchester campus library houses more than 30,000 volumes and serves Fordham’s graduate schools of Business, Education, Religious Education, and Social Service. All of Fordham University Libraries’ electronic books and databases are available in the Westchester campus library.

OneSearch Discovery: Fordham University’s OneSearch provides access not only to the library collections on all campuses but also to Fordham Law and many other databases, including journals (index to academic and popular journals), ABI-INFORM, newspapers (index to major U.S. newspapers), education (ERIC index, both current and pre-1983), U.S. Government documents indexes, Peterson’s College Guide, and Westchester County indexes. Also available are LEXIS-NEXIS, a database of full-text information sources (newspapers, journals, documents, transcripts, reports, etc.), Primary Source, a full-text of 50 children’s magazines; and MAS Ultra-School Edition, with full text of 460 journals and other documents designed for use in secondary schools. DIALOG searches are available from the reference departments at each location.
The center contributes to the fostering of anthropological and ethical values, which are necessary in order to build a society that is based on fraternity and solidarity by promotion of international, national, and regional workshops, institutes, and conferences for faith-based school leaders. The center also fosters the recognition, respect, and enhancement of diversity. Social, cultural, and religious diversity are considered as an opportunity and a gift to encounter one another. These opportunities are buttressed by supporting research topics of particular interest to the nonprofit sector. Individuals from Catholic, Protestant, Jewish, Muslim, and independent schools and organizations participate in the center's programs. Thus the center provides a unique opportunity for dialogue among these groups.

For further information, call 212-636-6428.

Career Services
Career resources are available to students and alumni of the Graduate School of Education through Fordham's Career Services. These include one-on-one and group counseling, as well as in-class programming at the request of faculty members. Specialized workshops and events are scheduled during the year. Additionally, online and print materials are provided to assist individuals in achieving their professional goals. Counselors are available to address topics including career decision-making, resume and cover letter preparation, interview techniques, and job-search strategies. For more information, please call 212-636-6280 or 718-817-4350.

The Counseling Center
The Counseling Center at Lincoln Center offers a wide range of personal development groups and workshops, including time and stress management, study skills development, loss and bereavement, and interpersonal issues, in addition to individual counseling for personal, vocational, and academic growth. There are also counseling support services for student veterans. For further information, call 212-636-6225 or 718-817-3725.

Barnes & Noble University Shops
Barnes & Noble University Shops are located on the street level of the Lowenstein building at the Lincoln Center campus and at the Rose Hill campus, with Internet access for the Westchester campus. The shops sell textbooks and supplies, Fordham-imprinted clothing, gifts, trade books, and computer software, and provide special-order services and student buyback for textbooks. The shops have extended hours at the beginning of each semester, including Saturdays. For more information, call 212-636-6080.
School of Education students as visitors, volunteer workers, cultural, financial, medical, and social agencies welcome Graduate teachers, beginning teachers, interns, and researchers. Because populations, provide many opportunities for observers, apprentice the broadest array of schools, from conventional to experimental, the theater, concerts, and performances. The city also offers the concerts and TV-show tapings, as well as discounted tickets to use of the cultural offerings of the neighborhood, including free unavailable anywhere else. Students and faculty alike make good heart of New York City, which offers opportunities and resources renowned Lincoln Center for the Performing Arts—it is also in the enviable location. Not only is it across the street from the world-class The Graduate School of Education at Lincoln Center is in a truly enviable location. Not only is it across the street from the world-renowned Lincoln Center for the Performing Arts—it is also in the heart of New York City, which offers opportunities and resources unavailable anywhere else. Students and faculty alike make good use of the cultural offerings of the neighborhood, including free concerts and TV-show tapings, as well as discounted tickets to the theater, concerts, and performances. The city also offers the broadest array of schools, from conventional to experimental, public and nonpublic. These schools, serving unique urban populations, provide many opportunities for observers, apprentice teachers, beginning teachers, interns, and researchers. Because Fordham has developed strong ties within the New York City area, cultural, financial, medical, and social agencies welcome Graduate School of Education students as visitors, volunteer workers, researchers, and professional observers.

Community Resources

The Graduate School of Education at Lincoln Center is in a truly enviable location. Not only is it across the street from the world-renowned Lincoln Center for the Performing Arts—it is also in the heart of New York City, which offers opportunities and resources unavailable anywhere else. Students and faculty alike make good use of the cultural offerings of the neighborhood, including free concerts and TV-show tapings, as well as discounted tickets to the theater, concerts, and performances. The city also offers the broadest array of schools, from conventional to experimental, public and nonpublic. These schools, serving unique urban populations, provide many opportunities for observers, apprentice teachers, beginning teachers, interns, and researchers. Because Fordham has developed strong ties within the New York City area, cultural, financial, medical, and social agencies welcome Graduate School of Education students as visitors, volunteer workers, researchers, and professional observers.

Graduate Housing

A limited number of studio and one-bedroom apartments are available for Fordham University graduate students. The apartments are located at 134 West 59th Street. If you are interested in learning more about these apartments, visit the housing website at fordham.edu/info/21875/graduate_housing or email gradhousing@fordham.edu.

Enrollment Information

Admissions

Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and our website fordham.edu for special requirements, including prerequisites. In addition to the program-specific criteria, all applicants seeking admission to graduate degree programs in the Graduate School of Education must meet the following requirements:

Liberal Arts and Science Background: Applicants must have a baccalaureate degree from an accredited college or university with a major or appropriate concentration in a liberal arts or science discipline or other appropriate and equivalent undergraduate preparation. They must also provide evidence of satisfactory undergraduate scholarship and potential for successful graduate study. To qualify for master’s or advanced certificate programs, applicants should have earned a minimum undergraduate cumulative GPA of approximately 3.0, unless otherwise specified. To qualify for doctoral or professional diploma programs, applicants should have earned a minimum cumulative grade point average (GPA) of approximately 3.5 (B+).

Applicants to doctoral programs in the division of Psychological and Educational Services are required to submit scores, not older than five years, from the verbal/quantitative/analytical writing sections of the Graduate Record Examination (GRE). Applicants to PhD in Administration and Supervision (Executive Leadership) programs in the division of Educational Leadership, Administration, and Policy must submit scores, not older than five years, from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

The required exam(s) should be taken at least two months prior to the application deadline to ensure timely receipt of scores by GSE admissions. GRE School Code: 2259. MAT School Code: 1453.

Information about the Graduate Record Examination is available at the Educational Testing Service, Graduate Record Examinations website gre.org. Information about the Miller Analogies Test is available from its website at milleranalogies.com.

Applicants to programs leading to fulfillment of state certification or licensing requirements must also meet the state’s related core and content requirements in the liberal arts and science areas. Programs leading to professional certification, or certification annotations or extensions, require possession of initial or provisional certification and may require teaching experiences.

Applicants Who Must Take the TOEFL: All international students for whom English is not the native (first) language are required to submit scores for either the TOEFL or IELTS tests. TOEFL School Code: 2252.

Exceptions include:
• native English speakers from Canada, Great Britain, Ireland, Australia, New Zealand, Bermuda, Jamaica, Trinidad, Barbados, and the West Indies;
• those international students who have successfully completed and been granted an undergraduate or graduate degree at an accredited college or university in the United States.

Minimum Test Scores: The following scores are the recommended minimum test scores* for English Language Proficiency for admission to the Graduate School of Education:
• TOEFL: 77 for General Test Score, no subtest can be lower than 6
• TOEFL: 577 for paper test, 90 for Internet-based (IBT) test

*Note: Scores can be no more than two years old.

Additional Review of English Language Proficiency

Depending on the review of an application, official transcripts, personal statement, and test of English Language Proficiency, accepted students might be required to engage in further evaluation and study in English language prior to or in conjunction with admission and matriculation in the Graduate School of Education. For further information about the tests, go to ielts.org or toefl.org.

All students are expected to demonstrate a satisfactory level of written and spoken English proficiency in coursework and written reports throughout their graduate study. Inability to maintain an acceptable level of English is a basis for review of student status and may result in referral to Fordham’s Institute of American Language and Culture (ILAC), academic probation, suspension, or termination of matriculation.

Reference Reports: Two letters of recommendation from respondents familiar with the applicant’s academic or professional background are required for application to all graduate degree programs.

Proof of Immunization: New York state law requires all students born on or after January 1, 1957, to have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. To comply with this law, accepted students must submit proof of immunization signed by a physician or other health official. Students who fail to provide proof of immunization are not permitted to register for classes. In addition, students must either have the meningococcal vaccine or sign a waiver declining the vaccine. If you have questions regarding immunization, call the Fordham University Health Center at 212-636-7149.

Admission to the Five-Year Integrated Track for Fordham Undergraduates

See page 52 in this bulletin for more information.
Nonmatriculated students are not eligible to take advanced courses taken as a nonmatriculated student do not count towards your baccalaureate degree. You may not exceed more than 12 credits of nonmatriculated courses.

**Graduate School of Education** provides opportunities for nonmatriculated students.

### Nonmatriculated Student Status
- Prospective students and current applicants for future terms are encouraged to take Graduate School of Education classes as nonmatriculated students.
- In-person registration dates for nonmatriculated students occur regularly just prior to the start of a new academic term. See website for dates: fordham.edu/gse.
- Undergraduate seniors already enrolled at Fordham University whose programs do not require their full-time attendance may register as nonmatriculated students; written consents from the associate dean for academic and school’s dean is required. A maximum of six credits will be allowed.

If individuals are already accepted to another Fordham academic program, they must take an official leave of absence from or withdraw from the program prior to registering as nonmatriculated status in the Graduate School of Education.

- Applicants who have been denied admission to the Graduate School of Education are not eligible to enroll as nonmatriculated students.
- In-person registration dates for nonmatriculated students occur regularly just prior to the start of a new academic term. See website for dates: fordham.edu/gse.

### Admission Procedures

**Before applying for admission to any program of the Graduate School of Education, carefully review its description, specific admission criteria, and program of study, which are listed in this bulletin and on our website.** Questions about the program, including issues of eligibility, certification, or requirements, may be addressed to the program coordinator or the chairperson of the division within which the program is offered.

Applicants are encouraged to register online at fordham.edu/gse to attend information sessions for more information about programs and procedures. Applications are evaluated by faculty committees and will not be reviewed unless they are complete. An application is complete when the application is submitted, the fee is paid, and all required transcripts, recommendation forms, test scores, fees, and other materials have been received by the admissions office. Documents submitted as part of an application become part of the records of the Graduate School of Education and will not be returned or duplicated for any purpose.

Most Graduate School of Education programs admit students throughout the academic year, however, doctoral programs, Counseling, and the professional diploma programs in School Psychology have special deadlines.

Applicants will be notified of admissions decisions as soon as possible after completed applications are received and reviewed by faculty admission committees. Following notification of admission, students should meet with their assigned faculty advisers to discuss their programs and course selection. Admitted students must register by the start of the academic term to which they were admitted or request a deferment (for up to one year of acceptance) in writing. Requests are reviewed and approved pending faculty decision. Application materials of nonenrolled accepted students will be destroyed after three years.

### Tuition and Fees

Nonmatriculated students pay the regular tuition rate plus the following additional fees:
- **University General Fee**: $90 per term, fall and spring only
- **GSE tk20 Assessment Fee**: $100 one-time-only fee, assessed at time of first registration
- **Technology Access Fee**: $125 per term, fall and spring only

### Financial Aid and Scholarships

- Nonmatriculated students are not eligible for Graduate School of Education scholarships or graduate assistantships.
- Nonmatriculated students are not eligible for federal financial aid.

### Application Deadlines

**Graduate School of Education** provides opportunities for nonmatriculated students.

**Admission Procedures**

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### Requirements for Enrollment for Nondegree Graduate Study

**Applicants who have been denied admission to the Graduate School of Education are not eligible to enroll as nonmatriculated students.**

In-person registration dates for nonmatriculated students occur regularly just prior to the start of a new academic term. See website for dates: fordham.edu/gse.

Undergraduate seniors already enrolled at Fordham University whose programs do not require their full-time attendance may register as nonmatriculated students; written consents from the associate dean for academic and school’s dean is required. A maximum of six credits will be allowed.

If individuals are already accepted to another Fordham academic program, they must take an official leave of absence from or withdraw from the program prior to registering as nonmatriculated status in the Graduate School of Education.

### Applicants from Countries Other than the United States

**Requirements for applications from persons who are from countries other than the United States are shown below:**

Required application materials for non-U.S. applicants include:
- the completed online application;
- recommendation letters and application fee;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support; and
- transcript evaluations from World Education Services (WES) that include a course-by-course evaluation and conversion to a U.S. scale, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale.

A certified translation is required for any documents submitted in languages other than English. Application procedures require an evaluation of prior educational experience to document equivalency to a U.S.-earned baccalaureate or master’s degree. Information about this evaluation may be obtained by contacting World Education Services at wes.org. This is the only company from which we accept evaluations. Persons who are not U.S. citizens are not eligible for Graduate School of Education scholarships but can apply for graduate assistant positions if enrolled full-time (at least 12 credits).

All students must have oral and written English language skills sufficient for successful completion of their program. If it is determined that a student’s English skills are insufficient, the student will be required to improve his or her English skills by taking classes in English as a Second Language.

Applicants who expect to use the F-1 or I-1 Student Visa must prove that they have financial support to cover tuition and living expenses for each year that they will study at the University. International students must be enrolled full time (12 credits) in order to comply with the student visa regulations.

The Affidavit of Support form is available online at fordham.edu/iss, and must be completed and returned with your admission application form and tuition deposit. A Certificate of Eligibility (I-20) cannot be issued until this form is completed and returned with the required documentation. Contact the Office of International Students for additional information at 212-636-6270. For more information on the latest visa issues, visit the Department of State website at http://travel.state.gov/content/visas/en.html.

### Financial Aid and Scholarships

- Nonmatriculated students are not eligible for Graduate School of Education scholarships or graduate assistantships.
- Nonmatriculated students are not eligible for federal financial aid.

### Application Deadlines

**Division**

**Program**

<table>
<thead>
<tr>
<th>Division</th>
<th>Program</th>
<th>Start Date</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Learning and Interdisciplinary Research (CLAIR)</td>
<td>PhD in CLAIR</td>
<td>Fall only</td>
<td>March 1</td>
</tr>
<tr>
<td>Curriculum and Teaching (C&amp;T)</td>
<td>All programs</td>
<td>Fall only</td>
<td>*Continuous review</td>
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<tr>
<td>MS in TESOL, Track 2</td>
<td>All PhD and EdS programs</td>
<td>Fall only</td>
<td>February 1 Early admission</td>
</tr>
<tr>
<td>Educational Leadership, Admin., and Policy (ELAP)</td>
<td>All other programs</td>
<td>Fall only</td>
<td>March 1: Final deadline</td>
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<tr>
<td>Psychological and Educational Services (PES)</td>
<td>PhD in Counseling Psychology</td>
<td>Fall only</td>
<td>December 15</td>
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<td></td>
<td>PhD in School Psychology</td>
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<td>PD in Bilingual School Psychology</td>
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<td>MS in Counseling and Personal Services</td>
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<td></td>
<td>MS in Mental Health Counseling</td>
<td>Fall only</td>
<td>February 1</td>
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*Continuous review programs have term deadlines of July 1 for fall, November 15 for spring, and April 15 for summer terms. Applications received after these dates will be processed as quickly as possible. Applicants may apply for nonmatriculated status for that term. Applicants seeking Graduate School of Education financial aid must apply via the online admissions application.

**Supplemental materials deadline for the MS in TESOL, Track 2 program is April 1.**

**Applicants from Countries Other than the United States**

Requirements for applications from persons who are from countries other than the United States are shown below:

Required application materials for non-U.S. applicants include:
- the completed online application;
- recommendation letters and application fee;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support; and
- transcript evaluations from World Education Services (WES) that include a course-by-course evaluation and conversion to a U.S. scale, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale.

A certified translation is required for any documents submitted in languages other than English. Application procedures require an evaluation of prior educational experience to document equivalency to a U.S.-earned baccalaureate or master’s degree. Information about this evaluation may be obtained by contacting World Education Services at wes.org. This is the only company from which we accept evaluations. Persons who are not U.S. citizens are not eligible for Graduate School of Education scholarships but can apply for graduate assistant positions if enrolled full-time (at least 12 credits).

All students must have oral and written English language skills sufficient for successful completion of their program. If it is determined that a student’s English skills are insufficient, the student will be required to improve his or her English skills by taking classes in English as a Second Language.

Applicants who expect to use the F-1 or I-1 Student Visa must prove that they have financial support to cover tuition and living expenses for each year that they will study at the University. International students must be enrolled full time (12 credits) in order to comply with the student visa regulations.

The Affidavit of Support form is available online at fordham.edu/iss, and must be completed and returned with your admission application form and tuition deposit. A Certificate of Eligibility (I-20) cannot be issued until this form is completed and returned with the required documentation. Contact the Office of International Students for additional information at 212-636-6270. For more information on the latest visa issues, visit the Department of State website at http://travel.state.gov/content/visas/en.html.
Tuition and fees are billed after registration and must be paid on or before the invoice due date. Checks should be made payable to Fordham University. There will be a $20 penalty and handling charge if a check is returned from the bank for insufficient funds or any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash or certified check.

The University reserves the right to cancel registration or bar further registration and not release any transcript or record until all financial obligations are satisfied. Delinquency of outstanding balances, including those from deferred or other payment plans, are subject to collection by the University or a designated agent. Students are liable for all costs incurred in the collection of delinquent accounts.

Cost of Attendance: The estimated cost of attendance per year based on full-time enrollment for fall and spring semesters (12 credits each semester) is:

- Tuition (24 credits) $31,248
- General University fee (two semesters) $180
- Technology Access fee (two semesters) $200
- Books and supplies $1,000
- Total (exclusive of special fees and living expenses) $32,628

Refund Policies and Procedures

The University’s refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment is in excess of the total charges.

Application and tuition deposit fees are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

New students who wish to withdraw should contact the enrollment services office at 212-636-6700 for counseling regarding the effect the withdrawal has on balances due the University and financial aid. Students who are withdrawing should contact enrollment services at 212-636-6700 for counseling regarding the effect the withdrawal has on balances due the University and financial aid.

The refund calculation is based on the following:

- First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
- For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and institutional policy. The calculation that gives the largest refund to the federal programs must be applied.

The following refund policies are based on 100 percent tuition payment. The refund period begins with the first day of the term.

Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: unsubsidized Stafford loan, subsidized Stafford loan, Plus loan, Perkins loan, Pell, SEOG, other Title IV aid, other federal aid, Fordham grants and scholarships, TAP, other state aid, federal aid, and Fordham University. There will be a $20 penalty and handling charge if a check is returned from the bank for insufficient funds or any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash or certified check.

The refund calculation is based on the following:

- First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
- For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and institutional policy. The calculation that gives the largest refund to the federal programs must be applied.

The following refund policies are based on 100 percent tuition payment. The refund period begins with the first day of the term.

Note: The dates and refund portions are determined each year; the information below is approximate and subject to change. Check the GSE calendar online at fordham.edu/gse for current information.
Federal Refund Calculation (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Prior to eighth week of term</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>After eighth week of term</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Institutional Refund Policy Summer (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to first and second class</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Prior to third class</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Prior to fourth class</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Prior to fifth class</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Prior to sixth class</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Refund Policy Appeal Process

- After the eighth week of term, the refund is 0%.
- Prior to the sixth week of term, the refund is 40%.
- Prior to the fourth week of term, the refund is 50%.
- Prior to the third week of term, the refund is 75%.
- Prior to the first and second week of term, the refund is 95%.

Financial Aid

Graduate Assistantships

A limited number of graduate assistantships are awarded each year to qualified individuals who have been admitted to one of the degree programs in the Graduate School of Education. The awards are made in recognition of academic achievement, special competencies, or academic potential. Assistantships provide opportunities for academic and professional development, as well as financial benefits. Fulltime students in any degree program may apply. Assistantship awards provide tuition remission for courses. The awards carry with them the obligation to contribute to the Graduate School of Education through work in one of the School’s offices, or on a special project or assignment. Consequently, student teaching requirements preclude assistantship eligibility.

The due date for applications is February 1 for the following academic year. Applications for renewal of assistantships are due February 1 as well.

Assistantship applications are included in admissions applications and are also available from the admissions office at Martin Hall, 45 Columbus Avenue, Room 207; the Office of Teacher Education at our Westchester campus in West Harrison; or online at fordham.edu/gse. See assistantship applications for further details, or call 212-636-4400 for information.

Assistantship Awards: Graduate assistants are awarded course remission in exchange for work performed for the Graduate School of Education. Tuition remission for one course requires 100 hours of assistance per semester (approximately 6.5 hours of assistance per week for 15 weeks).

Graduate School of Education Scholarship Programs

All scholarship applicants must complete a Free Application for Federal Student Aid (FAFSA) form. This form is available online at fafsa.ed.gov. Fordham’s federal school code is 002722. School-based financial support is offered by the Graduate School of Education through the scholarship and grant programs described below. Students may apply to more than one funding source, but they can receive support from only one source at a time. For prospective students, applications for scholarships and grants for fall, spring, and summer sessions must be submitted with the completed program application used for admissions decisions, unless otherwise noted. Newly accepted doctoral students will be notified of the scholarship or grant award in their admissions acceptance letters if they are eligible. For continuing students, applications for renewal of scholarships and grants are due February 1, unless otherwise noted. The scholarship and grant programs are competitive, and a limited number of awards will be made each year.

All GSE scholarship recipients must enroll and maintain the enrollment in two courses for the fall, spring, and summer sessions, unless otherwise noted. Awards are made for the full year (summer, fall, spring) unless otherwise noted. Students not continuously enrolled each semester of the academic year lose their award for subsequent semesters and are not guaranteed reinstatement.

Requirements include 3.5 or higher grade point average in their undergraduate and previous graduate academic work for master’s and professional diploma students; 3.5 grade point average or higher in their undergraduate academic work and a 3.75 or higher grade point average in their previous graduate work for doctoral students; completion of a Free Application for Federal Student Aid (FAFSA) form; and completion of scholarship application.

Opportunity and Excellence Scholarships: A limited number of need-based, competitive scholarships are awarded to qualified persons with financial need and academic merit who are admitted to a degree program to prepare for careers in schools or professional practice. Master’s and professional diploma students must have a 3.5 grade point average or higher in their undergraduate and previous graduate academic work to be considered. Doctoral students must have a 3.5 grade point average in their undergraduate academic work and a 3.75 or higher in their previous graduate work to be considered. The awards may be renewed each year if the student maintains at least a 3.5 grade point average at the master’s level and 3.75 or higher at the doctoral level and if comparative financial need continues.

New Horizons Teacher Scholarships: A limited number of need-based scholarships are awarded to qualified students who are leaving established careers to prepare for careers in education full-time. Students must have a minimum undergraduate grade point average of 3.5. The awards may be renewed each year if comparative financial need continues and if the student is enrolled for 12 or more credits each semester.

Scholarships for Catholic School Leaders and Faith-Based School Personnel: A limited amount of aid is available to persons employed as full-time professionals in nonpublic, religious-affiliated pre-K–12 schools who are pursuing master’s programs leading to state certification in teaching, counseling, school psychology, or school administration. Students must have a minimum 3.0 undergraduate grade point average. These scholarships cover one-third of tuition charges up to a maximum of six credits per semester or 50 percent if the student is employed at a Jesuit school. Eligible students must be in good academic standing and provide proof annually with their scholarship application that they are full-time professional employees in a nonpublic, religious-affiliated pre-K–12 school.

Scholarships for Partners in Innovation and Excellence: Scholarships are awarded to selected teams and cohorts from schools or school districts with which Fordham’s Graduate School of Education has a formal partnership agreement for educational renewal (inclusion, curriculum improvement, restructuring, or other school innovation or excellence objectives). Application procedures and deadlines, as well as the amount or percentage of the scholarship, vary in each partnership. Contact your school principal or the dean’s office to find out whether your school has a partnership with the Graduate School of Education and whether you may participate in partnership-related courses with scholarship support.

Payment Plan

The Fordham University Monthly Payment Plan, offered by Tuition Management Systems (TMS), is a payment plan by which a student or parent, guardian, or sponsor of a student can make monthly payments for out-of-pocket expenses. Features of the plan include:

- Ten monthly payments (for full-year plans)
- Five monthly payments (for term-only plans)
- Everyone qualifies
- Low-cost enrollment fee
- Sponsors will be able to view their account on line

The plan may be established for any amount. Students can enroll online at fordham.afford.com or by mail. If applying by mail, students complete enrollment form with payment and mail it to TMS with the enrollment fee.

For the 2016 academic year, TMS enrollment fees are as follows:

- Application received prior to July 1: $75
- Application received between July 1 and July 31: $90
- Applications received on or after August 1: $110

Upon receipt of your enrollment form and fee, TMS establishes the payment plan account and notifies Fordham University of the student’s enrollment. For more information, contact the Office of Student Financial Services located on the second floor of Lowenstein (Lincoln Center) or at 212-636-6700.

Federal Loan Satisfactory Academic Progress (SAP)

Criteria for federal loans include the following:

- Students must maintain a minimum grade point average of 3.0 for ADV, ADVN, MS, MSE, MST degree programs, and 3.5 for EdD and PhD degree programs.
- Students must attempt and complete no fewer than six credit hours per term. The Matriculated Student Status Certificate form must be completed by a student who may be registered for fewer credits to qualify for half, three-quarters, or full time certification for purposes of Veteran’s Benefits and federal financial aid eligibility.
- Maintain active term matriculation status (from term admitted to term graduated).
- Students must complete the course of study within five years for ADV, ADVN, MS, MSE, MST degree programs and within eight years for EdD or PhD degree programs.

Students who fail to attain satisfactory progress at the end of each academic year shall lose federal financial aid eligibility. If the student resumes satisfactory academic progress, the student shall regain federal financial aid eligibility as long as he/she maintains satisfactory academic progress.
Federal Direct Loan Program
(Unsubsidized Loan and Graduate PLUS)

Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the Unsubsidized loan is $20,500. Students who plan to borrow the Unsubsidized loan must complete the electronic loan request form at studentloans.gov. The Graduate PLUS loan can be requested at studentloans.gov/apply-grad/apply. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines.

Interest begins to accrue on these loans at the time of disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid. Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session at studentloans.gov. The counseling sessions provide loan terms as well as the borrower’s rights and responsibilities. Federal loans can be decreased during the year.

The Cost of Attendance is an amount used to determine your maximum financial aid eligibility for an academic year. The COA consists of standard school expenses (tuition, fees, and books) and an estimate of a student's standard living expenses (housing, food, transportation, and other miscellaneous expenses). Students may receive aid/loans up to their COA.

If a student is enrolled in other degree requirements (dissertation, comprehensive exam preparation, etc.) with a credit equivalency that will raise enrollment to at least half-time, s/he can file an enrollment certification to become eligible for federal loans. This certification must be processed by academic records before students can receive funds.

Private Educational Loans

There are a number of different private educational loans for which you may apply. Federal regulations permit a student to apply for non-need-based educational assistance up to the cost of attendance minus any other aid. For additional information, visit the Office of Financial Services website.

Academic Policies and Procedures

All students accepted into a program of study in the Graduate School of Education are assigned a faculty adviser. The adviser must provide information and counsel on matters related to programs and Graduate School of Education policies and procedures. Students, however, are responsible for being cognizant of and meeting all requirements, including appropriate deadlines and administrative procedures, for the completion of their degrees. All academic programs are designed in keeping the standards articulated in the Conceptual Framework of the Graduate School of Education and are aligned with professional and state standards.

Academic Discipline

Students are expected to maintain the highest standards with regard to honesty, effort, and performance. Discipline will be enforced if a student violates the University’s Code of Conduct or the academic policies of the Graduate School of Education. Please refer to the dean for the policies and procedures regarding the academic code of conduct and disciplinary process.

Reserved Rights of the University

The University reserves the right, at its discretion, at any time, to deny matriculated status, to cancel a student’s registration, to refuse to award academic credits, or to deny or rescind a certificate or a degree in accordance with the University Statutes. All forms of dishonesty, including cheating and plagiarism, will result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

Maintenance of Matriculation

In order to maintain matriculated status, students must be continuously registered for all semesters (excluding summer) from the semester they begin their programs until they graduate. To maintain matriculation, students must be registered for one of the following: coursework, dissertation seminar, dissertation mentoring, doctoral residency, or EDGE 0666 Maintenance of Matriculation (for master’s level) or EDGE 9995 (for doctoral level). Students must register for EDGE 0666 Maintenance of Matriculation for the semester in which they take comprehensive examinations, if they are not registering for other coursework during that semester. Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student’s record will be evaluated in terms of admission and program requirements then in effect. As a result, additional coursework may be required. This readmission review will be conducted by the faculty and chairperson of the division in which the student was matriculated. The results of the review will be forwarded to the assistant dean of enrollment services.

Dissertation Mentoring

After completing the dissertation seminar, doctoral students must register for EDGE 9999 (under the section that has been designated to their dissertation mentor) in the semester in which they orally defend their dissertations. Doctoral students must register for EDGE 9995 Doctoral Maintenance of Matriculation (not EDGE 0666) for each semester they are not registered for Dissertation Seminar or Dissertation Mentoring.

Registration Processes

Advising and online registration for all students takes place in October and November for spring semester, in April for summer, and in May for fall semesters. Consult academic calendars for exact dates of advising and registration periods each semester.

The advising period enables students to meet with their advisers regarding course selection and academic progress. New and nonmatriculated students should register during the registration period (see academic calendar) after meeting with or speaking to an adviser for course selection guidance and approval. Tuition bills are mailed approximately one month before the start of the semester, and payment is due before classes begin.

Walk-in and online registration are also available at the start of each semester for new and nonmatriculated students. Continuing students who need to register past deadlines will be assessed a $250 late fee; their courses must be added by advisers and approved by the associate dean for academic affairs. Registration materials and instructions are sent to all continuing and newly admitted students. Materials are also available in the division offices and the admissions office (45 Columbus Avenue, 2nd Floor). Validation by the bursar and registrar is required before the registration is finalized.

my.fordham.edu
The website my.fordham.edu is Fordham’s Online Access to Student Information System. This system allows students to register, add or drop, pay tuition by credit cards, and review their transcripts.

Adding or Dropping Courses

Once a student has registered for a course or courses, changes in registration (adding or dropping a course or changing sections) can be made through our online registration system before or during the first week of classes. An add/drop form is required to make changes to registration after the first week of classes (see academic calendar for dates). Add/ drop forms are available from divisional offices and enrollment services. To add a course, a student must fill out the form and have a faculty adviser or division chairperson verify that the course is both open and appropriate for the program of study, and then sign the form. The add/drop form is sent for approval to the dean’s office for consideration, and then if approved, on to enrollment services for processing. Notifying Fordham by phone, mail, or speaking in person with a faculty member or any other University personnel is not sufficient.

Tuition charges will be adjusted only up to the sixth week of class, after that, full tuition will be charged for dropped courses (see section on Tuition and Fees for prorated schedule of refunds).
Grade Point Average

Students in master's and most advanced programs must maintain a B (3.0) grade point average (GPA) or higher to continue in their programs and to graduate, unless otherwise specified. For students in EdD and PhD programs, a B+ (3.5) GPA or higher is required. Students' academic records are reviewed throughout their programs. If a student's GPA falls below the requirement, the School may require additional, alternative, or remedial coursework, or other measures to assist the student to improve academic record. The student is placed on academic probation, which must be removed within one academic year. Failure to improve or to maintain the required GPA may result in termination of a student's matriculation.

Attendance

Students are expected to attend all scheduled course meetings and complete all assigned work. If extraordinary circumstances prevent attendance or the timely completion of assignments, the student should consult the faculty member to make alternate arrangements for meeting the course requirements. These situations may require an extension of the time to complete a course. Extensions ("incompletes") must be cleared by the announced date of the next semester. See academic calendar for last date to remove "incompletes" before they convert to administrative F grades. See also Leaves of Absence and School Policy regarding cancellation of classes for inclement weather.

Course Load

Graduate pre-service teacher education programs require a block of full-time attendance, and involve credit loads as indicated in the program descriptions. For all other graduate programs, students are considered full time if they are enrolled in 12 credits per semester or their equivalent. Students employed full time must not register for more than six credits per semester unless granted permission from their academic adviser. Summer session students may take up to six credits per session for a maximum of 12 credits during June, July, and August, including for-credit institutions and tutorials.

Independent Studies/Tutorials

Students with good cause may request an independent study with a full time instructional staff member with expertise in the course content area. The approval of the faculty member, division chairperson, and the associate dean for academic affairs is required prior to beginning the independent study. Independent study applications must be submitted to the associate dean for academic affairs during regular registration period. A maximum of six credits of independent study are permitted during a student's academic program.

Transfers of Credit

Students may request a transfer of credit for a course completed at another accredited institution provided the course is at the graduate level and its content is equivalent to course content required/ permitted for the degree at Fordham. The course may not have been used to fulfill requirements for another degree. It must have been completed with a grade of B or better (the grade F is normally not transferable unless it is the only passing grade given by the institution). It must have been taken within the five years prior to date of degree completion of the degree in-progress at Fordham. Associated knowledge or performance assessments may be required, depending on the course.

To transfer credit, complete a Transfer of Credit form and submit it to your advisor and division chairperson with an official transcript of the credits and grade earned in the course along with a photocopy of the course description of the offering institution's school bulletin. The division chair will forward the documents with a recommendation to the associate dean for academic affairs for approval. Up to six graduate credits may be transferred. It is the student's responsibility to arrange for his or her transcript to be sent to the division office to accompany the Transfer of Credit form. Transfer credits do not contribute to a student's GPA. Please note that if transfer credit is granted for a course taken prior to admission to Fordham, the time limit for program completion is computed from the semester of the transferred course.

Exemption from Course

Students may request an exemption from a required course if they have taken similar coursework previously or if they have equivalent or substantively related professional experience. To request an exemption, students must submit a completed Application for Exemption to their division chairperson. An exemption permits a student to take another appropriate course in lieu of a required course. An exemption does not change the minimum number of Fordham-earned credits required for a degree (e.g., 30 for a master's and 45 for a doctorate). The application must be accompanied by documentary evidence to justify the exemption; for example, an official transcript and photocopy of the course description from the institution's bulletin, a copy of a professional certification, or a signed statement from a supervisor indicating satisfactory completion of an equivalent experience. Approved exemptions and performance assessments may be required, depending on the course.

Time Limits

All requirements for the master's degree or the professional diploma must be completed within five years of the first course applied to the degree. All requirements for the doctorate (PhD or EdD) must be completed within eight years of the first course applied to the degree. If transfer credit is granted for a course taken prior to admission to Fordham, the time limit will be computed from the semester of the transferred course. Students who do not complete their programs within the time limits may have their matriculation automatically terminated. Extensions of time to complete a degree may be granted by the associate dean for academic affairs upon the recommendation of the division chairperson and adviser, and submission of a satisfactory degree completion action plan. However, students are typically allowed only one, one-year extension.

Leave of Absence

Students unable to actively pursue their studies and maintain matriculation through registration for a period of time should request a leave of absence. Time granted for a leave of absence does not extend the time limit for completing a degree. Leaves of absence are typically awarded on a semester-by-semester basis. Multiple leaves of absence are not typically permitted.

Grades

The following grades are used to indicate student performance and achievement: A, A-, B+, B, B-, C+, C, C-, D, D-, and F. If a student receives a grade of F for a course, it will remain on the student's record, even after the course is retaken and a passing grade is earned subsequently. The grade of a repeated course is also recorded on the academic record and does not replace a grade previously earned. The designations S, Satisfactory; U, Unsatisfactory; P, Pass, F, Fail are used to evaluate student work in dissertation seminars, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for courses whose work is incomplete but satisfactory on the last day of the course. An In Progress (IP) is reserved for yearlong experiences and courses, and must not be used for one-semester experiences or courses. Students whose coursework is incomplete but satisfactory on the last day of the course are advised to receive a grade of INC. To remove INC, and receive credit for the course, the course requirements must be completed by the deadline posted in the academic calendar, and faculty members must submit a grade using a Change of Grade form. Failure to complete the course requirements by the date posted will result in a grade change from INC to F. Change of Grade forms are available in division offices. Changes to grades require approval of the division chair and associate dean for academic affairs. All INCs that convert to a grade of F contribute to the student's GPA.

Transcripts of Record

An official transcript is one bearing the seal of the University. Official transcripts of academic records are not given to students or graduates; they are mailed directly to the college, professional or graduate school, government agency, or business concern designated to receive the transcript. An unofficial transcript may be given to the person whose credits are listed therein and is marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from enrollment services in person, by mail, or online and should be requested at least 10 business days in advance of the date needed. No transcripts or certifications will be issued for students who have unpaid financial obligations owed to the University. A fee is charged for each transcript, payable at the time of request. Fordham University will not assume responsibility for transcripts delayed because they were not requested in adequate time. All inquiries concerning issuance of transcripts must be made within six months of the original request.

Auditing Privileges

Individuals who have earned the bachelor's degree, master's degree, or professional diploma may apply to audit a course on a space-available basis for the purpose of personal or professional development. The fee for auditing courses is equal to tuition for one graduate credit. An application for nonmatriculated study and an additional fee are required to request the audit privilege. Audits are approved by the associate dean for academic affairs. No grades, credit, or transcripts are given for audited courses. Audited courses will not be considered in requests for exemptions, transfers, waivers, or advanced standing should the audit subsequently be admitted to a degree program in the Graduate School of Education. An audited course may not be changed to a credit course. Institutes that are taken for noncredit are considered as audited and may not be changed to a credit experience after the institute is over.

The University also extends the privilege of auditing courses on a space-available basis without payment of fees to scholars with doctoral degrees from Fordham or other universities. There are some courses, for example upper-level, practica, laboratory, or seminar courses, that are not open to auditors. Application by letter should be made to the dean of the School whose program is offered, who will provide a letter to be presented to the instructor of the course to be audited if the application is approved.

Grievance Procedures

It is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the Graduate School of Education are advised to file a grievance. For additional information consult the associate dean for academic affairs or the chairperson of the division in which the program is offered.
General Program Completion

The program of study in effect at the time of admission constitutes the minimum course requirements. Additional courses or other work and activities, may be required based on the student's prior academic or professional background, on achievement in the program, or on professional or academic goals. Changes in state certification regulations may also affect a student's program.

All coursework is taken under the guidance and approval of an adviser within the student’s division. Changes to programs of study may require the approval of the division chairperson and the associate dean for academic affairs.

In addition to program-specific requirements for courses and activities, the following criteria must be met before degrees are awarded.

Master’s Degree Requirements

Time Limit and Credit Requirements: A master’s degree must be completed within a five-year period, beginning with either the student’s initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for a master’s degree depends on the particular program and the student’s academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments: Comprehensive, end-of-program assessments, as well as the development of a professional portfolio, the completion of comprehensive examinations, or the demonstration of professional competencies, are required in all graduate programs. Students should consult their adviser or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register with each student's academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments: Comprehensive, end-of-program assessments, such as the development of a professional portfolio, the completion of comprehensive examinations, or the demonstration of professional competencies, are required in all graduate programs. Students should consult their adviser or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register with each

Integration of their knowledge of the field of study. Students must register for the examinations by the date indicated in the academic calendar. After passing the comprehensive examinations or assessments, the students are admitted to candidacy for the doctorate. Students who are not successful on these examinations may register to retake them a second time. If the result of the second examination is also unsatisfactory, the student’s matriculation will be terminated.

Doctoral Degree Requirements

Time Limit and Credit Requirements: Students in PhD or EdD programs must complete all the degree requirements for the specific program within an eight-year period, beginning with the earlier date of either the student’s initial registration in the program or the date on which a course accepted for transfer of credit was completed. All doctoral students must complete a minimum of 45 credits beyond the master’s degree at the Graduate School of Education.

Permanent Matriculation: Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 18th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0999. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

Residency Apprenticeship: After being approved for permanent matriculation, all doctoral students must apply for residency status and enroll in Residency Apprenticeship, a year-long professional development seminar. During this apprenticeship, students will participate in monthly seminars at which prominent researchers from various disciplines will make scholarly presentations. Students will conduct research under the direction of a full-time faculty member.

Comprehensive Qualifying Examinations: After completing all required courses other than the dissertation seminar, students in PhD and EdD degree programs must undergo a comprehensive qualifying examination or equivalent assessment to test the

Doctoral Degree Requirements

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University Policies

University-Wide Nondiscrimination Policy Statement; Designated Title IX Coordinator

Fordham University is an Equal Opportunity Employer committed to the principle of equal opportunity in education and employment in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Violence Against Women Act, and other federal, state, and local laws.

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender identity or expression, sexual orientation, citizenship status, veteran status, disability, genetic predisposition, carrier status, or any other basis prohibited by law.

This policy is strictly enforced by the University, and all violations receive prompt investigation and appropriate corrective action. The University will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and will take appropriate steps to remedy the effects of discrimination.

The Director of Institutional Equity and Compliance is the University’s compliance officer for all forms of discrimination and is specifically designated as the University’s 504 Compliance Officer and Title IX Coordinator. The Title IX Coordinator is responsible for the University’s Title IX compliance efforts to ensure that violations of University policies are properly addressed, including gender equity in athletics, employment, and admission.

This also includes all forms of discrimination, limitations on economic opportunities for individuals with disabilities, sex and gender discrimination, sexual harassment, sexual assault, rape, exploitation, and other sexual misconduct, stalking, dating violence, and domestic violence, and intimidation and retaliation for filing such complaints. Title IX prohibits discrimination on the basis of sex in education programs or activities and extends to employment and admission.

Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University’s designated Title IX Coordinator listed below or to the Assistant Secretary of the Office for Civil Rights (OCR), U.S. Department of Education, Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue SW, Washington, DC 20202-1100. Call the OCR toll free at 800-421-3481 or 800-877-8339 (TDD), or contact the OCR at the New York office located at 55 Water Street, 4th Floor, New York, NY 10041, by telephone at 212-653-4555 or TDD at 212-653-8081.

Anastasia Coleman

Director of Institutional Equity and Compliance

Title IX Coordinator and 504 / ADA Compliance Officer

Cunniffe House, Room 114 | Rose Hill Campus

718-817-3112 | TitleIX@fordham.edu

Notice Regarding the Clergy Act

Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham’s policies and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University’s Associate Vice President for Safety and Security at 718-817-2222 or by contacting the Associate Vice President for Safety and Security, Theibaud Annex, Fordham University, 441 East Fordham Rd., Bronx, NY 10458. The report can also be accessed at: fordham.edu/info/2017/public_safety

Affirmative Action Policy

The University’s Affirmative Action Program provides the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining workplace diversity. The director of equity and equal opportunity is available to all members of the Fordham community for consultation, training, and orientation for those methods and initiatives that advance a more diversified workforce and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the director to monitor and report regularly on the University’s efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination. In addition, the director is a designated contact person for complaints alleging workplace discrimination, including complaints of sexual harassment.

Support Services for Students with Disabilities

Fordham University treats students with disabilities in a nondiscriminatory manner and will make reasonable accommodations, and provide appropriate auxiliary aids and services, to assist otherwise qualified individuals with disabilities in achieving success in programs by providing services and facilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Applicants who have been accepted for admission or current students who are seeking accommodation for a disability should contact the director of disability services at the following locations:

- Lincoln Center Campus | 415 Columbus Ave., Room 106 | 718-817-4190
- Westchester Campus | 914-367-3320
- Rose Hill Campus | 1 Clare Hall | 718-817-6055
- College at Fordham-University Heights Campus | 718-817-6282
- College at Rose Hill | 718-817-6282

Catholic and Jesuit Tradition

The distinctive Catholic and Jesuit tradition of Fordham University is an important part of its present identity and mission. For this reason, the University considers it a priority to recruit qualified Jesuits from the existing pool of Jesuit scholar-teachers. Any interested Jesuits the University takes in pursuit of this priority will always take into consideration the needs of individual departments and the appropriate University procedures for hiring faculty.

Campus Safety

The Advisory Committee on Campus Safety will provide, upon request of all community members, an annual report of Fordham University’s Campus Safety policies and crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education website is ed.gov. Fordham University provides campus crime statistics on its website, fordham.edu. Requests for a hard copy can be directed to the University’s director of security by phone at 718-817-2222 or by writing to the Director of Security at Theibaud Annex, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458.

Bulletin Information

While every effort has been made to provide accurate and current information, the Graduate School of Education reserves the right to withdraw or modify, without notice, any policies, procedures, fees, or programs. Students should consult the most recent publications for deadlines and procedures. Please contact the University of the Division of which the program is offered.

Equity in Athletics Disclosure Act

In accordance with the Equity in Athletics Disclosure Act, effective July 1, 2016, the following information regarding the intercollegiate athletics program is available for review pursuant to request the Director of Athletics, Fordham University, Gym, Bronx, N.Y. 10458; Phone: 718-817-4300.

Reserved Rights of the University

The University reserves the right, at its discretion, at any time, to deny matriculated status to a student’s registration, to refuse to award academic credit, or to deny or rescind a certificate or a degree in accordance with the University statutes and its academic policies. Forms of disbarment, including excluding and plagiarizing, may result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

Family Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a written request for access. A student should submit a written request to the Office of the Academic Records-Fordham University Enrollment Group at the Rose Hill campus, the Lincoln Center campus, or the Law School registrar, if applicable, a written request that identifies the record(s) he/she wishes to inspect. The Office of Academic Records-Enrollment Group will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. A student may ask the University to amend a record that he/she believes is inaccurate or misleading. The student should write the

Family Policy Compliance Office  |  U.S. Department of Education

East Fordham Rd., Bronx, NY 10458. The report can also be accessed through the Office of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon the request of officials of another school in which a student seeks or intends to enroll, the University may disclose educational records without the student’s consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  |  U.S. Department of Education

400 Maryland Avenue, Washington, D.C. 20202-4605

Directory Information

The University, at its discretion, may provide the following directory information: student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full time or part time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended, and other such similar information. A student who wishes the University to withhold directory information from disclosure must notify the University registrar or Law School registrar in writing within 10 days after the first day of class each semester.

Additional information can be found at fordham.edu/ius/2136/policies/2781/family_educational_rights_and_privacy_act_ferpa_policy.
Academic Programs

The Graduate School of Education offers many education-related programs. Some programs lead to master’s-level degrees, some to doctoral-level (PhD and EdD) degrees, and some lead to certification in specific areas. For convenience, we organize this information into five sections:

- Interdisciplinary Research Programs
- Teaching Programs
- Educational Leadership Programs
- Counseling Psychology Programs
- School Psychology Programs

A brief introduction to each academic program area is followed by specific descriptions of program activities, admission and graduation requirements. The multiple programs with specializations and electives acknowledge the expertise and interests of faculty and students.

Interdisciplinary Research Programs

PhD in Contemporary Learning and Interdisciplinary Research (CLAIR)

NYSED 35223, HEGIS 0899.00

Through interdisciplinary teaching, learning, and research, the PhD program in Contemporary Learning and Interdisciplinary Research (CLAIR) is committed to finding innovative solutions that address the multifaceted challenges of education in a technologically complex, globalized world. Guided by the belief that education should be transformative, this unique program fosters ethical, versatile, and collaborative scholars who embrace multiple paradigms of inquiry to understand and improve contemporary learning environments. The PhD program in CLAIR follows Fordham University’s Jesuit tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socioemotional development of the individual. CLAIR epitomizes the Graduate School of Education’s mission to create and nurture knowledge and promotes inquiry and excellence.

CLAIR includes a research core that engages students in authentic research. Through the perspective of multiple paradigms and the use of multiple methodologies, research teams of University faculty and CLAIR students generate new knowledge, test hypotheses, and solve problems related to contemporary learning. Drawing from multiple disciplines, CLAIR students may design their own specialization or select from several specializations, including Contemporary Literacies; Language, Culture, and Equity; Learning Sciences; or Special Education. All specializations focus on learning in the 21st century.

Graduates of the program are prepared for a variety of roles, including instructional leader, teacher educator, program evaluator, educational researcher, academician, diversity trainer/multicultural educator, and industry professional designing educational materials, curriculum, and assessments.

Admission Requirements

Applicants seeking admission to the PhD program in CLAIR must meet the general requirements for admission to doctoral study in the Graduate School of Education and these specific requirements.

- Master’s Degree: Applicants must have a master’s degree from an accredited college or university with a major or concentration in an appropriate field. To qualify for doctoral program, applicants must have earned a minimum graduate cumulative GPA of approximately 3.5 (B+).
- Graduate Record Examination (GRE)/Miller Analogies Test (MAT): Applicants are required to submit scores, not older than five years, from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Information about the Graduate Record Examination is available at the Educational Testing Service Graduate Record Examination website at gre.org. Information about the Miller Analogies Test is available from its website at milleranalogies.com.
- Personal and Professional Goals Appropriate to Program: Applicants must submit a personal statement as part of their application to the program.
- Academic/Professional References: A minimum of two references are required with the application. The purpose of these references is to establish suitability for doctoral study in this program. Therefore, references should be from persons qualified to assess academic and professional potential. References who can speak to the applicant’s research interests and abilities are also encouraged.
- Interview: An in-person, phone, or virtual interview will be required.
- Academic Writing Samples: Applicants are required to submit at least one academic writing sample with their application. A second, brief writing sample will be completed as part of the interview.

Matriculation Requirements

Doctoral students are not fully matriculated until they have successfully completed the initial phase of the program. During the semester in which provisional doctoral students expect to complete their 12th to 15th credits of doctoral work, they must obtain permanent matriculation status. In CLAIR, the review is conducted after students have completed at least one course in the research core and at least 15 credits. CLAIR faculty evaluate each student’s portfolio to determine whether permanent matriculation will be granted. Candidates for matriculation must:

- complete at least one course in the research core and 15 credits;
- hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
• demonstrate competence in APA style; 
• submit an updated personal statement related to research in contemporary learning, and 
• submit a course plan, a specialization focus, and a request for a research mentor.

Completion Requirements
To complete the Doctor of Philosophy degree in Contemporary Learning and Interdisciplinary Research (CLAIR), students must meet the GSE general degree completion requirements and these specific program requirements:
• complete the prescribed program of study, including a minimum of 45 credits (beyond the master’s degree) taken at Fordham Graduate School of Education, under the direction and approval of an adviser.
• maintain a minimum overall graduate GPA of 3.5 (B+ or better).
• complete a minimum of a one-year independent research project (3 consecutive semesters). 
• develop and defend in an oral examination an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty.

Program of Study
All students in CLAIR are required to complete 45 credits of coursework prior to achieving candidacy (i.e., beginning dissertation work), which includes a research core, a contemporary learning core, a specialization core, and electives. Electives must be taken within the CLAIR program or be approved by CLAIR advisers. Students are required to complete an independent research project (Capstone Project) that serves as a comprehensive assessment and the final gateway to doctoral candidacy. Once students achieve candidacy, they are also required to enroll in Dissertation Seminar, which is credit bearing (3 credits/semester enrolled), until they successfully defend the dissertation. The coursework requirements are as follows:

Research Core (18 credits)
• Foundations of Interdisciplinary Research (3 credits)
• Critical Race Studies (3 credits)
• Advanced Seminar in Interdisciplinary Research (1, 2, 3 credits)
• Advanced Qualitative Methods (3 credits)
• Advanced Quantitative Methods (3 credits)

Contemporary Learning Core (6 credits)
• Sociopolitical Dimensions of Education (3 credits)
• Research or Content Modules (3 credits)

Specialization (minimum 12 credits)
Courses that count toward specialization are selected in consultation with the academic adviser. Courses may be taken from any GSE division with approval from adviser.

Cognates and Electives (9 credits)
Cognates include courses outside of specialization and can be taken from content modules or other course offerings. Students may also take elective courses that enhance an interdisciplinary specialization or focus on research methodology. Courses may be taken from any GSE division with approval from an adviser.

Capstone Project (0 credits)
Must be enrolled for three consecutive semesters. The Capstone Project carries a one-time fee and is non-credit bearing. 

Dissertation Seminar (3 credits every semester enrolled)
Must be enrolled for duration of dissertation phase until successfully defended.

Specializations
CLAIR students are in a unique position to select from one of four specializations to design a multidisciplinary specialization that blends these four.

Contemporary Literacies
The goal of this specialization is to prepare candidates for careers as instructional leaders and researchers in a variety of educational settings. While in the program, students will consider multiple perspectives on what it means to be literate in the contemporary world by exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, media literacy, critical literacy, and language study (e.g., sociolinguistics, psycholinguistics). By making connections between these ideas and practice, and engaging in research in this dynamic and emerging field, students will gain and contribute knowledge to the phenomenon that is literacy in the 21st century.

Language, Culture, and Equity
The specialization of Language, Culture, and Equity (LCE) prepares leaders in educational research and action-oriented practice who have an expansive understanding of the cultural, linguistic, political, and social structures that impact equity and excellence in education. Students in this specialization analyze, critique, and contribute to the knowledge base needed to advance educational achievement for all students. LCE students explore issues of advocacy and transformation in education, including the achievement/opportunity gap, building bridges across diverse communities, and developing multilingual and multicultural competencies. The specialization aims to develop education professionals whose work is relevant and strategic in the creation of learning opportunities for students across different cultural, social, linguistic, economic, and political contexts.

Learning Sciences
The goal of this specialization is to prepare doctoral students to conduct rigorous, evidence-based research in informal and formal learning settings. Graduates of this program will be prepared for careers in academia or other research-based organizations that study issues in the applied areas of educational psychology and human development. Students in this specialization will acquire knowledge in educational contexts of development, cognition and learning sciences, motivation, resilience, and advanced quantitative methodologies. Intrinsic to each area is an emphasis on current and emerging learning technologies.

Special Education
The Special Education specialization prepares doctoral students for careers in higher education, school districts, government agencies, and private organizations. Students in this specialization will explore the profound effects of human exceptionalities, current policies in special education, and research-based assessment and interventions targeted for exceptional children and their families. Topics include risk/resilience, collaboration, and advocacy. Through teaching, research, and mentoring, the faculty strive to promote an enduring commitment to learning, research, and excellence, which leads to a positive influence on students, family, community, academia, and policymaking.

DIVISION OF CURRICULUM AND TEACHING

Teaching Programs

The programs of the Division of Curriculum and Teaching (C&T) prepare and develop teachers, at the initial and advanced levels, who are committed to personal and school excellence. The programs are designed to develop teachers’ knowledge, understanding, and skills to enable them to be successful, reflective practitioners. Our programs validate students’ language and culture, and respect the multiple voices of the urban classroom. They encourage and guide teachers to collaborate with fellow teachers, administrators, students, parents, and community members in strengthening curriculum and learning environments.

The Fordham Graduate School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). In addition, our programs in early childhood are nationally recognized by the National Association for the Education of Young Children (NAEYC).

Chair: Chun Zhang, PhD
Associate Chair: Patricia She-Baschoff, PhD
Office: Room 1102A
Phone: 212-636-6450

Distinguished Professors: Baratta (Retired), Carrasquillo (Retired)
Professors: Bachor (Emeritus), Bovair, Cacchelli (Emeritus), Hughes (Emeritus), Holley (Emerita), London (Emeritus), Uhry (Emerita), Vinc (Emeritus), Zang
Associate Professors: Bolgatz, Cho, Craver, Ness, Nevarez-LaBrie, Rodriguez, Turner
Assistant Professors: Bondie, Clinical Faculty: Bisberg, Caballos, Huber, Maltz, Mcclure, Bischoff
Office of Field-based Accountability: Elia, Office of Alternative Teacher Certification: Pogue
Adjunct Faculty: Appel, Bongiorno, Donovon, Elia, El Franklin-Diana, Evans, Ferreri, Fusaro, Gerson, Kelley, Kurstedt, Krizek, Lamb, Laura, Lee, J. Mahler, R. Mahler, Maltese, Marr, Rotell, Schneider, Selby, Valentino, Watson

The initial teacher education programs include (for undergraduates, see Five-year Integrated Teacher Education Track on pp. 62 to 63):

• Early Childhood Education
• Early Childhood Special Education (dual certification)
• Early Childhood and Childhood Education (dual certification)
• Childhood Education
• Childhood Special Education (dual certification)
• Bilingual Childhood Education (certification and bilingual extension)
• Childhood Education with Middle School Extension

Adolescence Education Programs (Grades 7–12)
• Adolescence Biology
• Adolescence Chemistry
• Adolescence Earth Science
• Adolescence English
• Adolescence Math
• Adolescence Physics
• Adolescence Social Studies

Adolescence Special Education
• Students with Disabilities 7-12 Generalist

• Students with Disabilities 7-12 Generalist with Extensions
• Adolescence and Students with Disabilities 7-12 Generalist with an extension (dual certification)

TESOL Education
• Teaching English to Speakers of Other Languages (TESOL Track 1 and Track 2)

The Advanced Teacher Education Programs
• Childhood Special Education
• Curriculum and Teaching
• Early Childhood Special Education
• Literacy Education Brevth Grade 6
• Literacy Education Grades 5-12

TESOL Advanced Certificate Extension
• Adolescence Special Education Extension (biology, chemistry, earth science, English, mathematics, physics, social studies)
• Bilingual Education Extension (early childhood, childhood, adolescence)
• Bilingual Special Education Extension (early childhood, childhood, adolescence)
• ESL Special Education Extension (early childhood, childhood, adolescence)
• Middle Childhood Extension (biology, chemistry, earth science, English, mathematics, physics, social studies)
The Division of Curriculum and Teaching offers a broad range of graduate degree and nondegree programs in initial and advanced teacher education.

The initial teacher education programs (ITE) are for persons preparing to become teachers for the first time or who are seeking initial certification. The programs have been designed to meet the needs of these prospective teachers, and are designed for recent college graduates. Graduates of these programs are eligible for endorsement for New York state teacher certification.

The advanced teacher education (ATE) programs are for persons who already hold a teaching certificate and who want to grow professionally by developing skills in a new area or qualifying for an extension or certification. These programs also meet the requirement for a master’s degree for permanent or professional certification.

In addition, the Division of Curriculum and Teaching offers a program in teaching English to speakers of other languages, for persons who are not seeking a teaching certificate (TESOL Track 2). The programs reflect our commitment to the study of contemporary issues in curriculum and teaching and to the solution of educational problems through excellence in teacher education using a reflective practitioner model. With continuous individual advisement, candidates pursue programs of study that prepare them to address current educational challenges and to take on leadership roles. Interdisciplinary and interprofessional program components provide a flexible basis for meeting candidates’ professional needs and goals.

The Division of Curriculum and Teaching provides an advanced teacher education program for Fordham undergraduates, allowing them to complete their undergraduate degree and at the same time become eligible for endorsement for a teaching certificate in their field of specialization.

The ITE programs are based on the reflective practitioner model with cohorts delineated by subject area, discipline, content subject in grades 7 through 9, based on the discipline area of the candidate’s undergraduate major. Candidates preparing to be secondary teachers (grades 7–12) have a choice of nine discipline specializations in Adolescence Education: biology, chemistry, earth science, mathematics, English, social studies, special education, mathematics, or physics. In addition, we offer a bilingual extension in Adolescence Education.

Full- and part-time options are available at the Lincoln Center campus for these programs. At times, selected courses for these programs may be available at the Westchester campus.

Admission Requirements

Applicants for any of the initial teacher education programs must meet the general requirements set forth in the Bulletin of the School of Education: Early Childhood, from birth through grade two, is a critical period for children’s learning and development. The Early Childhood Programs prepare teachers to work effectively with all children in early childhood education settings. The programs combine rigorous academic work with field experiences and student teaching to develop the knowledge, skills, and dispositions needed to succeed as beginning teachers in early childhood general and special education settings. The Division of Curriculum and Teaching offers three programs for persons preparing for initial teacher certification in early childhood (birth–grade 2) classroom teaching.

Early Childhood Education Programs

The ITE programs must meet the general requirements for admission to graduate study on page 12 and the requirements for admission to initial teacher education programs on pages 34 to 36. Applicants are eligible for one of the early childhood programs must have:

• an undergraduate degree in one of the liberal arts or sciences related to the areas of study listed on page 12, as well as these ITE requirements.

Advanced Teacher Education

The advanced teacher education (ATE) programs lead to Fordham University’s endorsement for New York state teacher certification. These programs are for persons who already hold a teaching certificate and who want to grow professionally by developing skills in a new area or qualifying for an extension or certification.

Applicants to all early childhood programs must meet the general requirements for admission to graduate study on page 12 and the requirements for admission to initial teacher education programs on pages 34 to 36. Applicants are eligible for one of the early childhood programs must have:

• an undergraduate degree in one of the liberal arts or sciences related to the areas of study listed on page 12, as well as these ITE requirements.

Advanced Teacher Education

In addition, a 9- to 12-credit Middle Childhood Education extension option is also available for candidates in any of the five programs leading to childhood education certification. This option enables graduates to teach a subject in grades 7 through 9, based on the discipline area of the candidate’s undergraduate major.

Candidates preparing to be secondary teachers (grades 7–12) have a choice of nine discipline specializations in Adolescence Education: biology, chemistry, earth science, mathematics, English, social studies, special education, mathematics, or physics. In addition, we offer a bilingual extension in Adolescence Education.

Full- and part-time options are available at the Lincoln Center campus for these programs. At times, selected courses for these programs may be available at the Westchester campus.

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Applicants for any of the initial teacher education programs must meet the general requirements set forth in the Bulletin of the School of Education: Early Childhood, from birth through grade two, is a critical period for children’s learning and development. The Early Childhood Programs prepare teachers to work effectively with all children in early childhood education settings. The programs combine rigorous academic work with field experiences and student teaching to develop the knowledge, skills, and dispositions needed to succeed as beginning teachers in early childhood general and special education settings. The Division of Curriculum and Teaching offers three programs for persons preparing for initial teacher certification in early childhood (birth–grade 2) classroom teaching.

Early Childhood Education (a single certificate program in general education)

Early Childhood Special Education (a single certificate program in general and special education)

Early Childhood and Childhood Education (a dual-certificate program in general and special education)

These programs provide candidates with the special knowledge, skills, and experiences needed for working effectively with all children in the early childhood years (birth–grade 2). The programs emphasize preschool and primary education. Coursework includes current topics, research, and strategies that prepare beginning teachers for contemporary classrooms, current mandates, and the needs of children in particular to the New York City metropolitan area. The programs focus on teacher preparation and address topics and strategies such as managing challenging behavior and working with families, and including all children. In addition, we offer TESOL.*
Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

PGSE 5316 Psychology of Child Development and Learning (3 credits)

CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)

CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)

CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (3 credits)

CTGE 5230 Framework for Educating All Young Children (3 credits)

CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)

CTGE 5233 Early Learning Through Play (3 credits)

CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)

CTGE 5850 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices (3 credits)

CTGE 5411 Perspectives & Issues in Early Childhood Special Education (3 credits)

PGSE 5301 Psychological Factors in Young Children with Disabilities (3 credits)

CTGE 5157 Assessment Strategies for Young Children with Disabilities (3 credits)

CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)

CTGE 5200 Student Teaching Seminar: Issues in Reflective Practice (0 credits)

CTGE 5201 Student Teaching Seminar: Issues in Reflective Practice (3 credits)

CTGE 0707 Early Childhood Education Portfolio (0 credits)

Early Childhood Special Education (dual certification)

Master of Science in Teaching Early Childhood Special Education (45 credits)

NYSED 25456/25483, HEGIS 0808

The 45-credit master’s degree program in early childhood special education is an integrated, dual-certificate program that leads to endorsement for New York state teacher certification as an early childhood teacher and a teacher of children with disabilities in early childhood education (birth-grade 2). The program includes coursework in child development, instructional practices for children in regular and special-education settings, and professional studies. The field experiences are coordinated with courses to help candidates understand and apply theory in effective practice. Student teaching experience is gained in regular and special-education settings. This program is approved by the Council for Exceptional Children (CEC) and NAEYC, (National Association for Education of Young Children).

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

PGSE 5316 Psychology of Child Development and Learning (3 credits)

CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)

CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)

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CTGE 5233 Early Learning Through Play (3 credits)

CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)

CTGE 5850 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices (3 credits)

CTGE 5411 Perspectives & Issues in Early Childhood Special Education (3 credits)

PGSE 5301 Psychological Factors in Young Children with Disabilities (3 credits)

CTGE 5157 Assessment Strategies for Young Children with Disabilities (3 credits)

CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)

CTGE 5200 Student Teaching Seminar: Issues in Reflective Practice (0 credits)

CTGE 5201 Student Teaching Seminar: Issues in Reflective Practice (3 credits)

CTGE 0707 Early Childhood Education Portfolio (0 credits)

Early Childhood and Childhood Education (dual certification)

Master of Science in Teaching Early Childhood and Childhood Education (45 credits)

NYSED 25435/25445, HEGIS 0802

The 45-credit master’s degree program in early childhood and childhood education is an integrated, dual-certificate program that leads to New York state certification as an early childhood teacher (birth-grade 2) and a childhood education teacher (grades 1-6). The program includes specialized knowledge and instructional practices effective in the early years of childhood and those appropriate for grades 1 through 6. The program of study is carefully coordinated and sequenced, progressing from foundational courses and teaching methods through the development of a professional portfolio. Field experiences linked to coursework provide effective childhood education development throughout the program and culminate in full time student teaching. Experience in both early childhood and childhood settings is included.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

PGSE 5316 Psychology of Child Development and Learning (3 credits)

CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)

CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)

CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (3 credits)

CTGE 5230 Framework for Educating All Young Children (3 credits)

CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)

CTGE 5233 Early Learning Through Play (3 credits)

CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)

CTGE 5850 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices (3 credits)

CTGE 5411 Perspectives & Issues in Early Childhood Special Education (3 credits)

PGSE 5301 Psychological Factors in Young Children with Disabilities (3 credits)

CTGE 5157 Assessment Strategies for Young Children with Disabilities (3 credits)

CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)

CTGE 5200 Student Teaching Seminar: Issues in Reflective Practice (0 credits)

CTGE 5201 Student Teaching Seminar: Issues in Reflective Practice (3 credits)

CTGE 0707 Early Childhood Education Portfolio (0 credits)

Childhood Education Programs

Childhood Education (grades 1-6) is the foundation for lifelong learning, as well as for personal growth and achievement. To prepare candidates to teach children in these grades, the Division of Curriculum and Teaching offers five childhood education programs in initial teacher education:

- Childhood Education
- Childhood Special Education (a dual- certificate program)
- Early Childhood and Childhood Education (a dual-certificate program)
- Bilingual Childhood Education (a dual- certificate program)
- Childhood Education with Middle School Extension

The childhood education programs place an emphasis on developing literacy and providing effective instructional programs for all children in the elementary classroom (grades 1-6). The Childhood Special Education program leads to endorsement for New York state teacher certification in childhood education and in teaching children with disabilities in childhood education. The Early Childhood and Childhood Education program leads to certification in early childhood (birth-grade 2) and childhood education (grades 1-6). The Bilingual Childhood Education program leads to endorsement for New York state teacher certification as a childhood teacher with an extension certificate for teaching in bilingual settings.

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English, sufficient to fulfill one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language.
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language.

Childhood Education

Master of Science in Teaching Childhood Education (36 credits)

NYSED 25435/25443, HEGIS 0802

The 36-credit master’s degree program in childhood education combines coursework in child development, effective instructional practices for inclusive elementary classrooms, professional studies, and related field experiences, which provide a beginning teacher with the knowledge and skills needed to be effective. The program has been cited for its exceptionally strong field experience component, which begins early in the program and increases time in the classroom as candidates progress. Graduates of the program are endorsed by New York state teacher certification in childhood education.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

PGSE 5316 Psychology of Child Development and Learning (3 credits)

CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)

CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (3 credits)

CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)

CTGE 5230 Framework for Educating All Young Children (3 credits)

CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)

CTGE 5233 Early Learning Through Play (3 credits)

CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5555 Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (2 credits)

CTGE 5554 Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (2 credits)

CTGE 0704 Early Childhood Education Capstone Portfolio (0 credits)
**Program of Study**

**Bilingual Childhood Education**

Master of Science in Teaching in Bilingual Childhood Education (45 credits)

- **NYSED 25432/25442, HEGIS 0899**
- The 45-credit master’s degree program in bilingual childhood education leads to endorsement for New York state teacher certification as a bilingual education teacher (grades 1-6) and an early childhood teacher (birth-grade 2).
- The program includes specialized knowledge and instructional practices effective in the early years of childhood, and those appropriate and effective for children in grades 1 through 6. The program of study is carefully coordinated and sequenced, progressing from foundations and teaching methods through the development of a professional portfolio or a student work sample. Field experiences linked to courses provide guided development throughout the program and culminate in full time student teaching. Clinical experience is provided in both early childhood and childhood settings.

**Program of Study**

**EDGE 6701 Race and Multicultural Education**

- **UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)**
- **PSEG 5316 Psychology of Child Development and Learning (3 credits)**
- **CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)**
- **CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)**
- **CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (3 credits)**
- **CTGE 5548 Literacy Across the Curriculum in Inclusive Classrooms (3 credits)**
- **CTGE 5511 Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5552 Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5553 Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5554 Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5550 Developing Communication Skills in ESL Students (3 credits)**
- **CTGE 5551 Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5552 Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5553 Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5554 Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5550 Developing Communication Skills in ESL Students (3 credits)**
- **CTGE 5551 Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5552 Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5553 Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 5554 Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)**
- **CTGE 0704 Childhood Education Portfolio (0 credits)**

**Multigrade (K-12) Program**

A unique, 36-credit comprehensive master’s degree program for individuals seeking to obtain initial certification in TESOL to be a teacher of students for whom English is not their first language is offered for full time and part-time students.

This program is not available to individuals with an F-1 visa status. Individuals interested in a master’s degree in TESOL without initial teaching certification should refer to the TESOL (Track 2) program in the section on NonCertification Programs.

**Teaching English to Speakers of Other Languages TESOL — Grades Pre-K-K (Track 1)**

- **Master of Science in Teaching; Teaching English to Speakers of Other Languages (36 credits)**
- **NYSED 25424/25441, HEGIS 1508**
- The 36-credit master’s degree program in teaching English as a new language to speakers of other languages prepares candidates to teach English language learners in pre-kindergarten through grade 12. The program includes courses in child and adolescent development, instructional practices for English language learners and for content subjects, as well as a strong field component linking theory to practice in the classroom. Graduates of the program are endorsed for New York state teacher certification as a Teacher of English to Speakers of Other Languages.

**Specific Admission Requirements**

In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the TESOL program must have the following:

- **Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:**
  - **IELTS**: 7 for General Test score, no subtest can be lower than 6
  - **TOEFL**: 577 for paper test, 90 for Internet-based (IBT) test

  *Scores can be no more than two years old.

- **12 college credits in a language other than English**
- **College level study in the following general education core areas: artistic expression, communication and information retrieval, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, English written analysis and expression, and at least one college-level course in English. These courses may be part of or taken in addition to a liberal arts major concentration.**
Completion of Program Assessment

Comprehensive Assessment.

Communication, Instruction, and Technology Education Programs

Program of Study

Adolescence Biology

Adolescence Chemistry

Adolescence English

Adolescence Earth Science Education

Adolescence Earth Science Education

Master of Science in Teaching Adolescence Earth Science (36 credits)

NYSED 34419/34421, HEGIS 1971.07

This clinically-rich, 36-credit master’s degree program in adolescence earth science education prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification as teacher of Earth Science 7–12. There is also an option to add an Earth Science 5–6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on page 12, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence English

Master of Science in Teaching Adolescence English (36 credits)

NYSED 25527/25531, HEGIS 1501.00

This clinically-rich, 36-credit master’s degree program in adolescence English prepares candidates to teach English as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification in English 7–12. There is also an option to add an English 5–6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence English program must have an earned degree in English (or a related field, such as English Education), with a minimum of 30 credits in English coursework. This content must include study in the following areas: literary analysis, creative writing, composition, and writing development. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Biology

Master of Science in Teaching Adolescence Biology (36 credits)

NYSED 25526/25534, HEGIS 0401.00

This clinically-rich, 36-credit master’s degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification in Biology 7–12. There is also an option to add a Biology 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Chemistry

Master of Science in Teaching Adolescence Chemistry (36 credits)

NYSED 25526a/25533, HEGIS 1905.01

This clinically-rich, 36-credit master’s degree program in adolescence chemistry prepares candidates to teach chemistry as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state teaching certification in Chemistry 7–12. There is also an option to add a Chemistry 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Earth Science Education

Master of Science in Teaching Adolescence Earth Science (36 credits)

NYSED 34419/34421, HEGIS 1971.07

This clinically-rich, 36-credit master’s degree program in adolescence earth science education prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification as teacher of Earth Science 7–12. There is also an option to add an Earth Science 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on page 12, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Biology

Master of Science in Teaching Adolescence Biology (36 credits)

NYSED 25526/25534, HEGIS 0401.00

This clinically-rich, 36-credit master’s degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification in Biology 7–12. There is also an option to add a Biology 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Chemistry

Master of Science in Teaching Adolescence Chemistry (36 credits)

NYSED 25526a/25533, HEGIS 1905.01

This clinically-rich, 36-credit master’s degree program in adolescence chemistry prepares candidates to teach chemistry as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state teaching certification in Chemistry 7–12. There is also an option to add a Chemistry 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

Adolescence Earth Science Education

Master of Science in Teaching Adolescence Earth Science (36 credits)

NYSED 34419/34421, HEGIS 1971.07

This clinically-rich, 36-credit master’s degree program in adolescence earth science education prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program quality and are endorsed for New York state certification as teacher of Earth Science 7–12. There is also an option to add an Earth Science 5-6 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on page 12, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.
Program of Study

UEGE 5502 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5331 Foundations of Adolescent Literacy and Language (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5331 Language and Culture: Adolescent English Language Arts (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)
CTGE 6405 Teaching and Assessing Composition (3 credits)
CTGE 5547 Literacy and Language Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents: Assessment & Planning (2 credits)
CTGE 5166 Collaboration and Co-Teaching in Classroom Learning Environments (2 credits)
CTGE 5637 Science Curriculum and Instruction (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 6200 Special Topics in Educational Technology (1 credit)
CTGE 5793 Integrated Instruction in ELA (3 credits)
CTGE 5404 Teaching and Learning with Diverse Adolescents: Reflection & Innovation (2 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5634 Community Based Resources for Science (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)
CTGE 6203 Cofer Communities for STEM (1 credit)

Adolescence Social Studies

Master of Science in Teaching Adolescence Social Studies (36 credits)
NYSED 25529/25530, HEGIS 2201.00

This clinically-rich, 36-credit master’s degree program in adolescent social studies prepares candidates to teach social studies as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Social Studies 7–12. There is also an option to add a Social Studies 5–8 Extension.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence social studies program must have an earned degree in history or related area (a minimum of 27 credits in specific social studies content areas). Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Program of Study

UEGE 5502 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5331 Foundations of Adolescent Literacy and Language (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5547 Literacy and Language Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents: Assessment & Planning (2 credits)
CTGE 5261 Teaching and Assessing Social Studies (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)
CTGE 6200 Special Topic in Educational Technology (1 credit)
CTGE 5404 Teaching and Learning with Diverse Adolescents: Reflection & Innovation (2 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Mathematics

Master of Science in Teaching Adolescence Mathematics 7–12 (36 credits)
NYSED 28439/30606, HEGIS 1710.01

This clinically-rich, 36-credit master’s degree program in adolescence mathematics prepares candidates to teach mathematics as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Mathematics 7–12. There is also an option to add Mathematics 5–8 Extension.

Specific admissions requirements: In addition to the general requirement for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence mathematics program must have an undergraduate major in mathematics or its equivalent with a minimum of 27 credits in specific mathematics content areas. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program.

Program of Study

UEGE 5502 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 5309 Teaching and Assessing Science (2 credits)
CTGE 5272 Teaching and Assessing Science (2 credits)
CTGE 5303 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)
CTGE 6200 Special Topics in Educational Technology (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5790 Introduction to Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5790 Adolescence Education Portfolio (0 credits)
CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5283 Teaching and Learning Math in the Middle Grades (2 credits)
CTGE 5284 Teaching and Learning Mathematics: Topics and Math (3 credits)
CTGE 5547 Literacy and Language Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents: Assessment & Planning (3 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 5547 Literacy and Language Across the Curriculum (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)
CTGE 5404 Teaching and Learning with Diverse Adolescents: Reflection & Innovation (2 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Special Education Programs

Educating with Equity for Exceptional Adolescents

The Division of Curriculum and Training offers four programs to prepare educators for different roles in adolescence special education. These clinically-rich programs prepare teachers with the knowledge, skills, and dispositions to provide accessible, rigorous, and effective learning for all students in multicultural, urban settings. Excellence and equity are themes that frame the courses and support educators in learning how to be collaborative teacher-leaders where diversity strengthens the learning community.

Admission Requirements

A prerequisite for acceptance into all Educating with Equity for Exceptional Adolescents programs is successful completion of college-level study in the liberal arts and sciences. Candidates must have completed at least 30 semester hours providing breadth and depth in a subject at an interdisciplinary level of at least 30 semester hours providing breadth and depth in a subject is required. This essential general education foundation is assured at the time of application through transcript review and an admission criterion of a undergraduate GPA of 3.0 in addition to the college major and the general requirements for graduate study and for initial teacher education. Candidates must have completed college-level study in the following general education core areas: artistic expression, communication, information retrieval, concepts in biology and social sciences (6 credits), humanities, a language other than English, scientific processes (6 credits), mathematical processes (6 credits), literature analysis (3 credits), and written analysis and expression (3 credits). Otherwise qualified candidates who lack coursework in specific areas may be admitted conditionally but must make up the content deficit prior to program completion.

Program of Study

UEGE 5502 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 5309 Teaching and Assessing Science (2 credits)
CTGE 5272 Teaching and Assessing Science (2 credits)
CTGE 5303 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)
CTGE 6200 Special Topics in Educational Technology (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5261 Teaching and Assessing Social Studies (3 credits)
CTGE 5790 Introduction to Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5790 Adolescence Education Portfolio (0 credits)
CTGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5283 Teaching and Learning Math in the Middle Grades (2 credits)
CTGE 5284 Teaching and Learning Mathematics: Topics and Math (3 credits)
CTGE 5547 Literacy and Language Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents: Assessment & Planning (3 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Special Education Programs

Educating with Equity for Exceptional Adolescents

The Division of Curriculum and Training offers four programs to prepare educators for different roles in adolescence special education. These clinically-rich programs prepare teachers with the knowledge, skills, and dispositions to provide accessible, rigorous, and effective learning for all students in multicultural, urban settings. Excellence and equity are themes that frame the courses and support educators in learning how to be collaborative teacher-leaders where diversity strengthens the learning community.

Admission Requirements

A prerequisite for acceptance into all Educating with Equity for Exceptional Adolescents programs is successful completion of college-level study in the liberal arts and sciences. Candidates must have completed at least 30 semester hours providing breadth and depth in a subject at an interdisciplinary level of at least 30 semester hours providing breadth and depth in a subject is required. This essential general education foundation is assured at the time of application through transcript review and an admission criterion of a undergraduate GPA of 3.0 in addition to the college major and the general requirements for graduate study and for initial teacher education. Candidates must have completed college-level study in the following general education core areas: artistic expression, communication, information retrieval, concepts in biology and social sciences (6 credits), humanities, a language other than English, scientific processes (6 credits), mathematical processes (6 credits), literature analysis (3 credits), and written analysis and expression (3 credits). Otherwise qualified candidates who lack coursework in specific areas may be admitted conditionally but must make up the content deficit prior to program completion.
Adolescence Special Education (Grades 7-12) Master of Science in Teaching Exceptional Adolescents (36 credits) Students with Disabilities 7-12 Generalist NYSED 34664/34671, HEGIS 0808.00 This clinically-rich, 36-credit master’s degree program in adolescence special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidence-based intervention and instruction for culturally diverse adolescents with a range of disabilities. This program leads to New York state certification as a teacher of Students with Disabilities 7-12 Generalist with an option to add an embedded middle grades 5-6 extension.

Program of Study UGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits) CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits) CTGE 5155 Special Education Foundations: Past, Present, Future (3 credits) CTGE 5547 Literacy and Learning Across the Curriculum (3 credits) CTGE 5170 Teaching Math to All Learners with Disabilities (3 credits) CTGE 5175 Teaching English Language Arts in Inclusive Adolescence Classrooms (3 credits) CTGE 5576 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits) CTGE 5401 Teaching and Learning with Diverse Adolescents: Preparation 1. Development and Communities (3 credits) CTGE 5402 Teaching and Learning with Diverse Adolescents: Preparation 2. Assessment and Planning (3 credits) CTGE 5403 Teaching and Learning with Diverse Adolescents: Preparation 3. Differentiated Instruction (3 credits) CTGE 5404 Teaching and Learning with Diverse Adolescents: Preparation 4. Reflect & Innovation (3 credits) CTGE 6201 Developing Digital Literacy (1 credit) CTGE 0790 Adolescence Education Portfolio (0 credits) *Courses require eight to 10 fieldwork hours with students with disabilities.

Master of Science in Teaching General and Exceptional Adolescents (Dual Certification) (45 credits) NYSED 34668/34675, HEGIS 0808.00 This clinically-rich, 45-credit master’s degree program in adolescence and special education is an integrated, dual-certification program leading to New York state certification as both education classroom teacher for adolescents grades 7-12 in biology, chemistry, physics, earth science, social studies, mathematics, or English language arts, and Students with Disabilities 7-12 Generalist with an extension in the related subject area. There is an option to extend the certificate to include middle school grades 5-8. The principles of equity, access, and rigor frame the coursework, and field experiences are designed to develop competencies in both general and special education in a specific subject area.

Dual-Certification Content-Core Requirements

In addition to the content-core requirements, applicants for the dual-certification programs must complete these content-core requirements:

Adolescence Biology 7-12, Students with Disabilities 7-12—Biology: Have an earned degree in biology (or a related field, for example, biological sciences) with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Adolescence Chemistry 7-12, Students with Disabilities 7-12—Chemistry: Have an earned degree in chemistry (or a related field, for example, applied chemical science) with a minimum of 30 credits in chemistry coursework.

Adolescence Earth Science 7-12, Students with Disabilities 7-12—Earth Science: Have an earned degree in earth science (or a related field, for example, applied chemical science) with a minimum of 30 credits in earth science coursework.

Adolescence Physics 7-12, Students with Disabilities 7-12—Physics: Have an earned degree in physics or related area (for example, applied electrical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

Adolescence English 7-12, Students with Disabilities 7-12—English: Have an earned degree in English or its equivalent with a minimum of 30 credits in specific mathematics content areas. This content must include study in the following areas: American literature, British literature, multi-genre writing, literature composition, literary criticism, women writers, and media studies.

Adolescence Math 7-12, Students with Disabilities 7-12—Math: Have an undergraduate major in mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

Adolescence Social Studies 7-12, Students with Disabilities 7-12—Social Studies: Have an earned degree in history or its equivalent with a minimum of 30 credits in social studies coursework. This content must include coursework related to: anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. In all, at least 21 credits must be in the study of history and geography.

Program of Study UGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits) CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits) CTGE 5155 Special Education Foundations: Past, Present, Future (3 credits) CTGE 5547 Literacy and Learning Across the Curriculum (3 credits) CTGE 5170 Teaching Math to All Learners with Disabilities (3 credits) CTGE 5175 Teaching English Language Arts in Inclusive Adolescence Classrooms (3 credits) CTGE 5576 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits) CTGE 5166 Collaboration and Co-Teaching in Classroom/Learning Environments (2 credits)
Several programs are designed for certified teachers who seek to develop professional competencies in specialized areas. These programs lead to a master’s degree in education and certification in a specialization. The programs address the following areas: Early Childhood Special Education, Childhood Special Education, Literacy Education: Birth–Grade 6, and Literacy Education: Grades 5–12.

Early Childhood Special Education

Master of Science in Education Early Childhood Special Education (30 credits)

NYSED 25486/25489, HEGIS 0808.00

The 30-credit master’s degree program in early childhood special education prepares teachers who already have early childhood (birth–grade 2) or elementary certification (pre-k–6) to offer the knowledge and skills needed for teaching special education in programs for children from birth through grade 2, and placing special emphasis on children with disabilities in preschool and the primary grades. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with disabilities and lead to New York state certification as a teacher of Children with Disabilities in Early Childhood Education.

Specific admission requirements: In addition to the general admission and completion requirements for master’s-level study listed on page 12, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.

Program of Study

CTGE 6192 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6320 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6300 Developmental Delays in Young Children and Early Intervention (3 credits)
CTGE 5284 Teaching and Learning: Foundational Topics and Math (3 credits)
CTGE 5296 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5793 Integrated Instruction ELA (1 credit)
CTGE 5531 Language/Culture Adolescent ELA (2 credits)
CTGE 6405 Teaching and Assessing Composition (3 credits)
CTGE 6410 Teaching and Assessing Reading and Literature (3 credits)
CTGE 5790 Social Studies Scope and Sequence (1 credit)
CTGE 5363 Science Curriculum and Assessment (2 credits)
CTGE 5295 Integrating Math, Science, and Technology (3 credits)
CTGE 6203 Cyber Communities for STEM (1 credit)

Childhood Special Education

Master of Science in Education Childhood Special Education (30 credits)

NYSED 25434/25444, HEGIS 0808.00

The 30-credit master’s degree program in Childhood Special Education prepares teachers who already have childhood (grades 1–6) or elementary certification (pre-k–6) to offer the knowledge and skills needed for teaching special education in grades 1 through 6. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with mild disabilities and lead to New York state certification as a teacher of Children with Disabilities in Childhood Education.

Specific admission requirements: In addition to the general admission and completion requirements for master’s-level study listed on pages 12 and 34 to 35, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Program of Study

CTGE 6192 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6320 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6300 Developmental Delays in Young Children and Early Intervention (3 credits)
CTGE 5284 Teaching and Learning: Foundational Topics and Math (3 credits)
CTGE 5296 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5793 Integrated Instruction ELA (1 credit)
CTGE 5531 Language/Culture Adolescent ELA (2 credits)
CTGE 6405 Teaching and Assessing Composition (3 credits)
CTGE 6410 Teaching and Assessing Reading and Literature (3 credits)
CTGE 5790 Social Studies Scope and Sequence (1 credit)
CTGE 5363 Science Curriculum and Assessment (2 credits)
CTGE 5295 Integrating Math, Science, and Technology (3 credits)
CTGE 6203 Cyber Communities for STEM (1 credit)

Literacy Education

Birth–Grade 6

Master of Science in Education Literacy Education Birth–Grade 6 (36 credits)

NYSED 25425/25423, HEGIS 0808.01

Graduates of the program are qualified and endorsed by New York state certification as a literacy specialist birth through grade 6 and meet the degree requirement for professional certification in the area of their initial certification.

The 36-credit master’s degree in literacy education birth through grade 6 is designed for certified early childhood, childhood, special education, or TESOL teachers who are preparing for professional responsibilities in designing, implementing, and assessing reading and literacy programs (through grade 6). It enhances teachers’ understanding of reading-writing-learning connections and promotes their skills to help students from diverse backgrounds become confident, successful, lifelong learners, drawing on their literacy proficiencies. The program is based on a reflective-practitioner model and theory-driven practice. Fifty hours of practicum experience is a required for New York state certification as a Literacy Specialist.

Specific admission requirements: In addition to the general admission and completion requirements for master’s level study listed on pages 12 and 34 to 35, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood, childhood, or P–12 teacher (nine credits in Literacy Education and six credits in Inclusion/Special Education).
Early Childhood and Childhood Special Education Extensions
Certification in Early Childhood Special Education (15 credits)
NYSED 3608S/3508S, HEGIS 0808.00
The Early Childhood Special Education Advanced Certification program is for teachers who already possess initial, provisional, permanent, or professional certification in Childhood (grades 1-6) or Elementary Education (pre-K-6). The 15-credit program leads to New York State certificate for teaching Students with Disabilities (Birth-Second Grade). The program does not lead to a degree. The coursework and field experiences develop competencies in understanding, assessing, and instructing students in special education.

Specific admission requirements: In addition to the general admission and completion requirements for master's level graduate study listed on pages 12 and 34 to 35, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Program of Study
CTGE 5157 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5616 Differentiating Instruction for Children with Diverse Needs (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6350 Positive Behavior Supports (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)

Candidates who did not take a special education foundation course prior to admission can take a foundation course concurrently with required courses for the advanced certification program.

Childhood Special Education Certification in Childhood Special Education (15 credits)
NYSED 3608S/3508S, HEGIS 0808.00
The Childhood Special Education Advanced Certification program is for teachers who already possess initial, provisional, permanent, or professional certification in Childhood (grades 1-6) or Elementary Education (pre-K-6). The 15-credit program leads to New York State certificate for teaching Students with Disabilities (Birth-Second Grade). The program does not lead to a degree. The coursework and field experiences develop competencies in understanding, assessing, and instructing students in special education.

Specific admission requirements: In addition to the general admission and completion requirements for master's level graduate study listed on pages 12 and 34 to 35, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Program of Study
CTGE 5157 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5616 Differentiating Instruction for Children with Diverse Needs (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6350 Positive Behavior Supports (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)

Candidates who did not take a special education foundation course prior to admission can take a foundation course concurrently with required courses for the advanced certification program.

Bilingual Education Extensions
Extension to Early Childhood, Childhood, and Adolescence Certificate Programs (15 credits)
NYSED 3267S/3279S, HEGIS 0899.60: Bilingual Education (FT)
NYSED 3267S/3279S, HEGIS 0899.00: Bilingual Education

The Bilingual Education Extension Program in Early Childhood, Childhood, or Adolescence Education (any adolescence certification) is for teachers who already possess initial, provisional, permanent, or professional certification in Early Childhood (birth-grade 2), Childhood (grades 1–6), or Adolescence (grades 7–12). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham must meet the following requirements. The 15-credit program leads to an endorsement for the Early Childhood, Childhood, and Adolescence Certification to teach bilingual education. The program does not lead to an academic degree.

Admission Requirements
In addition to the general admissions requirements, applicants must meet the following requirements:

• Hold New York state initial/provisional/ professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, adolescence) or
• competence in a language other than English, as demonstrated by fulfilling one or more of the following three options: (1) taking and obtaining a passing score in the ACTFL Language Test (oral and written) in the target language; (2) documentation in transcripts of having completed undergraduate studies in the target language; (3) agreeing to complete successfully two courses in the target language
• candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the
Specific Admission Requirements
In addition to the general admissions requirements, applicants must have the following:

• a copy of NYS initial/provisional/ provisional or permanent certification as a classroom teacher (special education) or proof of matriculation in a teacher education program (special education) at Fordham University
• competence in a language other than English, as demonstrated by an oral and written assessment
• candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum test scores for English language proficiency for admission to the Graduate School of Education:
  • TOEFL: 77 for paper test, 90 for Internet-based (IBT) test
  • IELTS: 7 for General Test Score; no subtest can be lower than 6

Program of Study

CTGE 5547 Social Studies Curriculum..Adolescents (3 credits)
CTGE 5791 Social Studies Curriculum. (3 credits)
CTGE 5260 Teaching and Assessing Social Studies in Grades 4-6 (3 credits and one or both of the following)
CTGE 5547 Literacy Across the Curriculum (3 credits)
PSGE 5302 Psychology of Adolescent Development and Learning (3 credits)
CTGE 5540 Adolescent Literature in a Multicultural Society (3 credits)
CTGE 5838 Teaching and Assessing English Language Arts. Adolescents (3 credits)

Certificate in Middle Childhood Science Studies 7-9 (12 credits)
NYSED 25437/25447, HEGIS 5503

Certificate in Middle Childhood Chemistry 7-9 (12 credits)
NYSED 25439/25449, HEGIS 5503

Certificate in Middle Childhood Physics 7-9 (12 credits)
NYSED 25440/25450, HEGIS 5503

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Provide or have completed 30 credits or more in a chemistry major or concentration, including coursework in these areas: inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry, and biochemistry.
• Take a minimum of nine credits with middle childhood focus.

Program of study

PSGE 5302 Psychology of Adolescent Development and Learning (3 credits)
CTGE 5279 Contemporary Science Education (3 credits)
CTGE 5280 Teaching Chemistry to Adolescents (3 credits)
CTGE 5547 Literacy Across the Curriculum (3 credits)

Certificate in Middle Childhood English 7-9 (12 credits)
NYSED 25436/25446, HEGIS 5503

Certificate in Middle Childhood Social Studies 7-9 (12 credits)
NYSED 25437/25447, HEGIS 5503

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 21 credits or more in a history or geography, and coursework in the following areas: U.S. history, non-U.S. history, civics/government/political science, economics, geography, anthropology/culture, sociology, and psychology.
• Take a minimum of nine credits with middle childhood focus.

Program of study

CTGE 5791 Social Studies Curriculum. (3 credits)
CTGE 5547 Literacy Across the Curriculum (3 credits)
CTGE 5540 Adolescent Literature in a Multicultural Society (3 credits)
PSGE 5302 Psychology of Adolescent Development and Learning (3 credits)
CTGE 5547 Literacy Across the Curriculum (3 credits)
PSGE 5302 Psychology of Adolescent Development and Learning (3 credits)
Certificate in Middle Childhood Mathematics 7-9 (24 credits) NYSED 28443, HEGIS 0804.03

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in a mathematics major or concentration.
• Take a minimum of nine credits with middle childhood focus.

This extension certificate is available. For more information, contact the division of Curriculum and Teaching, vice chairperson for Initial Teacher Education, at 212-636-7176 or 6446.

Program of Study
PSGE 5302 Psychology of Adolescent Development and Learning (3 credits)
CTGE 5275 Integrating Math, Science, and Technology Education (3 credits)
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5547 Literacy Across the Curriculum (3 credits)

Adolescent Extension Program
Certificate in Teaching Exceptional Adolescents with Subject Extension (15 credits) NYSED 34670/34677, HEGIS 0808.00

The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification as a Classroom Teacher, Grades 7-12, in at least one Subject Area (biology, chemistry, physics, earth science, social studies, mathematics, or English language arts). The 15-credit program leads to certification to become the teacher of record for a special class in the candidate’s certification subject area or support, consultant, and collaborative roles. This program does not lead to a degree. The coursework develops competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

Admission Requirements
In addition to the general admissions requirements, applicants must have the following:
• A copy of New York State initial/provisional/ permanent/ professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) for matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University
• 12 credits in a language other than English
• Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - TOEFL: 777 for paper test, 90 for Internet based (IBT) test
  - IELT: 5.5 or more

*Courses require eight to 10 fieldwork hours with students with disabilities.

Pre-K to 12 Extension Program
Advanced Certificate in Teaching English to Speakers of Other Languages (15 credits) NYSED 32677/32729, HEGIS 1508.00/0899.50

The Advanced TESOL Certificate Program in Early Childhood, Childhood, and Adolescence Education is for teachers holding an initial, provisional, permanent, or professional certificate in early childhood (birth-grade 2), childhood (grades 1-6), or adolescence (grades 7-12) in any one of the subject areas offered at Fordham who are interested in expanding their knowledge about working with Emergent Bilinguals (EBs). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply. The 15-credit program leads to a certificate and endorsement for an extension to teach English as a second language. The program does not lead to an academic degree.

Admission Requirements
In addition to the general admissions requirements, applicants must have the following:
• A copy of New York State initial/provisional/ permanent/ professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) for matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University
• 12 credits in a language other than English
• Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - TOEFL: 577 for paper test, 90 for Internet based (IBT) test
  - IELT: 5.5 or more in a mathematics major or concentration.

*Requires a minimum of 15-20 hours of fieldwork in a school that has an ESL program.

Program of Study
CTGE 5841 Principles of Bilingual Education (3 credits)
CTGE 5842 Second Language Acquisition and Assessment (3 credits)
CTGE 5845 Integrating the English Language Arts across the Content Areas in the ESL Classroom (3 credits)
CTGE 5846 Teaching English to Learners with Language and Learning Disabilities (3 credits)
CTGE 6401 Teaching the Structure of the English Language (3 credits)
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5247 English Language: A Sociocultural and Linguistically Diverse Student (3 credits)
CTGE 5245 Teaching Reading to Children with Learning Disabilities (3 credits)
CTGE 5534 Beginning Reading and Writing in Inclusion Classrooms (3 credits)
PSGE 5203 Research in linguistics (3 credits)

Curriculum and Teaching
Master of Science in Education Curriculum and Teaching (30 credits)

NYSED 80000/77596, HEGIS 0829.00

The curriculum in teaching program provides a core of knowledge in professional studies and the opportunity to design, with an academic advisor, unique programs of study or specializations related to professional needs and interests. The program leads to a Master of Science degree in education but does not lead to initial certification.

Specific admission requirements:
• In addition to the general admissions and completion requirements for master’s-level graduate study listed on page 12, candidates must provide evidence of their initial/provisional or permanent/professional certification.

Program of Study
Professional Core (12 credits)
3 credits in curriculum theory:
CTGE 6195 Theory and Practice in Curriculum and Teaching (3 credits)
3 credits in cultural diversity from among:
CTGE 6810 Sociopolitical Dimensions of Education (3 credits)
EDGE 6101 Understanding Cultural Diversity in American Society (3 credits)
3 credits in individual diversity from among:
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5247 English Language: A Sociocultural and Linguistically Diverse Student (3 credits)
CTGE 5455 Teaching Reading to Children with Learning Disabilities (3 credits)
CTGE 5534 Beginning Reading and Writing in Inclusion Classrooms (3 credits)
3 credits in research from among:
PSGE 5203 Research in linguistics (3 credits)
CTGE 6192 Research in the Teaching Process (3 credits)

Specialization Courses (18 credits)
Six courses (18 credits), selected in consultation with a faculty adviser, which are appropriate to the student’s professional needs.

Comprehensive Assessment (0 credits)
CTGE 7071 Comprehensive Assessment (0 credits)
CTGE 7072 Comprehensive Specialization (0 credits)

Literacy Leadership
Advanced Certificate in Literacy Leadership/Literacy Coaching

NYSED 32704/32706, HEGIS 0899.00

The 15-credit program in Advanced Literacy Leadership Certificate is designed for the experienced teacher or administrator who has a master’s degree and teaching certification as a literacy/readng specialist, a classroom teacher, or a school administrator. The program design provides candidates with a core of knowledge in literacy leadership and the opportunity to select literacy courses related to their professional needs and interests. Candidates engage in research and reflect on evolving professional philosophies and proficiencies related to literacy leadership and instruction. The program enables candidates to explore approaches to developing, organizing, and evaluating literacy programs and acquire knowledge of supervision, coordination, and support of school personnel who are associated with literacy programs. The Advanced Certificate in Literacy Leadership serves as a supplement for individuals who already possess New York State certification as a Literacy Specialist Birth-Grade 6 or Grades 5-12.

Program of Study
Content Core Requirements (12 credits)
CTGE 5920 Adult Development & Adult Learning Theory (3 credits)
CTGE 6191 Internship in Curriculum & Teaching (3 credits)
CLGE6340 Designing, Implementing, and Evaluating Literacy Programs and Projects (3 credits)
CLGE Learning Through Language (3 credits)

Elective (3 credits from the following advanced courses)
CTGE7000 Literacy Institute (3 credits)
CTGE7220 Cuing the Opportunity/ Achievement Gap (3 credits)
CTGE7340 Contemplative Interventions for Struggling Readers and Writers (3 credits)
CTGE6380 Standardized and Alternate Assessments for Students at Risk or with Disabilities (3 credits)
CLGE6440 Understanding Contemporary Literacies (3 credits)

Others selected in consultation with academic adviser.

TESOL — Not for Teaching Certification (Track 2) Non-Certification Programs
Master of Science in Teaching English to Speakers of Other Languages (33 credits) NYSED 25422/25420, HEGIS 1509.00

This 33-credit Master of Science degree program in teaching English to speakers of other languages is designed for persons who want to develop expertise in teaching English to speakers of other languages but are not pursuing a state teaching certificate. It is appropriate for those who work in adult, corporate, or community education, and for international educators preparing to teach English as a foreign language.

Specific admission requirements:
• In addition to the general admission and completion requirements for master’s-level graduate study listed on pages 12 and 34 to 35, candidates must have the following:
  • A 30-credit major or concentration in English language arts, social studies, science, technology, or mathematics
  • Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
   • TOEFL: 577 for paper test, 90 for Internet based (IBT) test
   • IELT: 5.5 or more

Certificate in Teaching Exceptional Adolescents with Subject Extension (15 credits) NYSED 34670/34677, HEGIS 0808.00

The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification as a Classroom Teacher, Grades 7-12, in at least one Subject Area (biology, chemistry, physics, earth science, social studies, mathematics, or English language arts). The 15-credit program leads to certification to become the teacher of record for a special class in the candidate’s certification subject area or support, consultant, and collaborative roles. This program does not lead to a degree. The coursework develops competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.
### Teacher Certification Programs for Fordham Undergraduate Students: Five-Year Integrated Teacher Education Program (BA/BS/MST)

The Graduate School of Education offers a Five-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Qualified students receive early admission during junior year to a graduate program that results in a 36- to 45-credit master's degree (MST) after the fifth year. After completion of all program requirements, students are eligible for institutional recommendations for New York state initial teacher certification.

The Five-Year Integrated Teacher Education Track provides opportunities for students to complete a BA/BS in a liberal arts and science major, and a Master of Science degree in one of the above-listed programs. Dual certification and extensions may also be pursued in special education, middle childhood education, TESOL, TESOR, special education, bilingual education, and bilingual special education. The programs are offered at the Lincoln Center campus. Early advisement and coordination are important features of the integrated track. Students declare interest as early as freshman year and apply to GSE in the spring semester of junior year for early admission. Core and major courses should be chosen with the advice of both the University and Graduate School of Education advisers. In senior year, students integrate up to 12 GSE credits while completing Fordham University requirements. Fieldwork begins in sophomore year while participating in a reflective seminar and continues through senior year. During the fifth year, students complete the remaining graduate credits along with two semesters of full-time student teaching. Full course descriptions can be found in the Graduate School of Education Bulletin.

### Admission Requirements for the Five-Year Integrated Teacher Education Program

There are two application stages to the Five-Year Integrated Teacher Education Track. The first stage is a preliminary declaration of interest that results in core and major guidance:

- Complete a Declaration of Interest Form and submit to the Five-Year Track coordinator at the Graduate School of Education.
- Plan to seek program advisement about core courses. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Meet with Five-Year Track coordinator. The second stage is the formal application to the appropriate graduate program of the Graduate School of Education:
  - Complete a GSE admissions application in the spring of the junior year (available online).
  - Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
  - Maintain a minimum grade point average of 3.0 (B or better).

### Teacher Preparation for state certification

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about requirements for each certification and major can be obtained from the coordinator of the Five-Year Integrated Track at 212-636-7546. To meet all requirements for the baccalaureate degree and a master’s degree, candidates work closely with their Fordham undergraduate advisers and the GSE adviser.
Leaders work in a changing world, one that is becoming complex, multicultural, and more technologically oriented. Industrial models of leadership based on centralized, authoritarian, bureaucratic, top-down methods are giving way to more democratic, collaborative, team-oriented styles. Research and practices in management and leadership need to keep pace. By studying, teaching, and practicing the latest models of organizational reform, the Division of Educational Leadership, Administration, and Policy is committed to creating an exciting environment in which to prepare and promote the leaders of the future.

The Division of Educational Leadership, Administration, and Policy (ELAP) offers graduate degree programs in educational administration at the master’s and doctoral levels for future administrators, supervisors, principals, superintendents, and other leaders in public and nonpublic schools and faith-based settings, and for educators and trainers of adults in nonschool settings, for example, business, industry, government, hospitals, museums, and libraries. Within the general program are specialties in pre-K–12 education, higher education, and church and religious organizations.

Leadership Programs

The Path to Leadership

Leaders are called upon to have vision, a sense of the politics and financing of their institutions, means for making their vision come to life, and a sense of the spiritual and moral dimensions of their organizations. Whether leaders work in public, religious, or private schools, universities and colleges, business, or other settings, they need an understanding of how their roles and institutions fit into a larger context, and how their actions affect colleagues, students, and the community in which they work. With good instruction, opportunities to learn the theories and practices of their art, and proper mentoring, leadership can be taught and expanded.

Chair: John Carren, PhD
Associate Chair: John Lee, EdD
Office: Room 1139
Phone: 212-636-7670
Fax: 212-636-7875
Professors: Cattaro, Marcus, Tetenbaum
Associate Professor: McCoy
Clinical Faculty: Lee
Visiting Professor: Huang
Field Supervisor: Kaminsky
Senior Secretary: Negron

The Division of Educational Leadership, Administration, and Policy offers a master’s degree program and an advanced certificate program for current and aspiring administrators and supervisors in public and nonpublic schools and school districts. The programs of study reflect the context and challenges faced by leaders in settings. The work of educational leadership, even for the beginning administrator, must be seen in the larger framework of educational renewal, restructuration, and reform. Current New York state certification guidelines call for evidence that candidates at both the school-building and school-district levels can exercise visionary and instructional leadership, as well as manage traditional administrative concerns such as personnel, budget, and scheduling. In a time of higher standards and increased accountability, all educational leaders and administrators will need to place considerably more emphasis on the core operations of teaching and learning, on teacher leadership development, on the school’s/district’s responsiveness to diversity of talent and culture within the student body, faculty, and staff, and on school-home relations. This leadership for the 21st century will involve integrating action and reflection, meaningful and relevant knowledge production, civic responsibility, and learning and living. These skills are critical to those seeking to become transformative leaders irrespective of educational setting. In the process of teaching this kind of leadership of schools and districts, the faculty believes that it should model, through its own curriculum and pedagogy, the very learning environment that it is asking the students to create in their own schools, districts, and workplaces. Most of our master’s degree programs are organized into cohorts to promote learning through group projects, action research, critical reflection, clinical applications at fieldwork sites in various educational settings, case studies and simulations, and policy analysis. Our master’s degree program in educational administration is a 30-credit, 10-course program. Students who successfully complete the program will earn a master’s degree in educational administration and supervision. We offer both our regular two-year model (either MSE in Administration and Supervision or MSE in Administration and Supervision—Catholic Education Leadership) with classes meeting in the late aftenu 16:55

Our advanced certificate program is a 15-credit, five-course program specifically for those seeking to qualify for the New York State Education Department’s School District Leader (SDL) certification. Courses meet on weekends with the exception of the three-year internship. This is considered a part-time program.

New York State School Building Leader Certification

Our master’s program in educational administration and supervision is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates of this two-year program will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools as well. Given the individual background, education, and experiences of each candidate, prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. Currently, NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

The Division of Educational Leadership, Administration, and Policy also offers an accelerated one-year master’s program in educational administration (AMPED) for highly motivated and capable individuals. This program is offered as a cohort model beginning in July following an intensive weekend course and a full-year internship. In order to seek NYSED school building certification, applicants to this accelerated program should already have a minimum of two years of paid, full time teaching experience in order to meet the three-year teaching requirement at the time of application for SBL certifications. In addition to the official online SBL application, there is a supplemental application requirement for applicants to this rigorous program. Contact the division for additional information.
**New York State School District Leader (SDL) Certification**

The Division of Educational Leadership Administration and Policy also offers an advanced certificate program for qualified individuals seeking New York State School District Leader (SDL) certification. SDL certification is required by the New York State Education Department for anyone seeking school district-level positions, such as superintendent, assistant superintendent, district supervisor, etc. in a New York public school district.

Students must consult with their state education department as to whether or not these experiences, as well as their respective educational and professional backgrounds, are acceptable for their state certification. Candidates seeking SDL certification are responsible for determining whether the New York State Education Department requirements for qualifying for NYS School District Leadership certification. However, currently, these include a total of 40 graduate credits that must include a master’s degree, a NYSED-approved school district leader preparation program, taking and passing the two-part School District Leader certification exam, taking and passing the New York Students exam, and completing the NYSED mandated Dignity for All Students Act (DASSA) workshop.

Applicants seeking admission to the advanced-certificate program in School District Leadership must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as possess a master’s degree.

**Admission Requirements**

Applicants seeking admission to the master’s degree program in educational leadership must meet the requirements for admission to graduate study in the Graduate School of Education and the requirements for the Master of Science in Educational Administration and Supervision. Candidates seeking SDL certification are required to complete the SBL advanced certificate program for qualified educational leaders around the world.

Today, Catholic education demands leaders who are authentically spiritual, deeply rooted in the teachings and wisdom of Catholicism, exceptionally educated, highly creative and imaginative, relationally and politically astute, and exceptionally global in thought and action. Under the auspices of the Graduate School of Education, the center offers a master’s degree program in administration and supervision crafted specifically for the less of Catholic identity, mission, and culture for those committed to such leadership. The center welcomes educators of all faith-based organizations to participate in our programs. Through Fordham University’s commitment to ecumenism and inclusivity, a partial-tuition scholarship is offered to educators from Catholic, Protestant, Jewish, and other religious groups. Two master’s degree programs are offered in Catholic-faith-based education. They provide current and aspiring administrators the opportunity to study educational leadership in a religiously oriented school environment.

The first program described will prepare graduates to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chair, assistant principal, coordinator, and unit head. An advanced certificate program is also offered for candidates who will also seek SDL certification. The second master’s degree program is for candidates who are not seeking state certification, with a focus on developing their knowledge and skills for a leadership role in Catholic-faith-based education. This program does not require prior teacher certification for admission.

**Catholic and Faith-Based Educational Leadership**

**Catholic/Faith-Based Educational Leadership (Certification Eligibility)**

**Admission Requirements**

Applicants seeking admission to the master’s degree program for Catholic/Faith-Based Educational Leadership must meet the general requirements for admission to graduate study in the Graduate School of Education and the requirements for the Master of Science in educational administration and supervision. Catholic/Faith-Based Educational Leadership must meet the requirements for programs in administration and supervision, and complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

**Master of Science in Education Administration and Supervision—Catholic/Faith-Based Educational Leadership (30 credits)**

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**Sample Program of Study**

**Students must take 30 credits (10 courses) from the following courses:**

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**School District Leadership Advanced Certificate—School District Leader (SDL) (15 credits)**

**Sample Program of Study**

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**Master of Science in Education Administration and Supervision—Catholic/Faith-Based Educational Leadership (30 credits)**

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DOCTORAL PROGRAMS

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 and higher education administration. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders. The PhD requires 12 credits beyond the requirements for the EdD Applicants may apply for either the EdD or the PhD but they cannot apply to both programs.

Admission and Supervision

Doctor of Education in Administration and Supervision (57 credits)

NYSED 06067, 14372; HEGIS 0827.00

The Executive Leadership Cohort (ELP) is designed to prepare transformative leaders who understand the social, political, economic, and cultural changes that will alter, in irreversible ways, traditional conceptions of American society. The program is based on the recognition that administration must be an intellectual and moral practice as well as craft. The sequence of core experiences is related to school leadership, organizational design, educational policy, diversity, critical theory, the change process, ethics, and the history, philosophy, and sociology of education. The goal of the curriculum is to help administrators construct a new approach to the organization and administration of schools: one that understands the need to prepare today’s youth, in all their diversity, to live and work in a world of ideas and ideals, a world of constant change and the redefinition of community amidst plurality, a world that requires lifelong learning. The Executive Leadership Program leads to the Doctor of Education degree in administration and supervision.

The Urban School Leadership Cohort is a parallel program to our Executive Leadership Program (see above) leading to a Doctor of Education (EdD) degree in administration and supervision. The ULP is specifically designed for current New York City school-building leaders who are interested in a doctoral program with a focus on urban education. Building on the leadership experience of cohort members, this program seeks to challenge urban school leaders to examine enduring problems of practice faced by our nation’s urban school leaders in providing effective and transformative leadership. Current trends and research in urban education will be considered as cohort members seek to contribute new knowledge, understanding, and practices to urban school leadership.

Admission Requirements

Applicants seeking admission to the Doctor of Education degree program in executive leadership or urban school leadership must meet the general requirements for admission to graduate study in the Graduate School of Education, and the following program-specific requirements:

- have completed at least three years of professional administrative experience in an educational institution
- possess appropriate professional administrative certification
- possess a master’s degree, including fundamental and intermediate courses equivalent to those required by the division
- have earned a minimum graduate grade point average of approximately 3.5 (B+ or better)
- have completed a minimum of one-year residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (3 credits), which meets monthly (Seminar students are required to work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral work.)
- have completed a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive examination (ASGE 0901)
- complete ASGE 8750, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for PhD candidates, which facilitates student/faculty interaction in the development of a dissertation proposal for the EdD (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
- develop and successfully defend an oral examination or original dissertation related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- all requirements for the doctoral within eight years of initial registration for the program

Completion Requirements

Students must take 33 credits (11 courses) from among the following courses:

- ASGE 6331 Educational Management and Public Policy (3 credits)
- ASGE 6332 Administration of Post-Secondary Education (3 credits)
- ASGE 6461 Critical Issues in Administration and Supervision (3 credits)
- ASGE 6531 Clinic for School Administrators (1.5 to 3 credits)
- ASGE 7322 Economics and Finance of Education (3 credits)
- ASGE 7333 Data Analysis and Accountability (3 credits)
- ASGE 7428 Seminar in Leadership (3 credits)
- ASGE 7429 Social Theory and Educational Institutions (3 credits)
- ASGE 7430 Political Factors in Administration and Supervision (3 credits)
- ASGE 7431 Administration and Supervision Seminar (3 credits)
- ASGE 7432 Seminar in Organizational Theory (3 credits)
- ASGE 7435 Strategic Thinking, Planning, and Implementation (3 credits)
- ASGE 7440 Seminar in Organizational Behavior (1 to 3 credits)
- ASGE 7442 Leading Organizational Change (3 credits)
- ASGE 7444 Leading a Learning Organization (3 credits)
- ASGE 7446 Seminar in Organizational Culture (1 to 3 credits)
- ASGE 7448 Seminar in Ethics and Social Justice (3 credits)
- EDC 6001 Philosophy of Education (1 or 3 credits)
- EDC 6241 Urban Education: Problems and Perspectives (3 credits)
- EDC 6243 Impact of Prejudice on Minority Groups in America (3 credits)
- UEGE 6276 History of Education (1 to 3 credits)
- UEGE 6330 Urban Sociology and Education (3 credits)

Research Component (9 credits) from the following courses:

- ASGE 6620 Advanced Statistics in Administration and Supervision (3 credits)
- ASGE 7531 Research in Administration and Supervision (0 credits)
- ASGE 7721 Research in Administration and Supervision (3 credits)
- ASGE 7731 Research in Administration and Supervision II (3 credits)
- ASGE 8750 Dissertation Seminar: EdD (3 credits maximum toward degree) (3 credits)

Other requirements:

- EDGE 8001 Doctoral Residency Seminar (0 credits)
- ASGE 0901 Comprehensive Assessment Exam (0 credits)
- ASGE 0902 Permanent Matriculation Status (0 credits)
- ASGE 0999 Proposal Acceptance (0 credits)

Church and Faith-Based School Leadership

Doctor of Philosophy in Administration and Supervision (57 credits)

The primary focus of the Church and Faith-Based School Leadership Program is the preparation and development of researchers, professors, leaders, and key administrators in church and faith-based universities, colleges, school systems, and schools. This doctoral program qualifies present and potential leaders to complement their studies in administration with courses taken in the Graduate School of Religion and Religious Education.

Admission Requirements

Applicants seeking admission to the PhD program in administration and supervision must meet the general requirements for admission to doctoral study in the Graduate School of Education and these program-specific requirements:

- have completed at least three years of professional administrative experience
- have a master’s degree or its equivalent from an accredited college or university with a major or concentration in a related area

As part of the matriculation review process and division faculty in dissertation seminar.

As part of the matriculation review process, students must write a qualifying paper during the semester in which they complete 12 to 15 credits of coursework satisfactorily and demonstrate satisfactory progress toward permanent matriculation status.

To complete the Executive Leadership Program for the EdD in administration and supervision or the Urban School Leadership Program, students must meet the General degree-completion requirements and meet these specific requirements:

- complete the prescribed program of study, including a minimum of 45 credits beyond the master’s degree, under the direction and approval of an advisor
- maintain a minimum overall grade average of 3.5 (B+ or better)
- complete a minimum of one-year residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (3 credits), which meets monthly (Seminar students are required to work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral work.)
- develop and successfully defend in an oral examination an original dissertation related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- all requirements for the doctoral within eight years of initial registration for the program

Program of Study

Students must take 33 credits (11 courses) from among the following courses:

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- ASGE 7429 Social Theory and Educational Institutions (3 credits)
- ASGE 7430 Political Factors in Administration and Supervision (3 credits)
- ASGE 7431 Administration and Supervision Seminar (3 credits)
- ASGE 7432 Seminar in Organizational Theory (3 credits)
- ASGE 7435 Strategic Thinking, Planning, and Implementation (3 credits)
- ASGE 7440 Seminar in Organizational Behavior (1 to 3 credits)
- ASGE 7442 Leading Organizational Change (3 credits)
- ASGE 7444 Leading a Learning Organization (3 credits)
- ASGE 7446 Seminar in Organizational Culture (1 to 3 credits)
- ASGE 7448 Seminar in Ethics and Social Justice (3 credits)
- EDC 6001 Philosophy of Education (1 or 3 credits)
- EDC 6241 Urban Education: Problems and Perspectives (3 credits)
- EDC 6243 Impact of Prejudice on Minority Groups in America (3 credits)
- UEGE 6276 History of Education (1 to 3 credits)
- UEGE 6330 Urban Sociology and Education (3 credits)

Research Component (9 credits) from the following courses:

- ASGE 6620 Advanced Statistics in Administration and Supervision (3 credits)
- ASGE 7531 Research in Administration and Supervision (0 credits)
- ASGE 7721 Research in Administration and Supervision (3 credits)
- ASGE 7731 Research in Administration and Supervision II (3 credits)
- ASGE 8750 Dissertation Seminar: EdD (3 credits maximum toward degree) (3 credits)

Other requirements:

- EDGE 8001 Doctoral Residency Seminar (0 credits)
- ASGE 0901 Comprehensive Assessment Exam (0 credits)
- ASGE 0999 Proposal Acceptance (0 credits)
Division of Psychological and Educational Services

Counseling and School Psychology Programs

The programs of the Division of Psychological and Educational Services (PES) are integral for students pursuing careers in psychology, and other health service providers who will serve an increasingly diverse population. The programs are based on the concept of psychology as a science and a profession, integrating subfields of psychology throughout, and building on the scientist-practitioner model.

The scientist-practitioner model offers students wide opportunity for creative development of knowledge of their field, as well as the skills to apply this knowledge to solve human problems. It promotes professional self-development—

the ability of the practicing psychologist to continue to expand his or her professional work.

Programs in PES hold that academic scholarship and research inform and are enhanced by professional practice. An active program of research and inquiry, rich in theory and testable hypotheses concerning human behavior, supports each program of psychotherapeutic or psychosocial intervention. By the same token, practitioners who are skilled in the methods and techniques of typical services, such as program development, consultation, intervention, assessment, and evaluation, are actively involved in theory building and hypothesis generation.

Chair: Anthony Cancelli, EdD
Office: Room 1008
Phone: 212-638-6460 or 6461

Professors: Cancelli, Esquivel, Hennawy, Houssit, Jackson, Kittel, Penentotto, Rabinovitz, Weinzer (Emeritus)

Associate Professors: Blumberg, Brobst, Chen, Ding, Harris, Park-Taylor, Zasho

Clinical Faculty: D’Onofrio, Kirali, Lamenta

Adjunct Faculty: Aasmon, Doherty, Fontan, Galley, Grimes, Husner, Klaver, Kugler, Mance, Ng, Patioli, Selfy, Skal, Teta, Wynn (Emeritus)

Affiliated Faculty: Taoehson, White II Director of Field-Based Experience and Accountability: Elizabeth Casey

Students are admitted to the PES program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their advisor, program coordinator, chairperson, and division faculty in dissertation seminar. As part of the matriculation review process, the student’s ability to do doctoral work is monitored through the matriculation—qualifying paper and satisfactory progress in the first 12 to 15 credits of coursework, which lead to permanent matriculation status.

To complete the PhD in administration and supervision, students must meet the general PhD completion requirements and these program-specific requirements:

- complete the prescribed program of study, including 57 credits beyond the master’s degree, under the direction and approval of an advisor
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (3 credits), which meets monthly. (Seminar students are required to undertake research or other activities with a faculty member, culminating in a project that demonstrates the student’s ability to do doctoral research.)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 0901)
History and Systems of Psychology/Ethical Issues in Psychology (3 credits)

NYSED 32851, HEGIS 0826.01

Licensure as a psychologist.

provisional New York state certification

Educational Services offers three programs in counseling: a Master of Science in education in mental health counseling, which leads to eligibility for provisional New York state certification as a school counselor; a Master of Science in educational degree (MSEd) in school counseling, which leads to eligibility for New York state license as a mental health counselor; and a PhD program in counseling psychology that leads to license as a psychologist.

Master of Science in Education (60 credits)

NYSED 32851/14369, HEGIS 0826.01

The MSEd program in school counseling is designed to prepare school counselors who will work in mental health clinics, community mental health centers, hospitals, nonprofit counseling agencies, college and university counseling centers, and corporate mental health services (e.g., employee assistance programs, personnel departments, mental health support units) and are eligible to open independent private practices after licensure. This rigorous, applied training program includes 60 course credits (in semester hours) plus a minimum 600-hour mental health counseling internship. The program has a practitioner-scientist orientation and includes a strong multicultural and social justice counseling emphasis. The program can be completed full time in two years (with summers) or part time in three years (with summers).

Admission Requirements

Applicants seeking admission to the MSEd program in mental health counseling must meet the general requirements for admission to graduate study in the Graduate School and to the academic integrity of Fordham University.

Applicants seeking admission to the MSEd program in school counseling must meet the following requirements:

• possess a baccalaureate degree from an accredited college or university
• show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
• have earned a minimum undergraduate grade point average of 3.3 on a 4.0 scale
• provide two reference reports
• demonstrate satisfactory command of oral and written English
• show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
• have earned a minimum graduate grade point average of 3.3 on a 4.0 scale
• provide two reference reports
• demonstrate satisfactory command of oral and written English
• support admission of eligibility for bilingual certification.

Compliance Requirements

• complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 36 graduate credits as taken at Fordham. All transfer credits need to be approved by the student’s adviser and program
• maintain a minimum overall graduate grade point average of 3.3 (B or better)
• complete an end-of-program comprehensive assessment
• complete any related practica or school counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

Program of Study

This 60-credit program includes 54 credits in five basic areas and a two-semester field experience. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course):

PSGE.5621/5622, 5630/5632, 5640/5642, 6410/6412, 6413/6415. In addition to the 60 course credits (in semester hours), students must complete a minimum of 480 hours in an approved school counseling field experience. Students are required to obtain their own placements for PSGE.5652 and PSGE.5661 Field Experience in School Counseling I and II. Full time students must take one summer module in order to satisfy all prerequisites to their field experience:

Area I: Foundations of Counseling

Introduction to Counseling I (3 credits)

Practicum in Counseling I (3 credits)

Introduction to Counseling II (3 credits)

Area II: Understanding the Individual

Theories of Family Counseling and Assessment (3 credits)

Developmental Disorders/Mental Retardation (3 credits)

Human Development (3 credits)

Assessment in Counseling (3 credits)

General Psychopathology (3 credits)

Area III: Working with Groups

Career Counseling (6 credits)

Prepracticum in Counseling I (3 credits)

Prepracticum in Counseling II (3 credits)

Area IV: Career Development and Counseling

Career Counseling (6 credits)

Prepracticum in Counseling I (3 credits)

Prepracticum in Counseling II (3 credits)

Area V: The Counselor: Role and Function

Counseling and Assessment (3 credits)

Counselor Counseling (3 credits)

Counseling and Assessment (3 credits)

Professional Counseling (3 credits)

Bilingual Extension Option (15 credits)

Students wishing to qualify for the bilingual extension to their certification must meet New York state requirements for field experience in a bilingual context, study of cultural perspectives, the theory/practice of bilingual/multicultural education, and methods of providing service in native language by demonstrating proficiency in a second language on state-administered exams. Students must complete a total of 15 credits in the areas outlined below:

Field Experiences

Field Experience I in School Counseling - minimum of 240 hours (3 credits)

Field Experience II in School Counseling - minimum of 240 hours (3 credits)

Bilingual Extension Option (15 credits)

• have earned a minimum undergraduate grade point average of approximately 3.0 (B or better)

• provide two reference reports

• demonstrate proof of immunization against measles, mumps, meningitis, and rubella

To qualify for the bilingual extension, field experience must be in a K-12 school setting working with bilingual children under the supervision of a bilingual school counselor.

Master of Science in Education in Mental Health Counseling (60 Credits)

NYSED 31303, HEGIS 2040.10

The MSEd program in mental health counseling is designed to prepare mental health counselors who will work in mental health clinics, community mental health centers, hospitals, nonprofit counseling agencies, college and university counseling centers, and corporate mental health services (e.g., employee assistance programs, personnel departments, mental health support units) and are eligible to open independent private practices after licensure. This rigorous, applied training program includes 60 course credits (in semester hours) plus a minimum 600-hour mental health counseling internship. The program has a practitioner-scientist orientation and includes a strong multicultural and social justice counseling emphasis. The program can be completed full time in two years (with summers) or part time in three years (with summers).

Admission Requirements

Applicants seeking admission to the MSEd program in mental health counseling must meet the general requirements for admission to graduate study in the Graduate School and to the program-specific admission criteria:

• possess a baccalaureate degree from an accredited college or university
• have earned a minimum undergraduate grade point average of 3.3 (B or better)
• complete any required related practica or school counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

Program of Study

This 60-credit program includes 54 credits in five basic areas and a two-semester field experience. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course):

PSGE.5621/5622, 5630/5632, 5640/5642, 6410/6412, 6413/6415. In addition to the 60 course credits (in semester hours), students must complete a minimum of 480 hours in an approved school counseling field experience. Students are required to obtain their own placements for PSGE.5652 and PSGE.5661 Field Experience in School Counseling I and II. Full time students must take one summer module in order to satisfy all prerequisites to their field experience:

Area I: Foundations of Counseling

Introduction to Counseling I (3 credits)

Practicum in Counseling I (3 credits)

Introduction to Counseling II (3 credits)

Area II: Understanding the Individual

Theories of Family Counseling and Assessment (3 credits)

Developmental Disorders/Mental Retardation (3 credits)

Human Development (3 credits)

Assessment in Counseling (3 credits)

General Psychopathology (3 credits)

Area III: Working with Groups

Career Counseling (6 credits)

Prepracticum in Counseling I (3 credits)

Prepracticum in Counseling II (3 credits)

Area IV: Career Development and Counseling

Career Counseling (6 credits)

Prepracticum in Counseling I (3 credits)

Prepracticum in Counseling II (3 credits)

Area V: The Counselor: Role and Function

Counseling and Assessment (3 credits)

Counselor Counseling (3 credits)

Counseling and Assessment (3 credits)

Professional Counseling (3 credits)

Bilingual Extension Option (15 credits)

Students wishing to qualify for the bilingual extension to their certification must meet New York state requirements for field experience in a bilingual context, study of cultural perspectives, the theory/practice of bilingual/multicultural education, and methods of providing service in native language by demonstrating proficiency in a second language on state-administered exams. Students must complete a total of 15 credits in the areas outlined below:

Field Experiences

Field Experience I in School Counseling - minimum of 240 hours (3 credits)

Field Experience II in School Counseling - minimum of 240 hours (3 credits)

Bilingual Extension Option (15 credits)

• have earned a minimum undergraduate grade point average of approximately 3.0 (B or better)

• provide two reference reports

• demonstrate proof of immunization against measles, mumps, meningitis, and rubella

To qualify for the bilingual extension, field experience must be in a K-12 school setting working with bilingual children under the supervision of a bilingual school counselor.
Completion Requirements
To complete the MSEd in mental health counseling, students must meet the following requirements:
• strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
• complete the prescribed program of study, including at least 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of the advisor
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• complete an end-of-program comprehensive assessment
• complete a 600-hour mental health counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

Program of Study
The 60-credit program includes a 600-hour, on-site, supervised internship completed during the fall and spring (PSGE-6651 and 6633) semesters. One elective course is required and must be from the Division of Psychological and Educational Services and must be approved by the mental health counseling program faculty. The curriculum includes the following courses:

  * PSGE 6650 Ethical/Professional Issues in Counseling (3 credits)
  * PSGE 6651 Field Experience I in Mental Health Counseling I (240 hours 2 days per week or 320 hours 2.5 days per week) (3 credits)
  * PSGE 6652 Field Experience I in Mental Health Counseling II (320 hours 2 days per week) (3 credits)
  * PSGE 6653 Multicultural Counseling (3 credits)
  * PSGE 6654 Field Experience II in Mental Health Counseling (240 hours 2 days per week or 320 hours 2.5 days per week) (3 credits)
  * PSGE 7653 Theories of Family Intervention and Counseling (3 credits)

Doctoral Program in Counseling Psychology

Doctor of Philosophy (PhD) in Counseling Psychology

NYSED 86174, HEGIS 2004.00

The PhD degree program in counseling psychology is based on the scientist-practitioner model and is fully accredited by the American Psychological Association. The APA Office of Program Consultation and Accreditation (Address: 750 First St. NE, Washington, D.C. 20002) has granted full accreditation to the Fordham University M.S. Program in Counseling Psychology. Approval was granted on the basis of a program that met the accreditation standards of the APA. The program is designed to prepare students for careers in counseling, psychology, counseling psychology, and related fields.

Admission Requirements

Applicants seeking admission to the PhD program in counseling psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

• possess a baccalaureate or a master's degree from an accredited college or university

• have academic and professional goals consistent with the objectives and purposes of the program
• show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively)

Students may be terminated from the program if they fail to complete any of these steps.

Completing Requirements

Students are admitted into the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, advisor, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the fall semester after they complete 12 to 15 credits. Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program if it is determined that they are unable to meet academic, personal, or professional standards.

To complete the PhD in counseling psychology, students must meet the following requirements:

• complete the prescribed program of study, including a minimum of 96 credits beyond the baccalaureate, or 60 credits beyond a master's degree in counseling or a collateral field.

All doctoral students in the PhD program must complete courses in the following six areas:

Ethics in Professional Practice (3 credits)
PSGE 8672 Social and Ethical Responsibilities in Counseling Psychology (3 credits)

(3 credits)

Cognitive/Assessive and Treatment Behavior (3 credits)

PSGE 6312 Comprehensive Examination (0 credits)

PSGE 7645 Foundations of Neuropsychology (3 credits)

History and Systems of Psychology (3 credits)

PSGE 6415 History and Systems of Psychology (3 credits)

Multicultural Issues in Psychology (3 credits)

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)

or

Multicultural Counseling (3 credits)

PSGE 6656 Multicultural Counseling (3 credits)

Individual Differences/Human Development (3 credits)

PSGE 7301 Advanced Developmental Psychology (3 credits)

PSGE 7302 Advanced Developmental Psychology (3 credits)

Doctoral Research Seminar (12 to 24 credits)

Students are required to take the proseminar, advanced research, measurement, and statistics courses. If students need the introductory-level courses in these areas, those courses also become part of this core. The same number of research courses in the research core, accordingly, ranges from 12 to 24.

PSGE 5204 Research Methods in Counseling (3 credits)

PSGE 5210 Statistical Methods in Education and Psychology (3 credits)

PSGE 6607 Assessment in Counseling (3 credits)

PSGE 7212 Correlational Design and Analysis (3 credits)

PSGE 7610 Qualitative Research Methods in Counseling Psychology (3 credits)

PSGE 7613 Application of Multivariate Statistical Techniques in Education and Psychology (3 credits)

PSGE 7711 Psychometric Theory (3 credits)

PSGE 7900 Proseminar in Psychological and Educational Services (3 credits)

Doctoral Counseling Psychology Requirements

Coursework (3 credits)

PSGE 7640 Counseling Psychology I and III (3 credits)

Assessment (9 credits)

PSGE 6645 General Psychology (3 credits)

PSGE 7611 Assessment of Intelligence (3 credits)

PSGE 7612 Assessment of Personality (3 credits)

Intervention Procedures (12 credits)

PSGE 7654 Counseling Psychology II: Humanistic (3 credits)

PSGE 7655 Counseling Psychology II: Cognitive Behavioral (3 credits)

PSGE 7656 Counseling Psychology II: Psychodynamics (3 credits)

PSGE 7658 Counseling Psychology IV: Integrative (3 credits)

Consultation and Supervision (6 credits)

PSGE 7649 Clinical Supervision and Consultation in Counseling (3 credits)

PSGE 7657 Practicum in Supervision in Counseling (3 credits)

Comprehensive Assessment (0 credits)

PSGE 6905 Doctoral Counseling Psychology I (0 credits)

PSGE 6910 Doctoral Counseling Psychology II (research) (0 credits)

Dissertation Seminar

PSGE 8999 Dissertation Seminar (required)

Students register for Dissertation Seminar each fall and spring semester until the semester of their oral defense.

EDGE 9999 Dissertations Mentoring (0 credits)

Students register for this course for the semester when they anticipate their oral defense.

Full-time Internship (0 credits)

PSGE 7665/66/67/68/69 Internship in Counseling Psychology I, II, III, IV, V (0 credits)

A one-year, full-time APPI internships must be completed. The internship occurs following completion of all coursework and comprehensive exams. Students must have an approved dissertation proposal prior to applying for their internship. Prior approval must be obtained from the program faculty before internship. Completing an APA-accredited internship is strongly encouraged.
School Psychology Programs

The mission of Fordham’s school psychology programs is to educate professional psychologists who are capable of linking knowledge gained through psychological science to educational efforts in contemporary society. The programs vary in format to accommodate the educational and social-emotional development of children in urban settings, esp. those children who are culturally and linguistically diverse backgrounds.

The major impact of these programs occurs in the New York metropolitan area, a diverse community of people ranging from the economically disadvantaged to the wealthy. It is a large community that demands many varied psychological and educational services. Through coursework and field experiences, the programs attempt to provide students with a sensitivity and understanding of the special needs of those whose cultural backgrounds or language skills make their quality of education a particular challenge.

Students and graduates of Fordham’s school psychology programs are expected to be guided by ethical principles, such as those described in the code of the American Psychological Association. They must exercise personal responsibility for continuing self-evaluation, and personal and professional development.

The Fordham University school psychology programs are fully accredited by the American Psychological Association and approved by the New York State Education Department and by the New York State Board of Regents for Professionalicens.

Practica and Internships

Practicums and internship are required in the school psychology programs. These experiences follow the fieldwork associated with the coursework.

Practicum: Three semesters of practicum are required as a prerequisite in all school psychology programs. Each practicum involves a minimum of an eight-hour-a-week experience for one semester. The Clinical Practicum is designed to provide students with the opportunity to gain supervised experience in counseling/clinical intervention with children and youth. This practicum may be in either an agency or school, depending on the needs of the student and the appropriateness of the setting.

The Consultation Practicum is designed to provide students with the opportunity to gain supervised experience in consultation. Working with teachers and other professionals on the classroom problems of children is the focus of this practicum.

The third practicum experience, Integration of Assessment, is designed to provide students with supervised experiences in psycho-educational assessment. Many students in this practicum gain experience by providing assessment services through the Bosa A. Hagan School Consultation Center and Early Childhood Center.

Internships: The school psychology program includes an internship course so students who wish to broaden their experiences can do so. The supervisor of field experiences for the school psychology program determines student eligibility, approves sites, and provides supervision. Doctoral students are required to complete an additional 200 hours of pre-internship field experiences.

Internships: All students in the school psychology programs are required to complete an approved internship. The internship consists of a comprehensive experience in professional psychology through which students have the opportunity to apply and integrate the knowledge acquired through coursework and practice experience. The length of the internship is one full academic year or a minimum of 1,500 hours. Students must complete at least 750 internship/externship hours in a school setting.

Doctoral students who completed a school-based internship and were certified school psychologists prior to entering the Fordham University doctoral program must still complete a 1,500-hour doctoral-level internship. However they are waived from completing the requirement of 750 hours in a school setting.

Doctoral students are strongly encouraged to seek an internship accredited by the American Psychological Association (APA). Students who complete the AAPPIC (Association of Postdoctoral and Internship Centers) Match process. Applications for the AAPPIC are submitted during the fall semester of the year before the start of the doctoral internship. Students participating in the AAPPIC Match are closely with the supervisor of field experiences in the preparation of their application, and they must have defended their dissertation proposals by October 1 prior to submitting their AAPPIC application.

Some doctoral students elect not to participate in the AAPPIC Match, often because of familial or geographical constraints. In the medical student, the student must secure an internship that meets the Doctoral Internship Guidelines of the Council for Directors of School Psychology Programs (CDSPP) and has been approved by the doctoral psychology program. Students must complete an internship proposal by no later than January 1 of the year prior to begin internship and prior to accepting an internship position.

Prior to applying for internship placement, students must file for approval with the supervisor of field experiences in school psychology. The program attempts to place qualified students in approved internships but does not guarantee placement for every student.

The program will assist by providing information about available placement sites. The school psychology program faculty must approve all internship placements prior to the start of the internship placement.

Internships for students in the bilingual program must provide experience working with bilingual/bicultural children and families. The program seeks to help students develop the knowledge needed to work effectively with bilingual/bicultural children and families.

The internship is designed to occur at the end of a student’s program of study. All coursework (with the exception of the doctoral clinical supervision course and dissertation mentoring) should be completed before the internship. Internship placement may be requested to complete their internship prior to the completion of their coursework.

In such cases, the program will determine the importance of the remaining coursework to the internship and decide accordingly. If permission is granted, remaining coursework must be completed concurrently with the internship.

Supervision in the doctoral internship may be arranged with a doctoral-level psychologist in any of the professional specialties recognized by the APA.

Professional Diploma Programs

There are two professional diploma programs (PD) in school psychology programs at Fordham University. Both programs lead to certification and licensure as a school psychologist. Each of these programs is designed to be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham University. However they are waived from the remaining coursework.

• choose to take and pass a minimum competency examination in psychological and educational measurement. Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSY 6702 during their first semester at Fordham University.

• have academic and professional goals consistent with the objectives and purposes of the program.

• show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student’s record and by an interview with school psychology faculty.

• have earned a minimum undergraduate grade point average of 3.0 (B+)

• provide two letters of reference.

• demonstrate satisfactory command of oral and written English.

• provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in Spanish and a second language through: (a) a license as a bilingual teacher; or (b) a successful rating on a test of dual language proficiency (for example, New York State Education Department Language Proficiency Examinations).

Admission Requirements

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements of the Fordham University School of Education as well as one of the specific criteria for the professional program.

• possess a baccalaureate or a master’s degree from an accredited college or university.

• have academic and professional goals consistent with the objectives and purposes of the program.

• show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student’s record and by an interview with school psychology faculty.

• successfully complete an end-of-program comprehensive assessment.

• successfully complete any required practicum or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University meet the requirements for New York State Certification in school psychology and are required to take the Internship and must complete an internship placement prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam will be eligible for national certification as a school psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program.

All doctoral students are encouraged but not required to complete an internship as a prerequisite to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification.
Master of Science in Education Programs

Students who are admitted to the professional diploma program in school psychology or to the professional diploma program in bilingual school psychology, and who do not have a relevant master’s degree, must complete a master’s degree (MSEd) before matriculating in the professional diploma program in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist certification with a bilingual extension.

The Division of Psychological and Educational Services offers three Master of Science in Education (MSEd) degree programs or areas of specialty that may be completed only in conjunction with the professional diploma, the bilingual professional diploma, or the doctor of philosophy (PhD) programs in school psychology. These MSEd programs are designed to provide additional studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the PhD program. Students who complete a master’s degree in one of the four areas are considered to have a specialization in that area.

Note: These master’s degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the PD, Bilingual PD, or PhD in school psychology to meet New York state’s requirements for eligibility as a certified school psychologist.

The master’s degree programs offered through the school psychology program are:

- Educational Psychology: Educational Evaluation and Intervention
- Psychology of Bilingual Students
- Therapeutic Interventions

Admission Requirements
Admission to one of these three MSEd programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the PhD in school psychology. Enrollment in one of these programs is sufficient for admission to a master’s program. Applicants do not need to be bilingual for admission to the MSEd in the psychology of bilingual students.

However, students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students. To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.

Completion Requirements
To complete the MSEd in the psychology of bilingual students, or therapeutic interventions, or the MSEd in educational psychology—educational evaluation, students must:

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD
- maintain a minimum overall graduate grade point average of 3.25 (B or better)
- complete an end-of-program comprehensive assessment

Fieldwork (6 credits)

EDGE 6101 Race and Multicultural Education in American Society (3 credits)
CTGE 6270 Data, Inquiry, and Technology (3 credits)
CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)
CTGE 5534 Beginning Reading and Writing (3 credits)

Assessment and Intervention (15 credits)

PSGE 6311 Applications in Applied Behavior Analysis (3 credits)
PSGE 7445 Theories of School-Based Consultation (3 credits)
PSGE 7422 Instructional Consultation (3 credits)
PSGE 7418 Non-Basis Assessment and Decision Making (3 credits)
PSGE 7426 Advanced Seminar in Intervention: Instructional Interventions (required) (3 credits)

Fieldwork (6 credits)

PSGE 7429 Integration of Assessment Techniques (3 credits)
PSGE 7502 Consultation Practicum in School Psychology (3 credits)
PSGE 7310 Statistical Methods in Psychology and Education (3 credits)
CTGE 5841 Principles of Bilingual Education (3 credits)
CTGE 5842 Language and Educational Settings (3 credits)

Cognate (3 credits)

PSGE 6312 Psychology of Cognition and Affect (3 credits)
PSGE 6313 Comprehensive Assessment in Multiple Settings (3 credits)
PSGE 6401 Seminar in Psychology of Bilingual Students (required) (3 credits)
PSGE 6421 Principles of Multicultural Issues in Professional Psychology (3 credits)
PSGE 7425 Advanced Seminar in Intervention: Bilingual School Psychology (3 credits)

Comprehensive Assessment (0 credits)

Program of Study

Multicultural Core (3 credits)

EDGE 6101 Race and Multicultural Education in American Society (3 credits)
PSGE 6441 Seminar in Psychology of Professional Psychologists (3 credits)
PSGE 6503 Multicultural Issues in Professional Psychology (3 credits)

Foundation Knowledge for Specialization in Educational Evaluation and Intervention (12 credits)

PSGE 6312 Psychology of Cognition and Affect (3 credits)
PSGE 6320 Psychology of Motivation (3 credits)
PSGE 6304 Cognition and Instruction I (3 credits)
PSGE 7456 Evaluation of Psychological Service Delivery (doctoral only) (3 credits)
ASGE 6720 Program Evaluation and Research (3 credits)
CTGE 6270 Data, Inquiry, and Technology (3 credits)
CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)
CTGE 5534 Beginning Reading and Writing (3 credits)
PSE 7018 Non-Bias Assessment and Decision Making (3 credits)

Master of Science in the Psychology of Bilingual Students (39 credits)

PSGE 6311 Application of Behavioral Analysis in Educational Settings (3 credits)
PSGE 7423 Therapeutic Interventions in Schools (3 credits)
PSGE 7445 Theories of School-Based Consultation (3 credits)
PSGE 7422 Instructional Consultation (3 credits)
PSGE 7418 Non-Basis Assessment and Decision Making (3 credits)
PSGE 7426 Advanced Seminar in Intervention: Instructional Interventions (required) (3 credits)
PSE 7018 Non-Bias Assessment and Decision Making (3 credits)

Program of Study

Master’s Core (6 credits)

EDGE 6101 Race and Multicultural Education in American Society (3 credits)
CTGE 6782 Bilingual Special Education: Issues and Trends (2 credits)
CTGE 7843 Second Language Proficiency (3 credits)
CTGE 7844 Language and Educational Assessment in Multilingual Language Setting (3 credits)
PSE 6441 Seminar in the Psychology of Bilingual Students (required) (3 credits)
PSE 6603 Multicultural Issues in Professional Psychology (required) (3 credits)
PSE 7427 Advanced Seminar in Interventions: Bilingual School Psychology (required) (3 credits)
Assessment Requirements
Applicants seeking admission to the PhD program in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:
- possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalents:
  - a course in either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.)
- have academic and professional goals consistent with the objectives and purposes of the program:
  - evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student’s record and an interview with school psychology faculty
  - have earned a minimum undergraduate grade point average of 3.5 (B+ or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two reference reports
  - have gained satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
  - demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Complete Requirements
Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, advisor, program director, chairperson, and division faculty. The program allows for continuous full-time study, and students must complete all 12 credits in a minimum of eight years of initial registration in the program. Students may be terminated from the program if they fail to complete any of these requirements.
Professional School Psychology Core (51 credits)

Assessment (9 credits)
- PSGE 7609 Advanced Personality Assessment (3 credits)
- PSGE 7418 Non-Biased Assessment and Decision Making (3 credits)
- PSGE 7508 Cognitive Assessment (3 credits)

Intervention (15 credits)
- PSGE 6311 Applications of Behavioral Analysis in Educational Settings (3 credits)
- PSGE 7422 Instructional Consultation (3 credits)
- PSGE 7423 Therapeutic Interventions in Schools (3 credits)
- PSGE 7445 Theories of School-Based Consultation (3 credits)
- PSGE 7620 Theories of Counseling (3 credits)

Professional Issues (3 credits)
- PSGE 7442 Role and Function of the School Psychologist (3 credits)

Fieldwork and Internship (16.5 credits)
- Students must complete a total of 650 hours of pre-internship fieldwork.
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7490 Doctoral Internship in School Psychology I (3 credits)
- PSGE 7492 Doctoral Internship in School Psychology II (3 credits)
- PSGE 7500 Clinical Practicum in School Psychology (3 credits)

Supervision (3 credits)
- PSGE 7422 Clinical Supervision of School Psychologists (3 credits)

Program Evaluation (3 credits)
- PSGE 7456 Evaluation of Psychological Services Delivery Systems (3 credits)

Research Seminar (3 credits)
- PSGE 7507 Research Seminar in the Practice of Professional School Psychology (3 credits)

Comprehensive Assessment (0 credits)
- PSGE 0930 PhD Comps School Psych I (Psychology Core) (0 credits)
- PSGE 0935 PhD Comps School Psych II (Research Core) (0 credits)
- PSGE 0810 Professional Practice in School Psychology Comprehensive Assessment (0 credits)

Cognate Areas of Studies (9 credits)

Fieldwork and Internship (16.5 credits)
- Students must complete a total of 650 hours of pre-internship fieldwork.
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7490 Doctoral Internship in School Psychology I (3 credits)
- PSGE 7492 Doctoral Internship in School Psychology II (3 credits)
- PSGE 7500 Clinical Practicum in School Psychology (3 credits)

Advanced-level students who exempt all of the courses in one of the three professional tracks (consultation, counseling, assessment) must take at least one advanced-level class in that area.
Frequently Offered Courses

The prefixes used for Graduate School of Education courses are: ASGE, ClGE, CURR & TEACH, EEDGE, INTRD, and UEFA.

ASGE 5119 Fundamentals of Educational Administration and Management (3 credits) (FUND OF EDUC SUPERVISION)
- This course examines the various roles and responsibilities of educational administrators, including the legal and ethical implications of their decisions.
- Focuses on contemporary issues such as equity, diversity, and inclusion.
- Covers topics such as curriculum development, instructional strategies, and assessment.

ASGE 5132 Organizational Behavior (3 credits) (ORG BEHAV)
- This course examines the role of leadership in developing and maintaining an effective school culture.
- Focuses on topics such as motivation, communication, and conflict resolution.

ASGE 5124 Funding and Grants (3 credits) (FUNDING AND GRANTS)
- This course explores the principles and practices of securing funding for educational programs.
- Covers topics such as grant writing, proposal development, and grant management.

ASGE 5129 Case Studies and Simulations in Administration and Supervision (3 credits) (CERTS SIMUL & A & S)
- This course uses case studies to help students develop critical thinking and decision-making skills.
- Topics include school finance, personnel management, and instructional leadership.

ASGE 6227 School Finance (3 credits) (SCHOOL FINANCE & MGMT)
- This course provides an in-depth examination of school finance, including budgeting, accounting, and financial management.
- Topics include financial planning, forecasting, and international finance.

ASGE 6332 Ethics of School Administration (3 credits) (ETHICS OF SCHOOL ADMIN)
- This course examines the ethical principles that guide school administrators in their decision-making processes.
- Covers topics such as professional ethics, social responsibility, and ethical dilemmas.

ASGE 6331 Professional Development (3 credits) (PROFESSIONAL DEVELOPMENT)
- This course explores the role of professional development in improving the effectiveness of school leadership.
- Topics include continuing education, professional standards, and career advancement.

ASGE 6229 Research and Evaluation (3 credits) (RESEARCH & EVALUATION)
- This course provides an introduction to research methods and evaluation techniques in education.
- Covers topics such as descriptive research, experimental design, and data analysis.

ASGE 6333 Shaping Educational Policy (3 credits) (SHAPING EDUCATIONAL POLICY)
- This course examines the role of educational policy in shaping the educational landscape.
- Topics include policy development, implementation, and evaluation.

ASGE 6334 School Financial Accounting (3 credits) (SCHOOL FINANCIAL ACCOUNTING)
- This course provides an in-depth examination of school financial accounting, including budgeting, financial planning, and financial reporting.
- Topics include financial statements, cash flow analysis, and financial ratios.

ASGE 6335 School Business Administration (3 credits) (SCHOOL BUSINESS ADMINISTRATION)
- This course examines the role of school business administration in supporting school leadership.
- Covers topics such as school finance, budgeting, and financial management.

ASGE 6336 School Technology (3 credits) (SCHOOL TECHNOLOGY)
- This course examines the role of technology in school administration and leadership.
- Topics include technology integration, instructional design, and technology policy.

ASGE 6337 School Leadership (3 credits) (SCHOOL LEADERSHIP)
- This course explores the role of school leadership in promoting student achievement and school improvement.
- Covers topics such as instructional leadership, school improvement, and school culture.
ASGE 6520 – 6521 Internship I and II (6 credits) (ADMIN INTERNSHIP I and ADMIN INTERNSHIP II)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division supervisor by the end of the second month of the semester preceding internship.

ASGE 6531 Clinic for School Administrators (3 credits) (CLINIC FOR SCH ADMINS)
This clinic provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532 Seminar for Nonpublic School Administrators (3 credits) (SEMIN. NONPUBLIC SCH ADMIN)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major issue or problem.

ASGE 6451 Perspectives on Leadership (3 credits) (PERSPECTIVES ON LDRSHIP)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620 Advanced Statistics in Educational Leadership, Administration, and Policy (3 credits) (ADVANCED STAT IN ASGE)
Covers statistical inference and prediction in research in educational leadership, administration, and policy. Includes use of parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720 Program Evaluation and Research in Administration and Supervision (3 credits) (PROG EVLMT AND RCH N IN A & S I)
Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 7322 Economics and Finance of Education (3 credits) (ECON & FINANCE OF ED)
Course studies the efficiency of the funding of education—including sources, budgets, variances, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of students and the dollars spent to student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice). Course has practical uses for school leaders who must set budgets, maintain sources of school income, and analyze the spending of funds in both public and private schools.

ASGE 7333 Data Analysis and Accountability (3 credits) (DATA ANALYSIS & ACCTLY)
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus helping educators accountable for results. Students will also analyze and share data in a “data cycle” format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

ASGE 7428 Seminar in Leadership (3 credits) (SEM LEADERSHIP)
This advanced seminar deals with selected topics and issues in leadership. The course involves the exploration of theoretical frameworks as means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429 Social Theories and Educational Institutions (3 credits) (SOC THRY EDUC INSTIT)
This is an in-depth analysis of social theories and their implications for the reorganization of educational and other social institutions. The course focuses on structural-functional theory, conflict theory, and theories and their contemporary critics.

ASGE 7430 Political Factors in Administration and Supervision (3 credits) (POLITICAL FACTORS IN A & S)
The study of the effects of coalitions, local political systems, and power and authority with respect to reorganizing and leading educational systems.

ASGE 7431 Administration and Supervision Seminar (2 credits) (ADMIN & SUPV SEMINAR)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432 Seminar in Organizational Theory (3 credits) (SEM: ORGANIZATIONAL THRY)
Focuses on development of organizational models for crafting strategies for choice, vision, mission, and strategic plan for change, as well as aligning the organization behind the vision.

ASGE 7444 Leading a Learning Organization (3 credits) (LEAD LEARNING ORG)
This course focuses on the nature of learning organizations (in business and in schools) and the process that has been used to create and lead such organizations. While studying various leadership styles and perspectives, an ongoing emphasis will be placed on how the diverse interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present their models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446 Seminar in Organizational Culture (3 credits) (ORG CULTURE)
This course focuses on the nature of organizational culture: how it comes into being, how to change, and how to change culture. Students discuss the development of norms, values, and behaviors in an organization. The course will focus on the paradoxes of change including chaos and order, and the development of change strategies to address the challenges of these paradoxes.

ASGE 7447 Seminar in Ethos and Social Justice (3 credits) (SEM ETHICS & SOC JUST)
Students will develop their philosophical and ethical principles and apply them to a number of social justice issues.

ASGE 7448 Seminar in Empirical Research (3 credits) (SEM NURSING RESEARCH)
This course provides advanced study of nursing research, including research design, data collection, analysis, and interpretation.

ASGE 7450 Seminar in the Spirituality of Leadership (3 credits) (SEM SPIRIT OF LDRSHIP)
This course addresses the personal, professional, and spiritual development of leaders as they develop strategies to address the spiritual, personal, and professional needs of leaders and leaders-to-be.

ASGE 7452 Leading Organizational Change (3 credits) (LEAD ORG CHANGE)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students’ organizational settings. The emphasis will be on developing practical tools for crafting strategies for change, vision, mission, and strategic plan for change, as well as aligning the organization behind the vision.

ASGE 7453 Advanced Qualitative Research (3 credits) (ADV QUALITATIVE RESEARCH)
This course offers students the opportunity to engage in field research that tests the validity of a specific thesis question on initial research design, data collection, and analysis.

ASGE 7721 Research in Administration and Supervision (3 credits) (RESEARCH IN A & S I)
Emphasizes development of individual research proposals, using qualitative methods and design, in preparation for dissertation seminars.

ASGE 7731 Research in Administration and Supervision II (3 credits) (RESEARCH IN A & S II)
Continues development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8505 Directed Research in Educational Leadership, Administration, and Policy (3 credits) (DIR RESEARCH ASGE)
Designed for students interested in developing research problems or projects for their doctoral studies.

ASGE 8750 Dissertation Seminar: Educational Leadership, Administration, and Policy (3 credits) (DISS SEM: ASGE — EDD)
Seminar for advanced Doctor of Philosophy candidates in Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 8755 Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD (3 credits) (DISS SEM: ASGE — PHD)
Seminar for advanced Doctor of Philosophy candidates in Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990 Independent Study (3 credits) (INDEPENDENT STUDY)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the associate dean for academic affairs.

ASGE 7530 Clinical Practice in Administration and Supervision (3 credits) (CLINICAL PRACTICE)
This course provides students with applied field experiences designed to work out solutions to problems of practical professional concern.

CLGE 0900 Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)
Enroll in this course to demonstrate satisfactory progress completing 2 to 15 credits toward permanent matriculation status.

CLGE 0999 Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)
Enrollment is completed to document dissertation proposal is completed.

CLGE 6100, 6101, 6102, 6103, 6104 Special Topics in Contemporary Learning and Interdisciplinary Research (3 credits) (SPECIAL TOPICS)

CLGE 6160 Foundations of Interdisciplinary Research (3 credits) (INTERDISC RES I)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies in order to pose questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6162 Foundations of Interdisciplinary Research II (3 credits) (INTERDISC RES II)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies in order to pose questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

Contemporary Learning
This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language. By exploring historical and contemporary research, graduate students will create a more holistic understanding of language policies and practices, and the ways they impact communities. The multiple contexts where many languages intersect and the impact of such interactions will be examined critically. Graduate students will consider key implications of the research for achieving educational equity, affirming identities, and assuming an additive multilingual perspective in education.

CLGE 6280 Multicultural Competencies and Tools of Awareness, Transformation, and Advocacy (MULTICULT COMPETENCIES)

Grounded in interdisciplinary theory, research, and practice, this course focuses on exploring how to support language and literacy development in multilingual and multicultural classrooms, including those vulnerable to discrimination. Students will analyze how language and literacy are shaped on their own cultural backgrounds, expand their conception of appropriate professional roles, and develop awareness and skills necessary for facilitating access to educational opportunities for diverse students. This course incorporates didactic, experiential, and individual and small-group modes of learning. The prerequisite is CTGE 6810 or equivalent.

CLGE 6340 Designing, Implementing, and Evaluating Studies and Programs (3 credits) (DESIGN IMPLEMENT LEVEL)

This course will integrate the discussion of research designs and the development and implementation of evidence-based practices in educational settings. Multiple perspectives and experiences will be provided in order to prepare future researchers through understanding and critiquing critical issues related to the implementation of research-based practices, such as school systems, research studies across disciplines, interventions provided to students with different challenges (e.g., reading, behavior, language/speech development), and practices used to support school observations, and critiquing and conducting research using different research designs.
The nature of writing is changing in the 21st century. Contemporary models of teaching and learning must consider the role of composition in school curricula. This can be best seen in the ways that technology and writing are inherently linked in a globalized world. This course will explore cognitive and sociocultural perspectives of writing, and ask students to consider and practice methods for teaching and researching issues in the 21st century. Particular focus will be given to finding, reading, and criticising studies related to the following topics:

CLGE 7350 Positive Behavior Supports (3 credits)
CLGE 7350 Positive Behavior Supports

The course further reviews the composition curriculum in school curricula. This can be best seen in the ways that technology and writing are inherently linked in a globalized world. This course will explore cognitive and sociocultural perspectives of writing, and ask students to consider and practice methods for teaching and researching issues in the 21st century. Particular focus will be given to finding, reading, and criticising studies related to the following topics:

CLGE 7490 Teaching Composition in the 21st Century: Theory and Practice (3 credits) (TCH COMP 2157 CENT)

This nature of writing is changing in the 21st century. Contemporary models of teaching and learning must consider the role of composition in school curricula. This can be best seen in the ways that technology and writing are inherently linked in a globalized world. This course will explore cognitive and sociocultural perspectives of writing, and ask students to consider and practice methods for teaching and researching issues in the 21st century. Particular focus will be given to finding, reading, and criticising studies related to the following topics:

CLGE 7520 Cognition, Technology, and Innovation (3 credits) (COC, TECH, & INNOV)

What role does technology play in learning? Is it helpful or harmful for students? How can technology be used to facilitate learning? These are some of the questions we will be addressing in this class. The overall objective of this course is to gain and apply knowledge about human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570 Positive Trajectories: Resilience and Adaptation (3 credits) (POS TRAJS: RESI & ADAPT)

Human beings have an amazing capacity to adapt to stress and can be changed by experience and learning. It is known as the construct of resilience. The course will explore the concept of resilience, which has become popular in social science literature in the last few decades. The goal of the course is to use the concept of resilience to describe and discuss students with specific needs in the classroom. The first part of the course will focus on defining resilience and exploring the different theories and models that have been developed to describe and assess resilience. The second part of the course will focus on using resilience as a framework to design intervention for students with specific needs. The third part of the course will focus on using resilience as a framework to design intervention for students with specific needs in the classroom.
supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diverse behavioral, cognitive, and language abilities are valued in multi-cultural settings through the use of positive behavior intervention and support, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5170: Assessment of All Learners with Disabilities (3 credits) (ASSESS LRNRS W/DISABIL)
Exams, assessments used to determine eligibility for special education and responsiveness to instruction, including norm referenced, criterion referenced, diagnostic assessment, and curriculum-based assessment tasks, and curriculum-based assessment tools. Students identify, design, and implement specifically for evaluating students' literacy skills, mathematics skills, behavior, and intellectual abilities. This course project in which multiple assessment methods are used to evaluate the at-risk student or student with special needs in the language or communication domain, and make recommendations for services and instruction. Students will complete 12 hours of fieldwork focused on students with disabilities.

CTGE 5175: Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits) (ELA/5OC STUD INCLUD ADOL CLRM)
Learn strategies for resolving dilemmas of learner differences when planning curriculum content, instruction, and assessment. This course focuses specifically for English language arts, social studies, humanities, and content courses on fostering the understanding of instructional technologies. The course assumes a strong knowledge base in mathematics, science, and social studies. The course is designed to provide students with a variety of methods and materials for teaching the subject areas of English language arts and social studies. Plan curriculum for a diverse learning community, considering learning processes, motivation, community, classroom management, including managing behavior of students with disabilities and promoting development of positive social interaction skills. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5200: Field Experience Seminar: Issues in Reflective Practice (0 credits) (FLD EXPR RFL PRAC)
The course involves an immersion seminar and series of field placements focus on issues in teaching practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teachers, who have been assigned to specific field placements, are provided with a structure for organizing workshops in the prevention of child abuse, drug and alcohol education, and violence, and for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5201: Student Teaching Seminar: Issues in Reflective Practice (0-3 credits) (TEACH STUD SEM)
The continuing education seminar and series of student-teaching placements focus on issues in school practice. Student-teaching placements reflect the teacher’s unique experiences with small and whole groups of students to facilitate the development of ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a series of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences.

CTGE 5211: Practicum for In-Service Teachers (0 credits) (PRACTICUM)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212: Teaching the Arts in Childhood Education (1 credit) (THE/ART/TEACH & PRACT-CHILD EDU)
Introduction to creative and progressive development in children, and to the theory and practice of appreciating and producing drama, music, movement, and the visual arts, as well as the integration of the arts into interdisciplinary programs. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5261: Teaching Mathematics to Children (3 credits) (TCHNS MATHTO CHILD)
This course covers mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematic analysis, and reflection on teaching, and practice as these influence teacher decision making for enhancing student learning in mathematics.

CTGE 5262: Teaching Science and Technology to Children (3 credits) (SCI AND TECH FOR CHILDREN)
This course covers science education provides a conceptual and operational framework for reflective, pre-service teachers, systematic analysis, and reflection on teaching, and practices as these influence teacher decision making for enhancing student learning in mathematics.

CTGE 5270: Teaching Biology to Adolescents (3 credits) (TCHNS BIOLOGY TO ADOL)
This course familiarizes students with a variety of methods and materials for teaching biology to adolescents. The development and application of instructional technologies for a secondary biology course emphasized using selected technologies to help make instructional content understandable to students in mainstream classrooms. This course will help teachers understand their role in the development of interdisciplinary and science education standards for the 21st century. The course is designed to provide teachers with a variety of methods and materials for teaching the subject area of science. The course will focus on recent developments in science education for the teaching of secondary school science. The course will cover the following topics: history and philosophy of science education, science methods and instructional strategies for teaching achievement and teacher effectiveness, instructional applications of technology, and assessment strategies. Critical technology activities will provide a basis for the development of competencies for biologists teaching family, consumer, food science, and technology classes. This course is designed to provide students with a variety of methods and materials for teaching science (biology, chemistry, earth science, and physics) to adolescents.

CTGE 5275: Integrating Math, Science, and Technology in the Classroom (3 credits) (INTEGR MATH SCIE TECH)
This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math or science content knowledge, pedagogical content knowledge, and knowledge of teaching. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning, such as project-based learning, problem-solving learning, and thematic and
interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience, we will engage in dialogue, investigation, analysis, and reflection of specific projects that integrate math, science, and technology in secondary school. The course will culminate in teams of students developing an MST integration project to be utilized in their own teaching practice.

CTGE 5279 Contemporary Science Education (3 credits) (TCHG SCIE NCOD)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine paid, current, and emerging issues affecting science education.

CTGE 5280 Teaching Chemistry to Adolescents (3 credits) (TCHG CHEM TO ADOL)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of this course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated science.

CTGE 5281 Teaching and Assessing Chemistry: Adolescents (3 credits) (TCHG ASSESS CHEM: ADOL)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of this course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated science.

CTGE 5282 Teaching and Learning Math in the Middle Grades (3 credits) (TCHG MATH: MIDLE SCH)
In this course, students focus on understanding the learning challenges and requirements of middle grade mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and representation. Students will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284 Teaching and Learning: Foundational Topics and Math (3 credits) (TCHG MATH: FOUN TOPICS)
This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of mathematics as a teacher. It is expected that students in this course have previously taken numerous “content” courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth.

CTGE 5285 Teaching and Learning Advanced Topics in Math (3 credits) (TCHG MATH: ADV TOPICS)
This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of a range of advanced mathematical topics in preparation of teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear programing, probability and statistics. It is expected that students in this course have previously taken numerous “content” courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth with a focus on conceptual understandings and modeling applications. We will also examine mathematical algorithms, their justifications, and their connections to foundational procedures. We will explore the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling will be woven into each content topic to further develop and examine mathematical practices.

CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits) (TCHG ASSESS MATH: ADOL)
This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student’s teaching experience.

CTGE 5290 Teaching Physics to Adolescents (3 credits) (TCHG PHYSICS TO ADOL)
This course focuses on the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are based on the National Science Education Standards for professional development of teaching physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291 Teaching and Assessing Physics: Adolescents (3 credits) (TCHG ASSESS PHYSICS: ADOL)
This course focuses on the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and culture.

CTGE 5304 Learning Environments for Diverse Adolescent Experiences (3 credits) (UNIV DVR ADOL: ED EXPL)
This course helps teachers develop an awareness of the complexity of teaching diverse students. Emphasis is placed on classroom application of the critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning environments. The course examines teacher candidates’ approaches to their coursework and learning that are necessary for anticipated teaching, to way teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a study of learning and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits) (TCHG LING/CULT DIVERSE ADOL)
This course highlights instructional approaches and materials for teaching English as a second language (ESL). It promotes oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent learners are addressed. The course will examine language acquisition and development, as well as the impact of the language and culture on the progress of English language learners.

CTGE 5307 Research and Assessment while Teaching Adolescents (3 credits) (TCHG ASSESS ADOL)
This course focuses on understanding adolescent development and teaching adolescent learning and teaching social justice. This course focuses on the research and assessment while teaching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on how to use the information in this textbook and courses to further develop and examine their professional portfolio.

CTGE 5335 Curriculum Theories and Development (3 credits) (CURR THEO/CURR DEV)
This course covers the objectives, theories, and practice issues and problems in relation to principles of teaching, needs of students, and requirements of society, critical analysis of curriculum trends and the role of the teacher in curriculum development.

CTGE 5357 Innovative Curriculum and Teaching Practices and Models (3 credits) (CURR TCH/PRACT)
Examines revolutionary models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and learning of students and faculty; implications are drawn for the role of curriculum in improving teaching and learning.

CTGE 5402 Teaching and Learning with Diverse Adolescents: Development and Community (3 credits) (ADOL DIVER TCHG)
This course is the first of four clinically based courses in which candidates build a professional development foundation on understanding adolescent learning and teaching social justice. This course focuses on understanding adolescent experience. What is understanding and how do we teach for understanding? What is motivation, and how effective teaching will be when we are our learners, and how can we use our social, emotional, and cognitive strengths to help them learn better?

CTGE 5403 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (TCHG LING 2: ASSESS/PLAN)
This is one in a series of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation in issues and contexts for teaching with diverse students. This course covers the role of the teacher in the classroom with diverse students. The major areas of focus are classroom environments; adolescent development; assessment; and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three to five days/week internship that includes college-supervised student-teaching experience.

CTGE 5404 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (TCHG LING 3: DIFFERENTIAT)
This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course, teacher candidates will examine teaching practices in order to reflect on the impact of their teaching on student learning in high school science and math classrooms. This course will provide the opportunity to practice using assessment to inform instruction. The emphasis is on collaborative practices of instructional rounds in schools and looking collaboratively at student work. This course is connected to a five to six day/week practicum that includes college-supervised student-teaching experience. For candidates seeking 5-6 extension, some of these experiences will occur in those grade levels. (Prerequisite course: CTGE 5402)

CTGE 5405 Teaching and Learning with Diverse Adolescents 4: Action & Innovation (TCHG LING 4: RELF & INNOV)
This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course, candidates design and facilitate an innovative educational experience based on theoretical understandings through instructional rounds and looking collaboratively at student work. This course is connected to a four to five day/week residency. (Prerequisite or corequisite courses include: CTGE 5402 and CTGE 5403)

CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits) (INSTR CHIL/ W/DISABL)
This course focuses on the formal and informal, leading to the development of intervention in naturally occurring environments and the examination of learning environments and the multiple factors that affect learning; and strategies for intervention and collaboration that will enable students to structure physical and social environments, and to develop and implement inclusive individual education plans and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5422 Assessment of Young Children (3 credits) (ASSESS YOUNG CHILD)
This course is the development of a basic knowledge in assessment procedures unique to working with young children, from birth to the early primary grades. Course content encompasses formal and informal procedures useful for screening eligibility for special education and planning day-to-day instructional strategies in regular and special education classrooms. The role of staff and family in this process is integral to the discussion.

CTGE 5460 Field Experience for Special Educators (3 credits) (FLD EXPER SPEC EDUC)
An initial student-teaching placement in a general-education classroom for teacher candidates in special education who are not certified in regular education (Sequence C). Students are required to observe, model, and provide in-service support in regular education classrooms with diverse learners. This course is connected to a three to five days per week practicum that includes college-supervised student-teaching experience. For candidates seeking 5-6 extension, some of these experiences will occur in those grade levels. (Prerequisite courses: CTGE 5402)

CTGE 5505 Foundations of Language and Literacy Education (3 credits) (FOUND LANT/LIT ED)
Focuses on systems of language, relationships between speech and writing, and the variation within and across languages. It covers courses on early childhood environments, literacy and memory, reading comprehension, and understanding reading. It also focuses on the development of language and literacy. This course develops an awareness of the history and structure of the English language, and of language development in individuals.

CTGE 5506 Foundations of Language and Literacy Education in Inclusive Classrooms (3 credits) (INCL TCHG LANT/LIT)
Focuses on systems of language, relationships between speech and writing, and the variation within and across languages. It covers courses on early childhood environments, literacy and memory, reading comprehension, and understanding reading. It also focuses on the development of language and literacy. This course develops an awareness of the history and structure of the English language, and of language development in individuals.
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as the writing and reading processes for integrating assessment and reading of writing in young children. The course includes contemporary as well as historical approaches to the development of reading and writing. It also includes major theoretical and research-based approaches for young children at risk of reading failure because of learning differences.

CTGE 5536 Assessing and Developing Literacy Across the Curriculum (3 credits) (TCHS ASED AD LIT ENG ED)

In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and high school grades. Students explore strategies for assessing and improving reading comprehension and writing fluency, developing practical experiences for motivating intermediate-grade students to read and write, and discover how to integrate reading, writing, and language development into the curriculum. The course promotes the individualization of instruction for all children.

CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics (3 credits) (ASSES DEV RDG WRT)

In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and writing skills needed for a variety of text types. Assessment of literacy proficiency will be examined. The focus of this course is on middle and high school application.

CTGE 5553 Reflective Practice and Field Experience in an Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPR)

This course provides an introduction to schools and schools serving students with disabilities. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is based on small, interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, classroom management, and assessment. This course will provide opportunities to design integrated teaching strategies for meeting the needs of our students in either the traditional or alternative programs. The students will also engage in field experiences to develop strategies for working with children in inclusive classrooms; and understand the role of the classroom teacher in meeting the needs of our students in inclusive classrooms. Strategies for working with children in inclusive classrooms, and the role of the classroom teacher in meeting the needs of our students will be the focus of this course.

CTGE 5554 Reflective Practice and Student Teaching in a Middle School Classroom (3 credits) (REFL PRAC ST TCHG II)

This course provides an introduction to schools and schools serving students with disabilities. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is based on small, interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, classroom management, and assessment. This course will provide opportunities to design integrated teaching strategies for meeting the needs of our students in either the traditional or alternative programs. The students will also engage in field experiences to develop strategies for working with children in inclusive classrooms; and understand the role of the classroom teacher in meeting the needs of our students in inclusive classrooms. Strategies for working with children in inclusive classrooms, and the role of the classroom teacher in meeting the needs of our students will be the focus of this course.

CTGE 5555 Reflective Practice and Field Experience in an Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPR)

This course provides an introduction to schools and schools serving students with disabilities. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is based on small, interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, classroom management, and assessment. This course will provide opportunities to design integrated teaching strategies for meeting the needs of our students in either the traditional or alternative programs. The students will also engage in field experiences to develop strategies for working with children in inclusive classrooms; and understand the role of the classroom teacher in meeting the needs of our students in inclusive classrooms. Strategies for working with children in inclusive classrooms, and the role of the classroom teacher in meeting the needs of our students will be the focus of this course.

CTGE 5561 Science Curriculum and Instruction (3 credits) (SCIENCE CURR & INSTR)

Principles of curriculum construction applied to development of science sequences for children in grades K-12. This course will focus on helping teachers to assist students to understand and present basic concepts of science, and to utilize the environment as a source of learning. This will require teachers to understand the science curriculum and how to implement it effectively in their classrooms. This course will provide opportunities to develop strategies for working with children in inclusive classrooms; and understand the role of the classroom teacher in meeting the needs of our students in inclusive classrooms. Strategies for working with children in inclusive classrooms, and the role of the classroom teacher in meeting the needs of our students will be the focus of this course.

CTGE 5563 Community Based Resources for Science (3 credits) (COMM RESOURCES IN SCI ED)

This course will focus on the role of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to science centers, schools, and community resources. The purpose is to provide an overview of the nature of the science-language acquisition process with emphasis on teaching and learning. Areas covered will include second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency characteristics of L2 learners, ESL programs, instructional approaches, and instructional resources for teachers.

CTGE 5579 Introduction to Historical Thinking (3 credits)

In this content-centered course, teacher educators will read and examine a variety of primary sources. Candidates will research important moments in history using online resources and examine how to “open” a textbook account of history so that students will be more engaged as they meet concepts from that history. Candidates will present critical and student-centered activities.
for programming and instruction for English language learners will be discussed.

CTGE 5585 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices (3 credits) (DEF ITEM) (OBSERV ASSESS DOCU EC)

This course will introduce major child development theories and concepts, and different assessment tools for observing and documenting child development and learning, similar to those used in preschool and instruction for young children will be discussed.

CTGE 5581 Bilingual Curriculum Materials Workshop (2 credits) (BIL CUR MATL—CONTNET AREA)

This course covers analysis, creation, and development of bilingual materials for mathematics, science, social studies, music, and art; multimedia approaches are considered.

CTGE 5582 Bilingual/ESL Curriculum Development: Reading and Language Arts (3 credits) (BIL/ESL CUR DEV: READ WRT)

Study of available materials and development of new materials for bilingual ESL classrooms in reading and language arts; evaluation of language and cultural aspects of such materials.

CTGE 5583 Practicum in Bilingual/Second Language Classrooms (3 credits) (PRACTICUM BIL/ESL CLRMS)

Application and evaluation of teaching approaches and methods in bilingual/second-language classrooms with pupils of limited English proficiency (LEP). Supervised student teaching of a minimum of 180 hours and clinical analysis by students and supervisor.

CTGE 5585 English as a Second Language for Adults (3 credits) (ADULT ESL)

This course focuses on the specific needs of English-language learners as they prepare to teach adults English as a second language ESL. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5590 Strategies for Teaching Adults (3 credits) (STRATEGIES TCCHG ADULTS)

This course is designed to provide the student with a variety of strategies, methods, and techniques for teaching an adult client in a variety of environments.

CTGE 5591 Program Development and Evaluation of Technology (3 credits) (PDM DEV/EVAL CONTN ED)

This course is designed to provide an understanding of the factors and processes affecting program development in continuing education. The focus is on the planning, implementation, and evaluation of the program process.

CTGE 5593 Foundations of Adult Education (3 credits) (FOUNDATION ADULT ED)

The purpose of this course is to provide students with a background in some of the major strategies associated with funding adult education and human resource development programs.

CTGE 5594 Human Relations in Adult Education and Human Resource Development (3 credits) (HUMAN REL: ADULT ED & HRM)

Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are motivation, stress, conflict, and improvement of human relations skills.

CTGE 5595 Techniques for Teaching Effective Communication to Adult Educators (3 credits) (TCHNQ TCH COMM: ADULT ED)

This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in this course: personal computer skills development, computer-based instruction, and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5599 Internet Applications and Distance Education (3 credits) (INTERNET APPS & DIST LRN)

This course will focus on innovative, effective, and manageable applications of the Internet and distance-education technologies in the classroom. The primary emphasis will be on integrating intranet resources, distance education, and related activities into the curriculum, as well as considering the issues that technological and distance education bring to education.

CTGE 5600 Adult Development and Adult Learning Theory (3 credits) (ADULT DEV & LRG NORY)

Provides an understanding of theories and research in adult development and learning. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 5602 Adult Literacy and Life Skills Workshop (3 credits) (READ WRT 5-12)

This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students’ writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 5603 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INQ LIT ADULT)

Explodes how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics with adults.

CTGE 5604 Introduction to Critical Literacy: Research and Practice for Adult Educators (3 credits) (LIT INQ LIT ADULT)

This course explores how inquiry and literacy can be used as a vehicle for the critical examination of various issues and topics with adults.

CTGE 5605 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INQ LIT ADULT)

Exposes how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics with adults.

CTGE 5606 Development of Literacy (3 credits) (DEVELO EMERGING LITERACY)

This course is an introduction to helping children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical understandings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children’s writing is viewed as a vehicle for literacy development, as well as family literacy, is also emphasized.

CTGE 5607 Beginning Literacy Development in Inclusive Classrooms (3 credits) (BEG LIT DEV CLASS)

The course is a research-based beginning writing and reading strategies for classroom teachers, K-3. The focus is on understanding the underlying processes for early support strategies for young children in transition from spoken to written language, the development of phonemic awareness and its connection to letter-sound knowledge, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and reading instruction for the construction of meaning. The course will include an overview of early intervention programs for young children with learning difficulties.

CTGE 5608 Diagnostic Practices for Writing Across the Curriculum (3 credits) (READ WRITE 5-12)

This course will provide teachers of the literacy opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students’ writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 5609 Critical Literacy, Inquiry, and Life Skills for Adults (3 credits) (LIT INQ LIT ADULT)

Exposes how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics with adults.

CTGE 5610 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INQ LIT ADULT)

Exposes how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics with adults.

CTGE 5612 Assessment and Development of Literacy Processes: Grades 5-12, Practicum I (3 credits) (LIT PROC I-6)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individuals’ reading and writing performances while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learner progress and performance. Includes 25 hours of supervised practicum experience on-site. Students will complete the pre-requisites satisfying Gateway assignments, explained in the program handbook.

CTGE 5613 Research and Practice for Adolescent Readers and Writers: Grades 9-12, Practicum II (3 credits) (READ WRITE 9-12)

This course is designed to help educators understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the
CTGE 6401 Teaching and Assessing Composition Adolescents (3 credits) (TCH & DEV LITER INTERMEDIATE) This course focuses on the teaching of writing in middle and high school English classes. Topics cover the use of the process of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6402 Teaching and Assessing Writing and Literacy (3 credits) (TCH & DEV ASSES READ) In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 4 through 6). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and discover methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 6415 Teaching and Assessing Literacy in Adolescents (3 credits) (TCH & DEV LITER INTERMEDIATE) This one-credit course focuses on a special topic related to the teaching and learning of English language arts.

CTGE 6494 Communications Media and Education (3 credits) (COMM/COMM.MEDIA & ED) Education examined as a communicating environment filled with formal and informal media-explicit and implicit messages involving educators as senders and receivers in a communications process.

CTGE 6500 Interdisciplinary Perspectives on Literacy; Linguistic and Cognitive Development (3 credits) (COG/LING DIM LITERACY) The course focuses on the interrelationships between and among linguistic dimensions (systems of language, spoken-written languages, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6522 Developing Literacy in Intermediate Grades (3 credits) (DEV LIT INTERMEDIATE) In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5 through 7). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop

CTGE 6581 Reflective Seminar in Literacy Education (3 credits) (REFI SEM LITERACY ED) As a culminating experience in the literacy and language program, students engage in weekly seminar sessions reflecting on evolving personal and professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing, and enhancing literacy programs. Team teaching and profile projects will be performed by all students.

CTGE 6585 Reflective Seminar in Literacy Education (3 credits) (REFI SEM LITERACY ED) This one-credit course focuses on a special topic related to the teaching and learning of English language arts.

CTGE 6608 Literacy Institute (3 credits) (LITERACY INSTITUTE) This course covers important and emerging topics in literacy education; reading, current research, and best-practice applications for developing literacy proficiencies for kindergarten through grade 12.

CTGE 6662 Teaching Geometric Concepts (3 credits) (COMPUT/MATH/SCI INST) Students will be introduced to multimedia technologies that impact teaching (as replacements, not as curricula). The most effective tools built cognitive theory into their tools. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate multimedia educational software along multiple dimensions. An additional goal involves familiarization with multimedia and interactive tools with a direct-manipulation style of interaction.

CTGE 6741 Introduction to Qualitative Inquiry in Education (3 credits) (INTRO QUAL INQ) This course, students will examine the nature and characteristics of qualitative education inquiry traditions utilized in educational research. Emphasis will be placed on developing skills in qualitative research design, data collection, analysis, and report writing.

CTGE 7120 The Dynamics and Dimensions of Teaching (3 credits) (DYNAMICS & DIMEN OF TCHG) The course will explore, define, and test knowledge and skills relative to the phenomena of teaching, approaches to teaching, and results of research on teaching. Students will examine their own teaching practices related to their philosophical/belief systems.

CTGE 7194 Research Policy in Early Childhood Education (3 credits) (RESEARCH POL ED) Critical examination of research in early childhood education that affects program planning for all young children. Examination of the impact of research on legislative changes and lobbying efforts. Understanding of advocacy efforts for all young children.

CTGE 7195 Research Policy in Early Childhood Education (3 credits) (RESEARCH POL ED) Critical examination of research in early childhood education that affects program planning for all young children. Examination of the impact of research on legislative changes and lobbying efforts. Understanding of advocacy efforts for all young children.

CTGE 7326 Problems and Issues in Early Childhood Education (3 credits) (PBLM/ISS EARLY CHILD ED) Examination of the concerns that affect practice and the child’s ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7350 Research Seminar in Language, Literacy, and Learning (3 credits) (RES SEMINAR: LLL) Contemporary research and innovations are studied; identification of crucial problems on which further research is needed; various avenues of research are explored.

CTGE 7400 Advanced Seminar in Special Education Curriculum (3 credits) (ADV PRACTICUM: SPEC EDUC) Focus on providing an appropriate curriculum for children, adolescents, and young adults with special needs; focus on evaluation and for curriculum development specialists; examination of current trends in special education and modern learning environments for children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be on conversation and communication disorders and on literacy development of children with disabilities.

CTGE 7571 Research Issues and Policy Trends in Special Education (3 credits) (RES ISS/PLCY TRND: SP ED) Focus on providing an appropriate curriculum for children, adolescents, and young adults with special needs; focus on evaluation and for curriculum development specialists; examination of current trends in special education and modern learning environments for children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be on conversation and communication disorders and on literacy development of children with disabilities.

CTGE 7575 Advanced Study on Problems and Issues in Special Education (3 credits) (ADV STY: PLM/ISS SPEC ED) Focus on providing an appropriate curriculum for children, adolescents, and young adults with special needs; focus on evaluation and for curriculum development specialists; examination of current trends in special education and modern learning environments for children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be on conversation and communication disorders and on literacy development of children with disabilities.
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<td>CTGE 7595</td>
<td>Teacher Leadership, Supervision, and Professional Development (3 credits) (TCHR LDSHIP &amp; PROF DEV)</td>
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<td>CTGE 764A</td>
<td>Ethnography of Educational Settings (3 credits) (ETHNOS ED SETTINGS)</td>
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<td>CTGE 7849</td>
<td>Theory and Current Research in Bilingual Education (3 credits) (THEORY/RES IN BLING ED)</td>
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<td>Research in Curriculum Development (3 credits) (CURR CURRICULUM DEV)</td>
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<td>Language and Educational Assessment in Multiple Language Settings (3 credits) (LANG/ED ASMT MLT LANG ST)</td>
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<td>CTGE 8391</td>
<td>Language and Educational Interventions in Bilingual Education (3 credits) (THEORY/RES IN BILING ED)</td>
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<td>Practicum in Creative Studies (3 credits) (PRACT CREATIVE STUDIES)</td>
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<td>Independent Study (3 credits) (INDEPENDENT STUDY)</td>
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<td>EDGE 6100</td>
<td>Issues and Trends in American Education (3 credits) (ISSUE/TRND IN AMER EDUC)</td>
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<td>Computer-Based Instructional Program (3 credits) (IMPL COMP-BASED INST PGM)</td>
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<td>EDGE 9999</td>
<td>Dissertation Monitoring (0 credits) (DISSERTATION MONITORING)</td>
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**Psychology PSGE Courses**

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<th>Course Title</th>
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<td>PSGE 0705</td>
<td>Master's Comprehensive Exam/Assessment in Counseling (0 credits) (MSE COMPS COUNSELING)</td>
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these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classroom events and schools as a basis for their own field-based research.

CTGE 7911 Evaluation and Testing in Literacy (3 credits) (EVAL TEST LITERACY) Analysis and evaluation of current test in testing: the major requirement for the course will be the construction of a new instrument to measure some part of the reading process.

CTGE 7595 Teacher Leadership, Supervision, and Professional Development (3 credits) (TCHR LDSHIP & PROF DEV) The course prepares teacher leaders to deal with the organization, evaluation, and implementation of professional development, mentoring, and supervision of instructional programs within a school.

CTGE 7956 The Cognitive Bases of Language and Literacy (3 credits) (COG BASES LANG LIT) This course traces the origins of constructivist theory from the cognitive revolution in psychology, and includes work on theories of information processing, reader response, and the development of students' research agendas.

CTGE 8010 Advanced Research in Curriculum and Teaching (3 credits) (ADV RESEARCH: CURR & TCHG) Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110 Dissertation Seminar in Language, Literacy, and Learning (3 credits) (DIRECTED RES: CURR & TCHG) Participants receive a broad exposure to computer technology and its potential in education. The course considers practical methods for integrating microcomputers with the existing structure and culture of the school.

CTGE 8391 Language and Educational Interventions in Bilingual Education (3 credits) (THEORY/RES IN BILING ED) This course provides an overview of the division of culture, and the multiple roles they must play during a consultation. For matriculated students only. An outline of the proposed work must be approved by the student's advisor. Registration requires the approval of the professor directing the study, the dissertation chair, and the associate dean for academic affairs.

CTGE 8468 Practicum in Creative Studies (3 credits) (PRACT CREATIVE STUDIES) Application of skills of creative problem solving in an education or training setting. Development and execution of a personal project concerned with education and training objectives and attitudes.

EDGE 6100 Issues and Trends in American Education (3 credits) (ISSUE/TRND IN AMER EDUC) The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6200 Computer-Based Instructional Program (3 credits) (IMPL COMP-BASED INST PGM) Participants receive a broad exposure to computer technology and its potential in education. The course considers practical methods for integrating microcomputers with the existing structure and culture of the school.

EDGE 6888 Practicum in Creative Studies (3 credits) (PRACT CREATIVE STUDIES) Application of skills of creative problem solving in an education or training setting. Development and execution of a personal project concerned with education and training objectives and attitudes.

EDGE 8001 Doctoral Research Apprenticeship (0 credits) (DOCT RESIDENCY SEMINAR) A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student's ability to do doctoral work. Prerequisites: permanent matriculation status.

EDGE 9990 Independent Study (0 credits) (INDEPENDENT STUDY) Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the advisor. Registration only by approval of professor directing study, chairperson of the student's division, and director of graduate studies.

EDGE 9999 Doctoral Maintenance of Matriculation (0 credits) (DOCTORAL MAINTENANCE) Prerequisites: permanent matriculation status.

EDGE 9999 Dissertation Monitoring (0 credits) (DISSERTATION MONITORING) Consultation with mentor and dissertation committee on defense of completed dissertation work.

PSGE 0705 Master's Comprehensive Exam/Assessment in Counseling (0 credits) (MSE COMPS COUNSELING)

PSGE 0707 Master's Comprehensive Exam/Assessment in Therapeutic Interventions (0 credits) (PSGE 0707)

PSGE 0725 Master's Comprehensive Exam/Assessment in Prechool Psychology (0 credits) (PSGE 0725)

PSGE 0730 Master's Comprehensive Exam/Assessment in Psychology of Bilingual Students (0 credits) (PSGE 0730)

PSGE 0785 Comprehensive Exam or Assessment for PD advanced certificate program in counseling

PSGE 0805 PD/Advanced Certificate Comprehensive Exam/Assessment in Counseling (0 credits) (PD COMP COUNSELING)

PSGE 0810 PD/Professional Practice in School Psychology Comprehensive Assessment (0 credits) (PD/ADV CERT COMP)

PSGE 0815 PD/Professional Practice in Bilingual School Psychology Comprehensive Assessment (0 credits) (PD/ADV CERT COMP)

PSGE 0900 Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)
PSGE 0905  Doctoral Comprehensive in Counseling Psychology Exam/Assessment (0 credits) (PHD COMP5 COUN PSYCH I - CLINICAL)
Part one of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0910  Doctoral Comprehensive Exam/Assessment in Counseling Psychology (0 credits) (DOCTORAL COMP5 II)
Part two of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0915  Doctoral Comprehensive Exam/Assessment in Educational Psychology Part I (0 credits) (DOCTORAL COMP5 I)

PSGE 0920  Doctoral Comprehensive Exam/Assessment in Educational Psychology Part II (0 credits) (DOCTORAL COMP5 II)

PSGE 0925  Doctoral Comprehensive Exam/Assessment in School Psychological Part I (0 credits) (DOCTORAL COMP5 I)

PSGE 0930  Doctoral Comprehensive Exam/Assessment in School Psychological Part II (0 credits) (DOCTORAL COMP5 II)

PSGE 0935  Doctoral Comprehensive Exam/Assessment in School Psychology Part II (0 credits) (DOCTORAL COMP5 II)

PSGE 0999  Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)
During the semester the dissertation proposal is completed.

PSGE 5203  Introduction to Research (3 credits) (INTRODUCTION TO RESEARCH)
Presentation of the basic concepts, tools, and methodology in research in education and psychology.

PSGE 5204  Research Methods in Counseling (3 credits) (RESEARCH METH/COU)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210  Statistical Methods in Education and Psychology (3 credits) (STAST METH IN ED & PSY)
Computation and interpretation of descriptive and inferential statistics, central tendency, variability, and relations. Probability theory and non-parametric tests of hypothesis.

PSGE 5221  Introduction to Computers and Programming for Educators (3 credits) (COMPUTERS FOR ED)
This introductory course will show students how to create software tools for personal, professional, and research use. Using Program Construction Kit software (such as HyperCard, ToolBook, and LinkWay), the first part of the course will introduce students to authoring systems and programming constructs. In the second part, students will work on projects that might include creating personal databases, using the computer to collect data, or an introduction to authoring multimedia instructional software.

PSGE 5301  Psychological Factors in Young Children with Disabilities (2 credits) (PSY FACTORS YOUNG CHILD W/DISBL)
This course provides an overview of the characteristics of disabilities conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the social-cultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models such as those to provide students with knowledge base and skills for interventions.

PSGE 5302  Psychology of Adolescent Development and Learning (3 credits) (PSY OF ADOLESCENT DEV/MLN)
The course will cover the process of understanding children with disabilities and special health care needs. Study of the physical, psychological, and social factors that affect the development of children in adolescence. This course will be divided into three sections: social, developmental, and health needs.

PSGE 5312  Foundations of Educational Psychology (3 credits) (FOUNDS OF ED PSY)
Introduction to the field of educational psychology. Basic concepts of learning, motivation, individual differences, education and learning, and knowledge base as they apply to educational programs. The special developmental and educational needs of pre-kindergarten, elementary, and secondary school students.

PSGE 5314  Psychological of Classroom Organization and Management (1 credit) (PSY CLAS ORG MGT)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham's initial teacher education programs.

PSGE 5316  Psychology of Child Development and Learning (3 credits) (PSYCH CHIL DEV/DEL LNG)
The course will cover the current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and social-emotional domain. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318  Human Development and Learning: Pre-K-K Grade 2 (3 credits) (HUM DEVELO PREK-12)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning and readiness for teaching and instruction, and academic assessment.

PSGE 5500  Psychological Factors in Children with Disabilities (3 credits) (PSY FACTORS DISABILITIES)
An introduction to understanding children with disabilities and special healthcare needs. Study of the physical, psychological, and social factors that affect the development of children in adolescence.

PSGE 5505  Psychology of Learning Disabilities (3 credits) (PSY OF LNG DISABILITIES)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perception, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620  Introduction to Counseling I (3 credits) (INTRO COUNSELING I)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation of moral and ethical issues. Must be taken with PSGE 5622.

PSGE 5622  Pre-Practicum in Counseling I (3 credits) (PRE-PRACT COUNSELING I)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

PSGE 5623  Clinical Instruction in Counseling I (3 credits) (CLINICAL INSTR COUNS PROCESS)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

PSGE 5625  Theories of Family Counseling and Assessment (3 credits) (THEORIES FAM COUNS: ASSST)
The course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5630  Introduction to Counseling II (3 credits) (INTRO COUNSELING II)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course will be taken concurrently with PSGE 5632 Pre-Practicum in Counseling II.

PSGE 5631  Counseling Theory and Practice (3 credits) (COUNS THEORY & PRACTICE)
The course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5630.

PSGE 5632  Pre-Practicum in Counseling II (3 credits) (PRE-PRACT COUNSELING II)
The course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5630 Introduction to Counseling II. Students will apply various theories of counseling to specific cases that will be developed and presented in counseling sessions. Feedback will be provided by the supervising counselor.

PSGE 5633  Applications of Behavior Analysis (3 credits) (APPL BEHAV ANALY ED STG)
The Institute is organized around a series of lectures led by noted researchers.

PSGE 5634  Applications of Behavior Analysis in Educational Settings (3 credits) (APPL BEHAV ANALY ED STG)
The Institute is organized around a series of lectures led by noted researchers.

PSGE 5635  Introduction to Counseling (3 credits) (COUNS THEORY & PRACTICE)
The course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5630.

PSGE 5636  Foundations of Educational Psychology (3 credits) (FOUNDS OF ED PSY)
Introduction to the field of educational psychology. Basic concepts of learning, motivation, individual differences, education and learning, and knowledge base as they apply to educational programs. The special developmental and educational needs of pre-kindergarten, elementary, and secondary school students.

PSGE 5637  Development of the Creative Person (3 credits) (DEVEL CREATIVE PERSON)
Study of the influence of developmental and individual differences factors on the creative personality; psychodynamic and life-growth theories of the creative personality; family influences; biology and creativity; creativity and mental health; the patterns of creativity productivity; assessment of creative potential.

PSGE 5638  Cognition and Instruction I: Foundations and Basic Processes (3 credits) (COGNITION & INSTRUCTION I)
Historical and current perspectives, directions, and applications of cognitive theories and research on problem solving. Processes underlying perception and understanding—instructional implications will be discussed. Pre-requisite: PSGE 5630.

PSGE 5639  Cognition and Instruction II: Problem Solving (3 credits) (COGNITION & INSTRUCTION II)
Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 5630.

PSGE 5640  Doctoral Comprehensive Exam/Assessment (3 credits) (DOCTORAL COMPS III)
Direction of computational data analysis in research. Use and modification of statistical package programs. Reporting findings. Prerequisite: PSGE 5631 or permission of instructor.

PSGE 5641  Design of Interactive Learning Systems (3 credits) (DESIGN INTERACTIVE LING)
See EDGE 5626.

PSGE 6300  Psychology of Child Development (3 credits) (PSYCH OF CHILD DEVELOMP)
Theory and research on child development including prenatal through adolescence. For teachers and psychologists, this course provides foundational knowledge about the physical, intellectual, and emotional development of children. Applications to learning and to adjusting to school settings are stressed.

PSGE 6302  Psychology of Adolescent Development (3 credits) (PSY OF ADOLESCENT DEV/MLN)
The course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5630.

PSGE 6304  Development of the Creative Person (3 credits) (DEVEL CREATIVE PERSON)
Study of the influence of developmental and individual differences factors on the creative personality; psychodynamic and life-growth theories of the creative personality; family influences; biology and creativity; creativity and mental health; the patterns of creativity productivity; assessment of creative potential.

PSGE 6310  Applications of Behavior Analysis (3 credits) (APPL BEHAV ANALY ED STG)
Theory and application of psychological principles in curriculum design and academic behavior in classrooms and other educational settings.

PSGE 6312  Psychology of Cognition and Affect (3 credits) (PSYCHOLOGY OF LEARNING)
The course is designed to introduce students to the theoretical and empirical investigation of human learning. Specifically, emphasis is placed on understanding both cognitive and affective instructional design, and on new findings that improve understanding and maximize the use of three complex human skills, particularly in relation to educational and psychological practice.

PSGE 6314  Psychology of Problem Solving and Creativity (3 credits) (PSY OF PROBL SOLV/CREATIV)
Definitions of problem solving and creativity; theories of cognitive models and creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or permission.

PSGE 6320  Cognition and Instruction I: Foundations and Basic Processes (3 credits) (COGNITION & INSTRUCTION I)
Historical and current perspectives, directions, and applications of cognitive theories and research on problem solving. Processes underlying perception and understanding—instructional implications will be discussed. Pre-requisite: PSGE 5630.

PSGE 6341  Seminar in Human Development and Learning (0 credits) (SEMINAR IN HUM DEVEL/MLN)
New developments and issues of human motivation and self-determination. Focus on understanding emotional and control processes responsible for motivating
Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive, stylistic, and special-talent abilities. Prerequisite: PSGE 6320 or permission of instructor.

PSGE 6323 Psychology of Classroom Management (3 credits) (PSY OF CLASSROOM MGMT) Individual and collective behavior of children in the classroom, and the role of the teacher in establishing, maintaining, and restoring the classroom as an effective learning environment.

PSGE 6324 Environments for Managing Challenging Student Behavior (ENVIRON MANAGE BEHAV) Students will explore myriad ways of planning and managing learning environments for all students, including those with disabilities as well as at-risk students. Students will learn to establish a safe learning environment structured to facilitate students’ academic and behavioral success. Various approaches to classroom management and positive behavioral interventions and supports will be discussed.

PSGE 6325 Psychology of Media (3 credits) (PSYCH OF MEDIA) This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychological, cultural, and cognitive standpoint. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337 Advanced Educational Psychology: Instructional Design (3 credits) (ADV ED PSY: INSTR DES) Theories and models of instructional design. Application of this knowledge base to educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6320 or permission of instructor.

PSGE 6338 Design and Evaluation of Creativity Programs (3 credits) (DESIGN/EVAL, CREATIV PGM) Design, development, and evaluation of educational programs designed to stimulate creative thinking and problem solving. General problem-solving skills versus discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341 Psychology of Personality and Individual Differences (3 credits) (PSY OF PERS & INDIV DIFFS) Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive, stylistic, and special-talent abilities. Prerequisite: PSGE 6320 or permission of instructor.

PSGE 6345 Social Psychology (3 credits) (SOCIAL PSYCHOLOGY) Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups, and organizations, and social change.

PSGE 6346 Social Psychology of Creativity (3 credits) (SOC PSY CREATIVE) Study of social and cultural factors that influence the creative processes and creativity production. Creative problem solving in groups; group-generation techniques; leadership and creativity; cultural stereotypes, motivation, and creativity.

PSGE 6401 Seminar in the Psychology of Bilingual Students (3 credits) (SEM PSYCH BILINGUAL STUDENTS) This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bicultural assessment, and bilingual pedagogical issues.

PSGE 6417 Developmental and Intellectual Disabilities (3 credits) (DEV INTEL DIS) This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett’s Disorder, Asperger’s Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be examined, highlighting relevant research and through course discussions.

PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits) (EMOT DIS: CHILD/ADOL) Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric diagnoses of childhood and adolescent disorders are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6446 Consultation with Families (3 credits) (CONSULTATION FAMILIES) The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6546 Media and Technology: Applications to Instruction (3 credits) (MEDIA/TECH APPL INSTR) Study of major computer and video applications in instructional systems in which technology plays a major role. Students will design, develop, and test a technological design.

PSGE 6601 Understanding the Individual (3 credits) (UNDERSTANDING THE INDIVID) Study of physiological, psychological, and sociological factors influencing human behavior, with an in-depth case study of an individual required.

PSGE 6602 Human Development (3 credits) (HUMAN DEVELOPMENT) This course examines issues of human development through the life span. Theories of psychosocial development are emphasized, as are the role of the life stage in guiding assessment and intervention. Multicultural and feminist perspectives on human development are included.

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits) (MULTICULT ISSUES IN PSY) Multicultural factors influence every aspect of professional psychology. This includes biases in assessment, diagnostic interviewing, and in the range of inventories. Students will also study the impact of cultural diversity on the therapeutic relationship and the therapeutic process. Multicultural and ethical issues are infused throughout the course.

PSGE 6604 Addressing the Clinical and Cultural Health of HIV/HEALTH (3 credits) HIV/HEALTH This course is designed for psychologists, school counselors, social workers, psychotherapists, HIV/AIDS volunteers, graduate students in human service programs, and other mental health professionals. Students will receive the latest information about HIV/AIDS and people living with the disease. In addition, they will have the opportunity to practice HIV/AIDS-related counseling skills, identify potential barriers to effective practice, address HIV/AIDS-related grief, and expand their knowledge of mental health networks and resources.

PSGE 6605 Counseling Program Development and Evaluation (3 credits) (COUNS PROG DEV & EVAL) The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature—a pilot counseling intervention—trying to develop a proposal for a counseling intervention program and design a plan for the completion of a research evaluation. Prerequisites: PSGE 5620, 5622, 5630, 5641, and 5642.

PSGE 6607 Assessment in Counseling (3 credits) (ASSESSMENT IN COUNSELING) This course is an introduction to basic issues and procedures in counseling assessment and testing and the life span. It is part of the PGSE 6602 - PGSE 6607 counseling module, and is especially designed for practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course.

PSGE 6609 Advanced Assessment and Appraisal in Counseling (3 credits) (ADV ASST & APPR COUNS) Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective measures of motivation and psychopathology. Students will be exposed to a number of personality assessment and psychotherapy, with a particular emphasis on the range of inventories. Students will also study diagnostic interviewing and multi- structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course.

PSGE 6615 History and Systems of Psychology (3 credits) (HISTORY & SYSTEMS PSYCHOLOGY) This course will provide a comprehensive overview of the history of psychology. The course will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM IV. The adult and pediatric syndromes (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various psychopathological disorders addressed.

PSGE 6649 Administration, Consultation, and Supervision of Counseling Services (3 credits) (ADMIN CONSULT SUPERVIS) Theories and research related to the administration of counseling services, consultation, and the supervision processes are explored. Attention is given to counseling services in both private and public sectors.

PSGE 6650 Ethics and Professional Issues in Counseling (3 credits) (ETHICS/PROF ISSUES) An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are explored. Students taking the course are also required to study two of the following courses facing the counselor are also studied. Must be taken with PSGE 6651. Prerequisites: PSGE 5620 and PSGE 6622.

PSGE 6651 Fundamentals of Counseling (3 credits) (FUNDAMNTL COUNSEL) This is the first field experience course (fall only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and are specific to group counseling, assessment, and attendance at case conferences or staff meetings.

PSGE 6652 Field Experience in Mental Health Counseling (3 credits) (FIELD EXPR MENT HLTH) This is the first field experience course (fall only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and are specific to developing mental health counseling competencies, the history of psychology. Prerequisites: PSGE 5620-5622, 5630-5632, 6630-6641, 6602, and 6607.

PSGE 6655 Professional Issues in Counseling (3 credits) (PROF ISSUES IN COUN) The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.
PSGE 7490  Doctoral Internship in School Psychology (3 credits) (PSN INTERNSH SCH PSYCH)
Experience in providing school psychological services under qualified supervision, that, in conjunction with coursework, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492  Doctoral Internship in School Psychology II (9 credits) (PSN INTERNSH SCH PSY II)
A continuation of PSGE 7490.

PSGE 7500  Clinical Practicum in School Psychology (3 credits) (CLNCL PRACTM SCH PSYCH)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7501  Clinical Practicum in Bilingual School Psychology (3 credits) (CLNCL PRACTM BIL SCH PSY)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502  Consultation Practicum in School Psychology (3 credits) (CONSULT PRACTM SCH PSYCH)
Supervised pre-internship field experience in delivering consultation services in schools, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503  Consultation Practicum in Bilingual School Psychology (3 credits) (CONSULT PRACTM BIL SCH PSY)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507  Research Seminar in the Practice of Professional School Psychology (3 credits) (RES SEMINAR PRO SCH PSYCH)
Experience in providing school psychological services under qualified supervision, that, in conjunction with coursework, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7508  Cognitive Assessment (3 credits) (COGNIT ASSESS)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7509  School Psychology Advanced Seminar (3 credits) (SCH PSY ADV SEM)
The seminar is designed to provide advanced candidates with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.

PSGE 7510  School Psychology Externship I (0 credits) (SCH PSY EXT I)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those already required in the program. Participants are supervised by a field supervisor at an externship setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practice. Prerequisite: permission from instructor.

PSGE 7511  School Psychology Externship II (0 credits) (SCH PSY EXT II)
A continuation of PSGE 7510.

PSGE 7570  Counseling Psychology Externship (3 credits) (COUNC PSYCH EXT)
These optional externship courses provide an opportunity for students in the counseling psychology program to enhance practice-related skills above and beyond those typically required in the program. Participants are supervised by a field supervisor at the externship setting.

PSGE 7609  Advanced Personality Assessment (3 credits) (ADV PERSONALITY ASSESS)
This course is designed to enable students to develop basic skills in projective assessment techniques with children, adolescents, and adults. An applied orientation will be assumed, yet one based on personality, affective processes, and developmental theories. Sociocultural aspects of personality assessment will be integrated along with traditional personality assessment techniques. Prerequisite: PSGE 7615.

PSGE 7610  Advanced Measurement and Appraisal in Counseling (3 credits) (MSMT/APPRSL FOR COUN)
An in-depth study of factors relating to valid test interpretation in professional settings. Experience in administering, scoring, and interpreting objective measurement of personality, interest, attitude, and aptitude. Issues related to differential diagnostic, alternative methods of assessment, and actuarial analysis are studied. Prerequisite: PSGE 7602.

PSGE 7611  Assessment of Adult Intelligence (3 credits) (ASSESS OF ADULT INTELL)
Study of the use of intelligence tests with adult humans with a focus on their importance in late adolescence and adulthood. Intelligence is analyzed as a major influence difference characteristic in clinical, vocational, and educational settings. Skills acquired in the administration, scoring, and interpretation of major intelligence measures, including the WAIS-R. Prerequisite: PSGE 7610.

PSGE 7612  Assessment in Personality (3 credits) (ASSESS OF PERSONALITY)
This course is designed to enhance students with basic skills in objective and projective assessment techniques with children, adolescents, and adults. Sociocultural aspects of personality assessments will be integrated. Students will gain experience with administering, scoring, interpreting, and report writing.

PSGE 7615  Adult Psychotherapy (3 credits) (ADULT PSYCHOPATHOLOGY)
The course provides an overview of the course outline, course content, assessment of total and subdomains. Psychological, biological, and sociocultural perspectives of psychopathology are examined, and diagnostic and differential issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students, this course is required.

PSGE 7620  Theories of Counseling (3 credits) (THEORIES OF COUNSELING)
Consideration of the major theories of counseling, interpersonal, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the impact of other theories, on the models. Recent integrative efforts are explored.

PSGE 7630  Psychology of Small Groups (3 credits) (PSYCH OF SMALL GROUPS)
The principles of group process are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7634  Theory and Research of Family Interaction (5 credits) (THRY/RES FAMILY INTERACT)
The course surveys and analyzes the major theoretical perspectives and research methods used in the study of family interactions.

PSGE 7638  Family Dynamics and Counseling (3 credits) (FAMILY DYNAMICS COUNSEL)
Techniques and strategies of family and marriage intervention applied in supervised sessions involving demonstrations and role playing. Permission of the instructor required. Prerequisite: PSGE 5622.

PSGE 7639  Theories of Family Intervention and Counseling (3 credits) (THRY FAMILY INTERV/COUN)
An in-depth study of the major approaches to working with couples and families. Recent developments in couple enrichment and education will be considered, in addition to the theories and strategies of family counseling.

PSGE 7640  Psychology of Career Development (3 credits) (PSYCH OF CAREER DEVELOPMENT)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons is studied. Prerequisite: PSGE 7605 or equivalent.

PSGE 7649  Clinical Supervision and Counseling in Psychology (3 credits) (SUPERV COUNSEL PSYCH)
Theory and research in clinical supervision. Prerequisite: PSGE 7655 or 7663.

PSGE 7654  Doctoral Practicum in Counseling Psychology (3 credits) (DOC PRACT COUN PSYCH)
Closely supervised practical experience in counseling psychology requiring a minimum of 112 hours of experience in an approved setting. Registration limited to students in the professional diploma program. Taping of sessions is required. Approval of coordinator of field experience is required to register.

PSGE 7663  Advanced Practicum in Counseling II (3 credits) (ADVANCED PRACT COUN II)
This course is similar to the Practicum in Counseling I course. It is the second semester of practicum in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7664. Prerequisite: PSGE 7646.

PSGE 7664  Supervision of Counseling Practicum (3 credits) (SUPERV OF COUNS PRACTICM)
Theories and methods of clinical supervision will be studied. This course requires a two-hour, weekly supervision of master’s level trainees following the class period. Prerequisites: PSGE 7663. For PD students.

PSGE 7676  Internship in Counseling Psychology (3 credits) (INTERN IN COUNSELING)
An full-year, full-time experience in providing psychological services under qualified supervision in an approved agency. A formal application process is required, in the year prior to beginning the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

PSGE 7668  Internship in Counseling Psychology II (3 credits) (INTERN IN COUNSELING II)
Enrollment in this course constitutes the second semester of the internship requirement that is described in PSGE 7667.

PSGE 7669  Internship in Counseling Psychology III (3 credits) (INTERN IN COUNSELING III)
This is the third semester of internship that is required for counseling psychology. This course should be taken during the first semester of study.

PSGE 7648  Qualitative Research Methods in Counseling Psychology (3 credits) (QUMET RES METH IN COUNSELING)
Qualitative research methods useful in the empirical study of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7711  Psychometric Theory (3 credits) (PSYCHOMETRIC THEORY)
Classical and modern test theory, latent trait analysis, scaling methods, and introductory factor analysis are studied. Prerequisites: PSGE 5210 and PSGE 6702.
PSGE 7712  Recent Trends in Measurement and Evaluation (3 credits) (REC TRENDS IN MEA & EVAL)
Seminar on issues and developments in testing and evaluation. Original research and writing are required. Prerequisite: PSGE 7711.

PSGE 7900  Proseminar in Psychological and Educational Services (3 credits) (PROSEMINAR)
The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests, and encourages discussions of research topics. It constitutes an initial, developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001  Research Apprenticeship (3 credits) (DISS SEMINAR: PES)
This experience requires two consecutive semesters and a summer semester. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do independent research. Prerequisite: permanent matriculation status.

PSGE 8100  College Teaching Internship in Psychology and Services (3 credits) (COLLEGE TCHG INTERN: PES)
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8310  Internship in Educational Psychology (3 credits) (INTERNSHIP IN ED PSY)
Supervised work as an educational psychologist in an approved setting. On-campus seminars. Permission of the program faculty required.

PSGE 8321  Critical Issues in Educational Psychology (3 credits) (CRITICL ISSUES IN ED PSY)
An integrative seminar on theory and research in educational psychology. Development of topics for research. Permission of program faculty required.

PSGE 8620  Seminar in Individual and Group Counseling (3 credits) (SEM INDIV & GROUP COUN)
An in-depth analysis of the research literature and major constructions of the therapeutic process. Outcome assessment issues and effectiveness of specific methods will be explored from an integrative, theoretical perspective. Prerequisite: PSGE 7620.

PSGE 8640  Seminar in the Psychology of Career Development (3 credits) (SEM PSYCH OF CAREER DEV)
A seminar for advanced students to review issues and research in vocational development and to plan for research projects in career development.

PSGE 8672  Social and Ethical Responsibilities in Counseling Psychology (3 credits) (SOCIAL/ETHICAL RESP: COUNS PSYCH)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8999  Dissertation Seminar in Psychological and Educational Services (3 credits) (DISS SEMINAR: PES)
Consultation with faculty on the development and conduct of dissertation research. Prerequisite: permission of program faculty.

PSGE 9990  Independent Study (3 credits) (INDEPENDENT STUDY)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean of academic affairs.

Urban Education UEGE Courses

UEGE 3102  Historical, Philosophical, and Multicultural Foundations of American Education (3 credits) (HIST PHIL MULTICULT FND)
This introductory course examines the historical and philosophical roots of public education and discusses how this system is related to the social, multicultural, political, and economic life of the nation. As a course in educational foundations, this course examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups, and the ways in which those differences influenced schooling cultures and processes.

UEGE 6001  Philosophy of Education (3 credits) (PHILOSOPHY OF EDUCATION)
An examination of the philosophies underlying contemporary policy issues in education with an emphasis on egalitarian versus meritocratic positions.
Administration and Faculty Including Their Research Areas

Graduate School of Education Administration

* Asterisk denotes Bemerenti Award for 20 years of service. Dates in parentheses indicate initial year of appointment.

** Two asterisks denote Bemerenti Award for 40 years of service.


Nancy Groppe (2015) Interim Associate Dean for Academic Affairs, BS, University of Delaware; MA, Teachers College; EdD, Teachers College: Early Childhood Education, Gender Issues and the Implications for Education; Combating Teasing and Bullying; Clinical Observation of Children to Assessment and Plan Instruction.

Anita Batisti (2016) Associate Dean for Educational Partnerships, BBA, CUNY (Baruch College); MS, CUNY (Hunter College); PhD, Fordham University: Arts in Education, Educational Media.


Linda Hortik (2007) Assistant Dean for Enrolment Services. BA, California State University; Dominguez Hills; MS, SUNY New Paltz.

PhD: University of Michigan; Bilingual Education, Bilingual/Second Language Learning, Teacher Education, Literacy.


Fran C. Clumberg (1997) Associate Professor. BA, SUNY (Syracuse); MS, Purdue University: Educational Psychology, Attention and Learning Strategies.

Jane Belgatto (2001) Associate Professor. BA, Columbus College; MAT, Brown University; PhD, University of Iowa: Social Studies Education, Multicultural Education.

Rhonda Bondie (2010) Assistant Professor. BA, New York University; PhD, George Mason University: Curriculum and Teaching.


Karen Brohe (1997) Associate Professor. BA, University of North Carolina, MA, PhD, Teachers College, Columbia University; School Psychology, Learning Strategies, Parent Education.

Diana Caballero (2003) Clinical Associate Professor. BS, City College; MS, Long Island University: MSEd, Teachers College, Columbia University: Educational Administration, Bilingual/Multicultural Education, Childhood Education.

* Anthony Cancelli (1981) Professor. BS, St. Joseph’s University; MSEd, West Chester State College (PA); EdD, Oklahoma State University: School Psychology, Behavioral Intervention, Consultation.

* Gerald Cattell (1994) Professor and Director of the Center for Catholic School Leadership and Faith-Based Education. (1998) BA, Merrimack; MS, CUNY (City College); MA, PhD, Pace University; EdD, Teachers College, Columbia University: Administration, Catholic School Leadership, Nonprofit School Policy.

Su-Je Cho (2003) Associate Professor. BA, Daegu University; MA, California State University; PhD, University of Illinois: Santa Barbara: Educational Psychology, Special Education, families and Children with Disabilities.

Eric Chun-Lung Chen (1995) Associate Professor. BSc, National Taiwan Normal University (Taipei); MS, University of Oregon; PhD, Arizona State University: Counseling Psychology, Career Development, Counseling Supervision, Cultural Diversity.

John Craven (2008) Associate Professor. University of Connecticut; Storrs; BS, Memphis State University; MS, University of Memphis; PhD, University of Iowa: Environmental Education, Teacher Education, Development, Organizational Change, Climate, Policy Analysis and Implementation.

Yi Ding (2010) Associate Professor. BEd, Beijing Normal University; EdD, PhD, University of Illinois.

* Annelie D’Onofrio (2006) Clinical Professor and Director of the Psychological Services Institute. BS, Georgetown University. MA, University of Chicago; PhD, Fordham University: Psychodiagnostic Assessment and Evaluation, Solution Focused Therapy, Family Therapy, Couple’s Therapy.

Anthony Elia (2007) Director of Field-Based Education and Accountability. BA, CUNY (City College); MA, New York University: Educational Administration and Supervision.

Rosa A. Hagin (1979) Professor Emerita. BS, College of New Jersey (Trenton); MA, PhD, New York University: Educational Administration and Supervision.

* Abigail Harris (1987) Associate Professor. BA, University of Delaware; MA, Michigan State University; PhD, University of California (Berkeley): School Psychology, Consultation, Assessment, International Education, Gender.

* Carolyn N. Hedley (1968) Professor Emerita. BA, MA, San Francisco State College; EdD, University of Illinois.


* John H. Houtz (1973) Professor. BS, MS, Bucknell University; PhD, Purdue University: Problem-Solving and Creativity, Gifted/Talented, Teacher Education, Assessment and Evaluation, Statistical Methods.


Tianan Huang (2014) Visiting Assistant Professor. BA, University of International Relations (China); MS, Lehigh University: EdD, Lehigh University: Educational Policy, Leadership Preparation, Development and Practice, Organizational Development, Political Economy, Technology, Climate, Policy Analysis and Implementation.

Margo Jackson (1999) Professor. BA, SUNY-Binghamton; EdM, SUNY-Buffalo; PhD, Stanford University: Career Development, Multicultural Counseling, Immigrant Children’s Health, and Mental Health, School-Based Interventions, Inter-Professional Collaborations.


* Mark A. Kaminski (1980) Professor. BA, SUNY-Binghamton; PhD, SUNY (Buffalo): Counseling Psychology, Grief and Loss Counseling, Race Management, Health Psychology.

Zuzanna Kiziry (2007). Clinical Associate Professor and Director of The Rosalyn Hage School Consultation and Early Childhood Centers. BA, MA, PhD, City College of New York; Fordham University.

Melissa Lacarrueta (2003) Clinical Assistant Professor. BA, Marist College; MSEd, Pace University.

* John W. Lee (2005) Clinical Professor. BA, CUNY (City College); EdD, New York University: Administration and Supervision, School Leadership, High School Reform, Educational Leadership.

* Clement B. London (1974) Professor Emeritus. BS, City College; MA, PhD (City College); EdD, Teachers College, Columbia University: School Psychology, Behavioral Intervention, Consultation.

* Carl R. McCray (2000) Associate Professor. BA, MA, State University of New York: Educational Administration, Bilingual Education, City College.

* Mitchell Rabonowitz (1983) Professor. BA, SUNY (Albany); MA, University of California (Berkeley); MA, PhD, University of California (San Diego): Educational Psychology, Cognition, Educational Technology, Metacognition.


* Sheldon Marcus (1986) Professor. BA, MA, CUNY (City College); EdD, Yeshiva University: Administration and Supervision, College Administration, Multiculturalism.

* Diana Rodrigues (2004) Associate Professor. BS, Inter-American University of Puerto Rico; MA, Fordham University; PhD, Fordham University: Bilingual Special Education; English Learners with Disabilities; Teacher Preparation.

* Patricia Shoulder Blischof (2003) Clinical Professor. BA, Fordham University; MS, CUNY, MA, Kean University; PhD, Fordham University: Linguistics, Literacy, and Language, Professional Development; Middle School Leadership, Teacher Education; Secondary Education.

* Toby J. Tenenbaum (1974) Professor. BA, Hunter College; MS, CUNY (City College); PhD, New York University: Human Resource Management; International Development.


Akane Zusho (2004) Associate Professor. BA, St. John’s University; MA, PhD, Columbia University; PsyD, Pacific University: Child Development, Minority Education, Multicultural Education, Language, Literacy, and Learning, Bilingual/Language Education, Multicultural Education.
Maps and Directions

Directions to the Lincoln Center Campus

By Car: Take the West Side Highway to the 57th Street or 79th Street exits. From the 57th Street exit, travel north on 10th Avenue and turn right onto 62nd Street. Travel one block and turn right onto Columbus Avenue. From the 79th Street exit, turn right onto West End Avenue. Proceed to 65th Street and turn left. Travel two blocks and turn right onto Columbus Avenue. Ask about discounted parking rates.

By Subway: Take either the A, B, C, D, or 1 train to the 59th Street/Columbus Circle stop. Walk west on 60th Street to Columbus Avenue.

By Bus or Train: Use the Port Authority bus terminal, Pennsylvania Station for Amtrak and the Long Island Railroad, or Grand Central Station for Amtrak and Metro-North commuter lines. Then follow subway directions above.

Lincoln Center Campus Address
Fordham University
Graduate School of Education
113 W. 60th St.
New York, NY 10023
Phone: 212-636-6406

Directions to the Westchester Campus in West Harrison

* For detailed directions to the Westchester campus, please visit fordham.edu/directions

Westchester Campus Address
Fordham University
Graduate School of Education
Westchester Campus
400 Westchester Ave.
West Harrison, NY 10604
Phone: 914-367-3230

* For detailed information regarding the Westchester campus in West Harrison, please visit fordham.edu/westchester