## Table of Contents

### Academic Programs
- [27] Academic Programs
- [27] Interdisciplinary Research Programs
- [28] PhD in Contemporary Learning and Interdisciplinary Research (CLAIR)
- [28] Teaching Programs
- [30] Initial Teacher Certification Programs
- [31] Early Childhood Education Programs
- [32] Childhood Education Programs
- [34] Multigrade (K-12) Program
- [36] Adolescence Education Programs
- [37] Adolescence Special Education Programs
- [40] Advanced and Specialist Teacher Education
- [44] Degree Programs
- [44] Early Childhood Special Education
- [44] Childhood Special Education
- [44] Literacy Education (Birth to Grade 6)
- [44] Literacy Education (Grades 5 through 12)
- [46] Certification, Extension Teacher Education Programs
- [46] Early Childhood and Childhood Special Education Extensions
- [46] Multigrade (K-12) Program
- [48] Middle Childhood Extension Programs
- [49] Adolescent Extension Program
- [49] Pre-K to 12 Extension Program
- [50] Non-Certification Teacher Education Programs
- [50] Curriculum and Teaching
- [50] Literacy Leadership
- [50] TESOL (Track 2)
- [50] Teacher Certification Programs for Fordham Undergraduate Students: Five-Year Integrated Teacher Education Program (BA/BS/MST)
- [52] Leadership Programs
- [53] Master’s Degree Programs in Educational Administration and Supervision and Advanced Certificate in School District Leadership
- [54] Administration and Supervision
- [55] School District Leadership
- [55] Catholic and Faith-Based Educational Leadership
- [56] Doctoral Programs
- [57] Administration and Supervision
- [57] Church and Faith-Based School Leadership
- [58] Counseling and School Psychology Programs
- [60] Counseling Psychology Programs
- [61] Master’s Programs in Counseling Psychology
- [63] Doctoral Program in Counseling Psychology
- [65] School Psychology Programs
- [66] Professional Diploma Programs
- [67] Master of Science in Education Programs
- [69] Bilingual Extension for Certified School Psychologists
- [69] Doctoral Program
- [73] Frequently Offered Courses
- [73] Administration and Supervision ASGE Courses
- [73] Contemporary Learning CLGE Courses
- [79] EDGE Interdisciplinary Courses
- [92] Psychology PSGE Courses
- [101] Urban Education UEGE Courses

### Administration and Faculty, Including Their Research Areas
- [103] Graduate School of Education Administration
- [103] Faculty
- [103] Adjunct Faculty
- [104] Officers
- [105] Graduate School of Education Email Directory
- [106] Directory of Offices
- [106] Maps and Directions
- [107] 

### Academic Policies and Procedures
- [20] Academic Disciplines
- [20] Reserved Rights of the University
- [20] Maintenance of Matriculation
- [20] Dissertation Monitoring
- [20] Registration Processes
- [20] my.fordham.edu
- [20] Adding or Dropping Courses
- [21] Grade Point Average
- [21] Attendance
- [21] Course Load
- [21] Independent Studies/Tutorials
- [21] Transfers of Credit
- [21] Exemption from Courses
- [21] Time Limits
- [21] Leave of Absence
- [21] Grades
- [22] Transcripts of Record
- [22] Auditing Privileges
- [22] Grievance Procedures

### General Program Completion
- [23] Master’s Degree Requirements
- [23] Professional Diploma and Advanced Certificate Requirements
- [23] Doctoral Degree Requirements

### University Policies
- [26] Nondiscrimination Policy
- [26] Notice Regarding the Clery Act
- [26] Affirmative Action Policy
- [26] Support Services for Students with Disabilities
- [26] Catholic and Jesuit Tradition
- [26] Campus Safety
- [26] Bulletin Information
- [26] Equity in Athletics Disclosure Act
- [26] Reserved Rights of the University
- [26] Family Educational Rights and Privacy (FERPA) Policy
- [26] Directory Information

### Payment Plan
- [18] Federal Loan Satisfactory Academic Progress (SAP)

### Facilities and Academic Resources
- [8] Graduate School of Education Lincoln Center
- [8] Graduate School of Education Westchester Campus
- [8] ThU2 HighEd
- [8] Libraries
- [8] Fitness Center
- [9] Support Services for Students with Disabilities
- [9] Information Technology Facilities
- [9] Office of Field Education and Accountability
- [9] The Psychological Services Institute
- [9] The Rosa A. Hagin School Consultation Center and Early Childhood Centers
- [10] The Early Childhood Center
- [10] Center for Educational Partnerships
- [10] Center for Catholic School Leadership and Faith-Based Education
- [10] Career Services
- [10] The Counseling Center
- [10] Barnes & Noble University Shops
- [10] Community Resources

### Enrollment Information
- [12] Admissions
- [12] Requirements for Admissions Applications to Graduate Degree Programs
- [12] Additional Review of Language Proficiency
- [13] Requirements for Enrollment for Nondegree Graduate Study
- [13] Application Deadlines
- [14] Applications from Countries Other than the United States
- [15] Tuition and Fees
- [16] Refund Policies and Procedures
- [17] Refund Policy Appeal Process

### Financial Aid
- [17] Graduate Assistantships
- [17] Graduate School of Education Scholarship Programs
- [18] Payment Plan
- [18] Federal Loan Satisfactory Academic Progress (SAP)
- [19] Federal Direct Loan Program
- [19] Private Educational Loans

### Refund Policies
- [17] Refund Policy Appeal Process

### Refund Policies and Procedures
- [16] Refund Policies and Procedures

### Vision and Mission

### Accreditation and Memberships
- [6] Accreditation and Memberships

### Teaching in New York State
- [7] Teaching in New York State
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 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 to students. Full time faculty and student body of Fordham’s Teachers College and Department of Education were also unique. Men and women who were practitioners 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 1926, 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 multicultural, multilingual, 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.
May 5, 2008, confirm our beliefs about the Graduate School of Education’s purposes and aspirations.

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.

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.

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.

Accreditation and Memberships
Fordham University is a member of American Association of Colleges of Teacher Education, American Educational Research Association, Organization of Institutional Affiliates, Council of Academic Dean’s 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-ACTE, 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.
Teaching in New York State

Certification Programs: Many of the degree programs offered by the Graduate School of Education are registered with the New York State Education Department for the purpose of enabling students to fulfill requirements for initial or professional teacher, counselor, or administrator certification. Fordham University will endorse for certification those students who fully meet entrance requirements and who satisfactorily complete all degree program requirements, including but not limited to specific coursework and student teaching, internships, or practica. To find out whether a specific program leads to certification, refer to its program description in this bulletin. Consult with the admissions office and financial aid (45 Columbus Avenue, Second Floor) at 212-636-6400 before enrolling in a program if you have questions regarding requirements for initial or professional New York state certification.

New York state Teacher Certification Examinations (NYTCE): New York State Education Department (NYSED) requires teacher candidates to demonstrate competency in the content areas they will teach, as well as in teaching skills. Prospective candidates for certification as teachers for bilingual childhood education, early childhood education, early childhood special education, childhood education, teachers of English to students of other languages (TESOL), and teachers of adolescent biology, chemistry, English, mathematics, physics, social studies, and special education (grades 7-12) seeking initial certification are required to pass tests in Academic Literacy Skills (ALST), Educating All Students (EAS), Revised Content Specialty (CST), and edTPA (a performance-based assessment process). Other assessments and examinations may be required for specific certification areas.

Graduates of Fordham’s early childhood, childhood, adolescence, and TESOL initial teacher education programs are well prepared for these certification tests. The student-faculty ratio during supervised student teaching or teaching internships does not exceed 8-to-1. The table below shows data reported by the New York State Education Department for students in the year 2011-14 on the certification test results for those program graduates who took the certification examinations in New York state. In fact, there are critical shortages of highly qualified teachers.

New York State Certification Exam Pass Rates

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<td>Lincoln Center/Rose Hill</td>
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New York State Certification Exam Pass Rates

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New York State Certification Exam Pass Rates

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 West 68th 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. Haugen 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. 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 (AMPHEL) is also offered at the Westchester campus. In addition, extension programs in selected areas are offered.

Tk20 HigherEd

The Graduate School of Education has adopted a comprehensive assessment platform, Tk20 HigherEd, 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 experiences and clinical practice; create reports for comprehensive analysis and accreditation support; and store, organize, and share documents.

Tk20 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—an 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 accounts uniformly, all user accounts will only use Fordham email addresses for correspondence.

Libraries

Fordham University Libraries are 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 American, Jesuitica, the French Revolution, and Criminology. The library also provides access to more than 60,000 electronic books.

The William J. Walsh Family Library at Rose Hill contains more than 1 million volumes and 380,000 government documents. It is named after William Walsh, a Fordham alumnus 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 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’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 index, 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 Search, 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
The Rosa A. Hagn School Counseling and Consultation Center
The Rosa A. Hagn School Counseling and Early Childhood Centers, located on the seventh floor at 45 Columbus Avenue, provides psychosocial educational services for school-aged children with learning problems. The centers' services are designed to support school achievement and adjustment for all students, regardless of their school affiliation. The centers also serve young adult clients, including graduate students from universities in the greater New York area.

Services include screening or assessment of cognitive achievement, behavioral, personality, or neuropsychological functioning; consultation regarding educational assessment, placement, and planning; documentation of academic support needs (extended time for tests, curriculum modifications); and assessment and consultation for bilingual students. Parent consultation, academic remediation, and individual counseling are also available at a low fee. Referrals may be initiated by parents, teachers, other professionals, or neighbors.

The centers serve as a supervised training facility for students in the school psychology programs. The centers also maintain a library of test materials from which students in the Division of Psychological and Educational Services may borrow. For further information, call 212-636-6483, or visit fordham.edu/ged.

The Early Childhood Center
The Early Childhood Center, located on the seventh floor at 45 Columbus Avenue, is a multiservice center for young children and parents. It provides consultation and support to parents and teachers in the assessment and diagnosis of a variety of early childhood disorders, including mental retardation, autism, and developmental disabilities. Services include screening or assessment of cognitive, achievement, behavioral, and educational functioning; consultation with parents, children's tutors, teachers, and other professionals; written reports of the findings of the assessment; consultation regarding educational preparation and planning; documentation of academic support needs; and assessment and consultation for bilingual students. Referrals may be initiated by parents, teachers, and other professionals.

Center for Educational Partnerships
The Center for Educational Partnerships adheres to the basic principles of applied research. The center's mission is to provide services and assistance to teachers, administrators, students, and parents, as well as to education and government agencies dedicated to helping all children to achieve and succeed. For further information, email edpartners@fordham.edu, call 212-636-7729, or visit fordham.edu/ged.

Center for Catholic School Leadership and Faith-Based Education
For more than 40 years, the Center for Catholic School Leadership and Faith-Based Education has served as a major grant from the U.S. Department of Health and Human Services entitled Structured Interventions Program for Inner-City Students and their Parents Exposed to Chronic Stress. The mission of this project is to provide short-term trauma treatment to NYC public school students during the school day in their schools and to establish ongoing school-based practitioners experiences for students in Fordham's program in Counseling Psychology.
School of Education students as visitors, volunteer workers, cultural, financial, medical, and social agencies welcome Graduate Fordham has developed strong ties within the New York City area, teachers, beginning teachers, interns, and researchers. Because populations, provide many opportunities for observers, apprentice broadest array of schools, from conventional to experimental, the theater, concerts, and performances. The city also offers the 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 enviable location. Not only is it across the street from the world-

Community Resources
The 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 58th 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
Requirements for Admissions Applications to Graduate Degree Programs
Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and visit 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 and EdD 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 gtr.e.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 area. Programs leading to professional certification, or certification annotations or extensions, require possession of initial or provisional certification and may require teaching experience.

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:
- IELTS*: 7 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 ets.org/toefl.

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 212-636-7160.

Admission to the Five-Year Integrated Track for Fordham Undergraduates
See page 52 in this bulletin for more information.

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 58th 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.

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Requirements for Admissions Applications to Graduate Degree Programs
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 and EdD 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 gtr.e.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 area. Programs leading to professional certification, or certification annotations or extensions, require possession of initial or provisional certification and may require teaching experience.

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:
- IELTS*: 7 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 ets.org/toefl.

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 212-636-7160.

Admission to the Five-Year Integrated Track for Fordham Undergraduates
See page 52 in this bulletin for more information.
You may not exceed more than 12 credits of nonmatriculated study.

The Graduate School of Education provides opportunities for individuals who are accepted or eligible to any degree program in the Graduate School of Education. Applicants who have been denied admission to the Graduate School of Education or to any degree program in the Graduate School of Education are not eligible to enroll as nonmatriculated students.

Nonmatriculated students are not eligible for Graduate School of Education scholarships or graduate assistantships.

Nonmatriculated students are not eligible for federal financial aid.

Administration 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 academic year from the term of acceptance) in writing. Requests are reviewed and approved pending faculty decision. Application materials of nonenrolled accepted students will be destroyed after three years.

Requirements for Enrollment for Nondegree Graduate Study

We welcome you to register for classes as a nonmatriculated student. Here are some particulars that you should be aware of as a nonmatriculated student:

• You must provide proof of the following:
  • earned baccalaureate degree from an accredited college or university (A copy of your diploma or transcript is acceptable.)
  • proof of identity, in the form of a government-issued photo ID (driver license, passport, etc.)
  • course approval from an academic adviser for your courses

You will have an opportunity to meet with a Fordham Graduate School of Education adviser during our in-person registration hour.

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 affairs and their 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 seeking 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.

Credit Limits and Course Limitations

The Graduate School of Education provides opportunities for nonmatriculated students to take courses for any of their three academic terms—fall, spring, or summer.

You may not exceed more than 12 credits of nonmatriculated study in the Graduate School of Education. Enrollment as a nonmatriculated student does not imply acceptance or eligibility to any degree program in the Graduate School of Education.

Courses taken as a nonmatriculated student do not automatically count toward a graduate degree program.

Nonmatriculated students are not eligible to take advanced-level courses (level 7000 or higher), courses requiring pre- or corequisites, independent studies, tutorials, field placement, practica, or those reserved for a cohort group.

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

<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>
</tr>
<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, spring, or summer</td>
<td>March 1; Final deadline</td>
</tr>
<tr>
<td>Psychological and Educational Services (PES)</td>
<td>PhD in Counseling Psychology</td>
<td>Fall only</td>
<td>December 15</td>
</tr>
<tr>
<td></td>
<td>PhD in School Psychology</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>PD in School Psychology</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>PD in Bilingual School Psychology</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>MSE in Counseling and Personal Services</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>MSE in Mental Health Counseling</td>
<td>Fall only</td>
<td>February 1</td>
</tr>
<tr>
<td></td>
<td>**February 1</td>
<td></td>
<td>*Continuous review</td>
</tr>
</tbody>
</table>

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:

- 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. Admission 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 J-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/ois, and must be completed and returned with your admission response 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.
2015–2016 Tuition and Fees

The University and its Board of Trustees reserve the right to adjust these charges without notice. Fees and charges during the period covered by this bulletin will change. The charges effective fall semester 2015 are as follows:

Tuition

<table>
<thead>
<tr>
<th>Tuition per credit</th>
<th>$1,302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial course, per credit</td>
<td>$1,302</td>
</tr>
<tr>
<td>Doctoral Residency Seminar</td>
<td>$1,302</td>
</tr>
<tr>
<td>PhD Internship PSGE 7667/8 (two semesters)</td>
<td>$1,302</td>
</tr>
<tr>
<td>College Teaching Internship PSGE 8100 (two semesters)</td>
<td>$1,302</td>
</tr>
</tbody>
</table>

Fees and Other Charges

| General University fee | $90 |
| Technology access fee | $75 |
| Application fee (online) | $70 |
| Auditing fee (equivalent of one credit) | $1,302 |
| Copyright of dissertation (optional) | $55 |
| Fieldwork/Professional practice insurance (one-time fee) | $60 |
| Late registration fee (matriculated students only) | $250 |
| Campus Tools for Higher Education (TK20) (one-time fee) | $100 |
| Late payment fee: Minimum of $15 or 1.5 percent per month on outstanding balance, whichever is greater | |
| Maintenance of matriculation fee (regular) for each fall or spring semester must be paid at the beginning of each semester to avoid interruption of 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 any 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (24 credits)</td>
<td>$31,248</td>
</tr>
<tr>
<td>General University fee (two semesters)</td>
<td>$180</td>
</tr>
<tr>
<td>Technology Access fee (two semesters)</td>
<td>$200</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total (exclusive of special fees and living expenses)</td>
<td>$32,628</td>
</tr>
</tbody>
</table>

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. Students who want to 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.

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 want to withdraw the acceptance of our offer of admission are required to write a letter stating that they want to withdraw from GSE. Letters should include date of withdrawal, student ID number, and program name. Letters can be paper copy or emailed from Fordham email accounts. Letters should be directed to the admissions office at gse_admissions@fordham.edu. Continuing GSE students who want to withdraw are required to write a letter stating that they want to withdraw from GSE. Letters should include date of withdrawal, student ID number, and program name. Letters can be paper copy or emailed from Fordham email accounts. Letters should be directed to the academic advisor. Academic advisors will sign off on the withdrawal request and (with division chair approval) forward it to academic records in the enrollment services office on the second floor of Lowenstein.

A request for a refund must be submitted to the bursar’s office. Refund checks are mailed to the student’s permanent address unless otherwise specified in the request. No refunds will be processed until the University has actually received funds from third-party payers (such as employers, governmental agencies, and payment plan service providers).

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.
• First-time students attending Fordham University receiving Title IV assistance and withdrawing during the first nine weeks of the term are subject to a federal pro rata refund calculation as mandated by the Higher Education Amendments (HEA) of 1992.
• Students who received aid as cash must be placed into repayment status for those aid programs.

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 aid. Any additional monies will be returned to the student. 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.

<table>
<thead>
<tr>
<th>Institutional Refund Policy Fall and Spring (Tuition)</th>
<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>
<td></td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>15%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>30%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>45%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Prior to fifth week of term</td>
<td>60%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Prior to sixth week of term</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Liability Insurance: Students enrolled in programs requiring fieldwork/practice/student teaching/internship will be charged a one-time insurance fee at the beginning of their enrollment in the program that will cover them under Fordham University’s liability insurance policy throughout the semesters in which they complete their fieldwork/practice/student teaching/internship. Students are also strongly encouraged to obtain their own personal policy through professional organizations.
### 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. Full-time 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, 43 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 212-636-4600 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 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 00222. 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.

#### Scholarship Programs

- **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 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 up to $18,000 tuition charges per year.

- **Other Scholarships**: In addition to Federal and state financial aid, a limited number of graduate assistantships are awarded each year to students who have demonstrated potential for leadership in specific areas of student affairs, such as involvement in student organizations, community service, or other School of Education programs.

### Refund Policy

#### Institutional Refund Policy Summer (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal Due</th>
<th>Fordham Refund</th>
<th>TMS 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>

#### HEA Pro Rata Refund Policy (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal Due</th>
<th>Fordham Refund</th>
<th>TMS 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>

A refund is reduced by an administrative fee equal to the lesser of 5 percent of tuition charges or $100.

### 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:

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

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, and 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.
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. 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 with 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 a consecutive semester 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 records will be evaluated in terms of admission and program requirements then in effect. If approved, coursework 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.

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 fordham.edu/financialaid/loans/. The Graduate PLUS loan can be requested at fordham.edu/financialaid/loans/grad PLUS. 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.
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 alternative 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 advisor. 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 institutes 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 and a 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 P 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 anticipated 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 transcript of the course description from 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 Courses

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 complete 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. Academic performance 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 advisor, and submission of a satisfactory degree completion action plan. However, students are typically allowed one single, one-year extension.

Leaves 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, 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 or replace a grade previously earned. The designations S, Unsatisfactory, U, Unsatisfactory, P, Pass, F, Fail are used to evaluate student work in dissertation seminar courses, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for students 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 may receive a grade of INC. To remove an INC and receive credit for the course, the completion 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 who 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 baccalaureate, 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 add/drop form are used to request the audit privilege. Audits are approved by the associate dean for academic affairs.

No grades, grade, 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 fail. A grade of F for a course taken as an audit may 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 institution 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, peak, laboratory, or seminar classes, that are not open to auditors. Application by letter should be made to the associate dean for academic affairs, 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 contact 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, 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 to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to register for this assessment, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for registration and for the administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student’s matriculation will be terminated.

Professional Diploma and Advanced Certificate Requirements

Time Limit and Credit Requirements: A professional diploma or advanced certificate 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 an advanced certificate or professional diploma 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 (comps), such as the development of a professional portfolio, the completion of comprehensive essays, or the demonstration of program competencies, are required in all graduate programs. Students should consult their advisers or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register in advance to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to take comps, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for comps registration and for their administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment 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 13th 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 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.

Dissertation Seminar: After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar offered by their division. While in seminar, they are expected to develop a dissertation proposal that will meet with the approval of seminar faculty.

Dissertation Proposal: One outcome of the dissertation seminar is an approved dissertation proposal, which needs to be noted on each student’s transcript as ASGE 0999, CLGE 0999, CTGE 0999, or PSGE 0999.

Dissertation Mentoring: Doctoral candidates must engage in original research under the direction of their mentors and dissertation committees. When the candidate’s committee determines a dissertation is complete, it is submitted for oral defense (EDGE 0990) and then format review (EDGE 0999). Candidates must pass a final oral defense focusing on their dissertation and field of study. Award of the doctorate requires the satisfactory defense of the dissertation and the final approval of the dissertation document, including format review.

On completing the dissertation and in anticipation of the oral examination, doctoral students must register for EDGE 9999 Mentoring (under the section that has been designated for their dissertation mentor) for the semester in which they orally defend their dissertations.

If the dissertation or parts thereof are subsequently published, the preliminary matter of the printed copy must contain a statement that the book or part thereof was part of a dissertation, presented for the degree of Doctor of Philosophy or Doctor of Education in the Graduate School of Education, Fordham University.

Dissertation: Upon successful completion of the oral examination, the candidate must register for EDGE 9999 Dissertation (under the section that has been designated for their dissertation mentor) for the semester in which they orally defend their dissertations.

If the dissertation or parts thereof are subsequently published, the preliminary matter of the printed copy must contain a statement that the book or part thereof was part of a dissertation, presented for the degree of Doctor of Philosophy or Doctor of Education in the Graduate School of Education, Fordham University.
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, national origin, marital or parental status, 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 alleged violations receive prompt and fair 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 compensable wages, discrimination regarding 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.

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 provided by services and facilities, in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Campus Safety

The Advisory Committee on Campus Safety will provide, upon request, all required 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 Safety and Security, Theliaud Annex, Fordham University, 441 East 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, programs of study, academic calendar, courses, faculty, or other items listed in this bulletin, or to make any other changes it considers necessary or desirable. Statements made in this bulletin are for illustrative purposes only. Students are responsible for learning and following all program-related criteria, including deadlines and graduation requirements and procedures. For additional information, write or call the Office of the Dean or the chairperson of the division in which the program of interest is offered.

Equity in Athletics Disclosure Act

In accordance with the Equity in Athletics Disclosure Act, effective July 1, 1996, information regarding the intercollegiate athletics program is available for review upon request to the Director of Athletic Administration, Fordham University, Gym, Bronx, NY 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 cancel 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's statutes and its academic policies, or to discontinue or discontinue any academic, including including, and graduation requirements and procedures, may result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

Family Educational Rights and Privacy Act (FERPA) Policy

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 to the Office of 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

University Registrar, or the Law School Registrar, clearly identifying the part of the record he/she wants changed, and specifically why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notification is made of the right to request a hearing.

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

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 Officer / U.S. Department of Education 400 Maryland Avenue, SW  |  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/ind/21366/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.

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**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 an inclusive, dynamic, intellectual, and reflective community that generates 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 one academic writing sample with their application. A second, brief writing sample will be completed as part of the interview.

Coordinator: Kristen Hawley Turner, PhD
Office: Room 1120A
Phone: 646-312-8766
Professors: Baeus, Houtz, Rabinozitz, Zhang
Associate Professors: Blumberg, Bolgatz, Brobst, Cho, Craven, Jackson, McCray, Ness, Neyers-LeTorrre, Rodriguez, Zusho
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Assistant Professor: Bondie

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;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
- 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 advisor.
• 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 advisors. 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)
• Research Design (3 credits)
• Critique of Research (3 credits)
• Advanced Seminar in Interdisciplinary Research (1, 2, 3 credits)
• Advanced Qualitative Methods (3 credits)
• Advanced Quantitative Methods (3 credits)

Contemporary Learning Core (12 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 advisor. Courses may be taken from any GSE division with approval from advisor.

Cognates and Electives (9 credits)
Cognates include courses outside of specialization and can be taken from content modules or other core 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 academic advisor.

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 or 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 theory 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 critical, sociolinguistic, and cultural knowledge that are essential for leadership and for 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 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.

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 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: Chin Zhang, PhD
Associate Chair: Patricia Shea-Bischoff, PhD
Office: Room 1102A
Phone: 212-636-6450

Distinguished Professors: Baratta (Retired), Carnaghiello (Retired)
Professors: Barrot (Emeritus), Bous (Emeritus), Caballero (Emeritus), Cavallaro (Emeritus), Colombo (Emeritus), Corsi (Emeritus), Heflin (Emeritus), Holley (Emeritus), Liberti (Emeritus), Vinc (Emeritus), Zhang (Emeritus)
Associate Professors: Bolgatz, Cho, Crenn, Nass, Nevarez- LaTorre, Rodriguez, Turner
Assistant Professors: Bondie, Clinical Faculty: Bisberg, Caballero, Halter, Molinero, Tisch, Bischoff
Office of Field-based Accountability: Ilia
Office of Alternative Teacher Certification: Pogue
Adjunct Faculty: Appel, Bonfigl, Donovan, Ela, El Frank-Dona, Evans, Ferreri, Fisaro, Gerson, Kelley, Kurstedt, Krivcic, Lamb, Laura, Lee, J. Mahler, R. Mahler, Milamis, Moo, Rottatto, Schneider, Selby, Valenzin, Watson

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

Early Childhood Programs
• Early Childhood Education
• Early Childhood Special Education (dual certification)
• Early Childhood and Childhood Education (dual certification)

Childhood Education Programs
• 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
• Childhood Education
• Early Childhood Special Education
• Literacy Education Birth–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, and adolescence)
• Bilingual Special Education Extension (early childhood, childhood, and adolescence)
• ESL Special Education Extension (early childhood, childhood, and adolescence)
• Middle Childhood Extension (biology, chemistry, earth science, English, mathematics, physics, social studies)
The Initial Teacher Education (ITE) programs described in this bulletin lead to eligibility for Fordham endorsement for initial teacher certification in New York State. A broad array of initial teacher education programs is offered for college graduates who have strong academic backgrounds in the liberal arts and sciences and who want to become teachers. The programs are designed for persons preparing for teaching as a second career, as well as those who are recent college graduates. These programs lead to Fordham endorsement for initial teacher certification in New York State. Most programs have full- and part-time options.

The ITE programs are based on the reflective practitioner model with cohorts who develop their expertise through reflection on learning and teaching. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice.

Graduates of the programs are highly qualified teachers who respect individuals in a multicultural/multilingual society, excel in academic disciplines, acquire a broad knowledge base, demonstrate concern for the individual, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning.

The ITE programs are characterized by carefully coordinated and sequenced courses progressing from foundations and teaching methods to the development of an exit project. The ITE programs are distinguished by exceptionally strong field experiences supported by program faculty, school-based professionals, and field supervisors/mentors. Each semester, teacher candidates increase their time in schools and meet regularly with academic and field advisers. Part-time students’ initial courses and field experiences are scheduled late in the day; however, final student teaching requires a full time commitment during the regular school day. Candidates are expected to document their impact on student learning during their student teaching and field experiences.

Pass rates for Fordham’s initial teacher education program graduates on the New York State Teacher Certification Examinations (NYSTCE) are higher than 95 percent. See page 7 for additional information.

Candidates preparing to be early childhood classroom teachers (birth-grade 2) have a choice of three programs: Early Childhood Education, Early Childhood Special Education (a dual-certificate program), or Early Childhood and Childhood Education (a dual-certificate program). Full- and part-time options are available at the Lincoln Center campus. 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 for admission to graduate study listed on page 12, as well as those ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- minimum undergraduate grade point average of at least 3.0 (B or better)
- two reference reports academic and professional
- satisfactory command of oral and written English as evidenced through an admission essay or interview

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 those programs for persons who are not seeking a teaching certificate (TESOL Track). 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 act in leadership roles. Interdisciplinary and interprofessional program components provide a flexible basis for meeting candidates’ professional needs and goals.

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

Candidates for those who can become reflective practitioners, and engage in lifelong learning. The ITE programs are based on the reflective practitioner model with cohorts who develop their expertise through reflection on learning and teaching. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice.

Graduates of the programs are highly qualified teachers who respect individuals in a multicultural/multilingual society, excel in academic disciplines, acquire a broad knowledge base, demonstrate concern for the individual, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning.

The ITE programs are characterized by carefully coordinated and sequenced courses progressing from foundations and teaching methods to the development of an exit project. The ITE programs are distinguished by exceptionally strong field experiences supported by program faculty, school-based professionals, and field supervisors/mentors. Each semester, teacher candidates increase their time in schools and meet regularly with academic and field advisers. Part-time students’ initial courses and field experiences are scheduled late in the day; however, final student teaching requires a full time commitment during the regular school day. Candidates are expected to document their impact on student learning during their student teaching and field experiences.

Pass rates for Fordham’s initial teacher education program graduates on the New York State Teacher Certification Examinations (NYSTCE) are higher than 95 percent. See page 7 for additional information.

Candidates preparing to be early childhood classroom teachers (birth-grade 2) have a choice of three programs: Early Childhood Education, Early Childhood Special Education (a dual-certificate program), or Early Childhood and Childhood Education (a dual-certificate program). Full- and part-time options are available at the Lincoln Center campus. 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 for admission to graduate study listed on page 12, as well as those ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- minimum undergraduate grade point average of at least 3.0 (B or better)
- two reference reports academic and professional
- satisfactory command of oral and written English as evidenced through an admission essay or interview

 Candidates for whom English is a second language are required to take and achieve a pass grade on the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Testing System). The scores of the recommended minimum are indicated as follows: TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Testing System).

 gain new status in drug and alcohol education (EDGE 0210) introduced through workshops arranged at Fordham for no additional fee, completed fingerprint requirements, completed a three-hour workshop in autism (for special education certification), completed a Dignity for All six-hour workshop taught by a qualified New York instructor.

Early Childhood Education Programs

Early childhood education programs are designed for persons preparing for initial certification. The programs are offered for college graduates who have strong academic backgrounds in the liberal arts and sciences and who want to become teachers. The programs lead to Fordham endorsement for initial teacher certification (a single-certificate program) in early childhood (birth-grade 2) classroom teaching.

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 dual-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 social and moral development, working with families, and including all children. In addition, we offer TESOL certificate (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 act in leadership roles. Interdisciplinary and interprofessional program components provide a flexible basis for meeting candidates’ professional needs and goals.

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

Initial Teacher Certification Programs (Master of Science in Teaching - MST)

The Initial Teacher Certification Programs (Master of Science in Teaching - MST) are offered for persons who already hold a teaching certificate and who want to pursue a degree beyond the baccalaureate degree in a field of specialization. The programs are designed for persons preparing for teaching as a second career, as well as those who are recent college graduates. These programs lead to Fordham endorsement for initial teacher certification in New York State. Most programs have full- and part-time options.

The ITE programs are based on the reflective practitioner model with cohorts who develop their expertise through reflection on learning and teaching. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice.

Graduates of the programs are highly qualified teachers who respect individuals in a multicultural/multilingual society, excel in academic disciplines, acquire a broad knowledge base, demonstrate concern for the individual, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning.

The ITE programs are characterized by carefully coordinated and sequenced courses progressing from foundations and teaching methods to the development of an exit project. The ITE programs are distinguished by exceptionally strong field experiences supported by program faculty, school-based professionals, and field supervisors/mentors. Each semester, teacher candidates increase their time in schools and meet regularly with academic and field advisers. Part-time students’ initial courses and field experiences are scheduled late in the day; however, final student teaching requires a full time commitment during the regular school day. Candidates are expected to document their impact on student learning during their student teaching and field experiences.

Pass rates for Fordham’s initial teacher education program graduates on the New York State Teacher Certification Examinations (NYSTCE) are higher than 95 percent. See page 7 for additional information.

Candidates preparing to be early childhood classroom teachers (birth-grade 2) have a choice of three programs: Early Childhood Education, Early Childhood Special Education (a dual-certificate program), or Early Childhood and Childhood Education (a dual-certificate program). Full- and part-time options are available at the Lincoln Center campus. 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 for admission to graduate study listed on page 12, as well as those ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- minimum undergraduate grade point average of at least 3.0 (B or better)
- two reference reports academic and professional
- satisfactory command of oral and written English as evidenced through an admission essay or interview
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 as 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 NAECY. (National Association for Education of Young Children).
Program of Study

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

**PSGE 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 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 5555** Frameworks for Educating All Young Children (3 credits)

**CTGE 5556** Teaching Technology to Children (1 credit)

**CTGE 5566** Teaching Social Studies to Children (3 credits)

**CTGE 5230** 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 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 5704** Childhood Education Portfolio (0 credits)

**CTGE 5300** Frameworks for Educating All Young Children (3 credits)

**CTGE 5303** Early Childhood Curriculum and Assessment (3 credits)

**CTGE 5333** Early Learning Through Play (3 credits)

**CTGE 5334** Family, Community, and All Young Children (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 5704** Childhood Education Portfolio (0 credits)

**CTGE 5555** Special Education Foundations: Past, Present, and Future (3 credits)

**CTGE 5556** Literacy Across the Curriculum in Inclusive Classrooms (3 credits)

**CTGE 5557** Teaching Science and Technology to Children (3 credits)

**CTGE 5558** Teaching the Arts in Childhood Education (3 credits)

**CTGE 5559** Teaching Social Studies to Children (3 credits)

**CTGE 5560** Teaching Second Language Acquisition and Development (3 credits)

**CTGE 5561** Bilingual Curriculum Materials Workshop: Content Areas (3 credits)

**CTGE 5562** Bi/ESL Curriculum Development: Reading & Language (3 credits)

**CTGE 5563** Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)

**CTGE 5564** Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)

**CTGE 5565** Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)

**CTGE 5704** Childhood Education Portfolio (0 credits)

**The Arts in Childhood Education (1 credit)

**CTGE 5212** Teaching the Arts in Childhood Education (3 credits)

**CTGE 5227** Teaching Mathematics to Children (3 credits)

**CTGE 5242** Teaching Science and Technology to Children (3 credits)

**CTGE 5212** Teaching the Arts in Childhood Education (3 credits)

**CTGE 5206** Teaching Mathematics to Children (3 credits)

**CTGE 5231** Early Childhood Education (45 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 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 5704** Childhood Education Portfolio (0 credits)

**CTGE 5555** Special Education Foundations: Past, Present, and Future (3 credits)

**CTGE 5556** Literacy Across the Curriculum in Inclusive Classrooms (3 credits)

**CTGE 5557** Teaching Science and Technology to Children (3 credits)

**CTGE 5558** Teaching the Arts in Childhood Education (3 credits)

**CTGE 5559** Teaching Social Studies to Children (3 credits)

**CTGE 5560** Teaching Second Language Acquisition and Development (3 credits)

**CTGE 5561** Bilingual Curriculum Materials Workshop: Content Areas (3 credits)

**CTGE 5562** Bi/ESL Curriculum Development: Reading & Language (3 credits)

**CTGE 5563** Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)

**CTGE 5564** Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)

**CTGE 5565** Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)

**CTGE 5704** Childhood Education Portfolio (0 credits)

**TOEFL**: 577 for paper test, 90 for Internet-based (IBT) test

**IELTS**: 7 for General Test score, no minimum for other components

**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 to 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:

- TOEFL®: 777 for General Test score, no minimum for other components

- TOEFL®: 577 for paper test, 90 for Internet-based (IBT) test

*Scores can be no more than two years old.

**Multigrade (K-12) Program**

A unique, M-credit comprehensive master’s degree program for individuals seeking to obtain initial certification in TESOL to teach a language other than English, and proficiency for admission to the Graduate School of Education:

- TOEFL®: 777 for General Test score, no minimum for other components

- TOEFL®: 577 for paper test, 90 for Internet-based (IBT) test

**TOEFL**: 577 for paper test, 90 for Internet-based (IBT) test
Adolescence Programmes

The division of Curriculum and Teaching offers several clinically-rich teacher preparation programs for persons preparing to teach adolescents in middle and secondary school (grades 5–12). The programs build on previously acquired subject area and provide candidates with the knowledge and skills they need in adolescent development, research-based instructional strategies and methods related to their subject matter, and professional studies. The programs include an exceptionally strong field placement component, which links theory to practice from the beginning of the program through the completion of full-time student teaching, and the development of a professional portfolio.

Each program requires a minimum of 30 or 36 credits (a major or equivalent) in the area of subject matter certification, as well as specific content prerequisites within the content area. In addition, candidates must have completed college-level study in the following general education core areas: artistic expression, communication, critical thinking, empirical approaches, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, literature, and written analysis and expression. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must complete 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CTGE 5152</td>
<td>Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)</td>
</tr>
<tr>
<td>TEGS 3204</td>
<td>Teaching Linguistically and Culturally Diverse Adolescents (3 credits)</td>
</tr>
<tr>
<td>TEGS 3205</td>
<td>Science Curriculum and Instruction (2 credits)</td>
</tr>
<tr>
<td>TEGS 6070</td>
<td>Adolescence Education Portfolio (0 credits)</td>
</tr>
<tr>
<td>TEGS 6071</td>
<td>Child Abuse Identification Training (0 credits)</td>
</tr>
<tr>
<td>TEGS 6075</td>
<td>Integrating Math, Science, and Technology Education (3 credits)</td>
</tr>
<tr>
<td>TEGS 5155</td>
<td>Special Education Foundations: Past, Present, and Future (1 credit)</td>
</tr>
<tr>
<td>TEGS 6040</td>
<td>Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)</td>
</tr>
</tbody>
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Adolescence Biology

Master of Science in Teaching Adolescence Biology (36 credits)

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CTGE 5634</td>
<td>Community Based Resources for Science (3 credits)</td>
</tr>
<tr>
<td>TEGS 6201</td>
<td>Developing Digital Literacies (1 credit)</td>
</tr>
<tr>
<td>TEGS 6203</td>
<td>Cyber Communities for STEM (1 credit)</td>
</tr>
</tbody>
</table>

Adolescence Earth Science Education

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

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TEGS 6449</td>
<td>Advanced Earth Science (4 credits)</td>
</tr>
<tr>
<td>HEGIS 1917</td>
<td>Earth Science 3-6 Education (1 credit)</td>
</tr>
</tbody>
</table>

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 Adolescence MST information session, is recommended.

Program of Study

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TEGS 5102</td>
<td>Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)</td>
</tr>
<tr>
<td>TEGS 5105</td>
<td>Teaching Linguistically and Culturally Diverse Adolescents (3 credits)</td>
</tr>
<tr>
<td>TEGS 5257</td>
<td>Science Curriculum and Instruction (2 credits)</td>
</tr>
<tr>
<td>TEGS 6020</td>
<td>Child Abuse Identification Training (0 credits)</td>
</tr>
<tr>
<td>TEGS 6127</td>
<td>Integrating Math, Science, and Technology Education (3 credits)</td>
</tr>
<tr>
<td>TEGS 5155</td>
<td>Special Education Foundations: Past, Present, and Future (1 credit)</td>
</tr>
<tr>
<td>TEGS 6040</td>
<td>Teaching and Learning with Diverse Adolescents: Reflection &amp; Innovation (2 credits)</td>
</tr>
<tr>
<td>TEGS 6070</td>
<td>Adolescence Education Portfolio (0 credits)</td>
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<tr>
<td>TEGS 5363</td>
<td>Community Based Resources for Science (3 credits)</td>
</tr>
<tr>
<td>TEGS 6201</td>
<td>Developing Digital Literacies (1 credit)</td>
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</table>

Adolescence English

Master of Science in Teaching Adolescence English (36 credits)

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TEGS 5102</td>
<td>Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)</td>
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<tr>
<td>TEGS 5105</td>
<td>Teaching Linguistically and Culturally Diverse Adolescents (3 credits)</td>
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<tr>
<td>TEGS 5631</td>
<td>Science Curriculum and Instruction (2 credits)</td>
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<td>TEGS 6127</td>
<td>Integrating Math, Science, and Technology Education (3 credits)</td>
</tr>
<tr>
<td>TEGS 5155</td>
<td>Special Education Foundations: Past, Present, and Future (1 credit)</td>
</tr>
<tr>
<td>TEGS 6040</td>
<td>Teaching and Learning with Diverse Adolescents: Reflection &amp; Innovation (2 credits)</td>
</tr>
<tr>
<td>TEGS 6070</td>
<td>Adolescence Education Portfolio (0 credits)</td>
</tr>
<tr>
<td>TEGS 5363</td>
<td>Community Based Resources for Science (3 credits)</td>
</tr>
</tbody>
</table>

This clinically-rich, 36-credit master’s degree program in adolescence English education 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.
Program of Study

CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5331 Foundations of Adolescent Literacy (3 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5531 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 Literacy Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents: Assessment & Planning (2 credits)
CTGE 5566 Collaboration and Co-Teaching in Classroom Learning Environments (2 credits)
CTGE 6410 Teaching and Assessing Reading and Literature (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 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 5634 Community Based Resources for Science (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)
CTGE 6203 Coteh Communities for STEM (1 credit)
CTGE 5547 Literacy and Literacy Across the Curriculum (1 credit)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
CTGE 5166 Collaboration and Co-Teaching in Classroom Learning Environments (2 credits)
CTGE 5272 Teaching and Assessing Science (2 credits)
CTGE 5303 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 6200 Special Topics in Educational Technology (3 credits)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)

Adolescence Social Studies

Master of Science in Teaching Adolescence Social Studies (36 credits)

NYSED 25529/25530, HEIGS 2210.00

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.

Program of Study

UEGE 5302 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5637 Science Curriculum and Instruction (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 0210 Child Abuse Identification Training (0 credits)
CTGE 5275 Integrating Math, Science, and Technology Education (3 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 5340 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 (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Mathematics

Master of Science in Teaching Adolescence Mathematics 7-12 (36 credits)

NYSED 28439/30606, HEIGS 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 a Mathematics 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 mathematics degree 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 conditionally admitted, 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 5302 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5790 Introduction to Historical Thinking (3 credits)
CTGE 5791 Social Studies Curriculum and Instruction (3 credits)
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
CTGE 5261 Teaching and Assessing Social Studies (2 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: 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 (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Special Education Programs

Educating with Equity for Exceptional Adolescents

The Division of Curriculum and Teaching 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. A minimum of 30 semester hours providing breadth and depth in a subject is required. This essential general education foundation is assured in the time of application through transcript review and an admission criterion of a general 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 history 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 specified areas may be conditionally admitted but must make up the content deficit prior to program completion.

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 special education mathematics degree 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 conditionally admitted, 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.
Advanced and Specialist Teacher Education
Degree Programs (Master of Science in Education - MSE)

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 25484/25489, 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), offering 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 graduate 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 6792 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6517 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 6002 Beginning Literacy Development in Inclusive Classrooms (3 credits)
CTGE 7271 Assessment of All Children with Disabilities (3 credits)
CTGE 5301 Differentiating Instruction for Children with Disabilities (3 credits)
CTGE 6781 Teaching the Blungal Special Education Student (3 credits)
CTGE 6310 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Continuous 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 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5283 Teaching and Learning Math in the Middle Grades (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 5793 Social Studies Scope and Sequence (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), offering 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 graduate 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 6792 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6517 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 6002 Beginning Literacy Development in Inclusive Classrooms (3 credits)
CTGE 7271 Assessment of All Children with Disabilities (3 credits)
CTGE 5301 Differentiating Instruction for Children with Disabilities (3 credits)
CTGE 6781 Teaching the Blungal Special Education Student (3 credits)
CTGE 6310 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Continuous 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 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5283 Teaching and Learning Math in the Middle Grades (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 5793 Social Studies Scope and Sequence (1 credit)

Literacy Education (Birth–Grade 6)
Master of Science in Education Literacy Education Birth–Grade 6 (36 credits)
NYSED 25425/25423, HEGIS 0830.01

Graduates of the program are qualified and endorsed for 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 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 graduate study listed on page 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 5301 Assessment of All Children with Disabilities (3 credits)
CTGE 5301 Differentiating Instruction for Children with Disabilities (3 credits)
CTGE 6781 Teaching the Blungal Special Education Student (3 credits)
CTGE 6310 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Continuous Interventions for Struggling Readers and Writers (3 credits)
CTGE 6300 Developmental Delays in Young Children and Early Intervention (3 credits)
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 5793 Social Studies Scope and Sequence (1 credit)

CTGE 5401 Teaching and Learning with Diverse Adolescents 1: Development and Communities (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: Differentials Instruction (3 credits)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (3 credits)
CTGE 6201 Developing Digital Literacy (1 credit)
CTGE 0709 Adolescence Education Portfolio (0 credits)
*Courses require eight to 10 fieldwork hours with students with disabilities.

In addition to the content-core courses, candidates for this degree must complete related subject-area requirements to obtain the dual-certification. The course of study includes nine additional credits in the dual subject area.

Mathematics
CTGE 5284 Teaching and Learning Foundational Topics and Math (3 credits)
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)
CTGE 5283 Teaching and Learning Math in the Middle Grades (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 6793 Social Studies Scope and Sequence (1 credit)

Biology, Chemistry, Physics, Earth Science
CTGE 5272 Teaching and Assessing Science (3 credits)
CTGE 5631 Science Curriculum and Assessment (2 credits)
CTGE 5275 Integrating, Math, Science, and Technology (3 credits)
CTGE 6203 Cyber Communities for STEM (1 credit)

Social Studies
CTGE 5261 Teaching Assessment in Social Studies: Adolescents (3 credits)
CTGE 5791 Social Studies Curriculum (3 credits)
CTGE 5790 Introduction to Historical Thinking (3 credits)
CTGE 6794 Social Studies Scope and Sequence (1 credit)
The program is organized for students to enroll in specific experiences in a faculty- determined sequence; specifically CTGE 6500, typically the first course in the program, precedes CTGE 6501, CTGE 6012 precedes CTGE 6401, CTGE 6551 is the final course in the program, taken with at most one elective course. Students are required to confer with their faculty adviser each semester during registration.

Program of Study

Required courses (30 credits)

CTGE 0700 Portfolio for Reading and Literacy Education (0 credits)
CTGE 5600 Linguistic and Cognitive Dimensions of Literacy (3 credits)
CTGE 5651 Sociocultural and Developmental Dimensions of Literacy (3 credits)
CTGE 6326 Perspectives on Standardized Language and Literacy Assessments: Policy and Practice (3 credits)
CTGE 5840 Second Language Acquisition (3 credits)
CTGE 6002 Assessment and Development of Literacy Processes, Birth-Grade 6. Practicum I (3 credits)
CTGE 6008 Critical Literacy, Inquiry, and Literatures for Children (3 credits)
CTGE 6004 Practices for Writing Across the K-6 Curriculum (3 credits)
CTGE 6016 Research and Practice for Struggling Readers and Writers, Grades K-6. Practicum II (3 credits)
CTGE 6551 Reflective Seminar for Literacy Leaders (3 credits)
CTGE 6517 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5546 Teaching Reading Skills to Children with Learning Disabilities (3 credits)
CTGE 5540 Adolescent Literature in a Multicultural Society (3 credits)
CTGE 5547 Reading and Writing in Content Areas (3 credits)
CTGE 6608 Literacy Institute (3 credits)
CTGE 5548 Teaching Reading and Writing to English Language Learners (3 credits)
CTGE 6261 Technology in Reading, Writing, and Social Studies (3 credits)
CTGE 6401 Teaching the Structure of the English Language (3 credits)
CTGE 7593 Administration and Supervision of Literacy Programs (3 credits)

Program of Study

Required courses (30 credits)

CTGE 0700 Portfolio for Reading and Literacy Education (0 credits)
CTGE 5600 Linguistic and Cognitive Dimensions of Literacy (3 credits)
CTGE 5651 Sociocultural and Developmental Dimensions of Literacy (3 credits)
CTGE 6326 Perspectives on Standardized Language and Literacy Assessments: Policy and Practice (3 credits)
CTGE 5840 Second Language Acquisition (3 credits)
CTGE 6014 Assessment and Development of Literacy Processes, 5-12. Practicum I (3 credits)
CTGE 6532 Developing Literacy in Intermediate-Level Inclusive Classrooms (3 credits)
CTGE 6010 Critical Literacy, Inquiry, and Literatures for Adolescents (3 credits)
CTGE 6006 Instructional Practices for Reading Across the 5-12 Curriculum (3 credits)
CTGE 6018 Research and Practice for Struggling Readers and Writers, Grades 5-12. Practicum II (3 credits)
CTGE 6551 Reflective Seminar for Literacy Leaders (3 credits)
CTGE 6517 Assessment Strategies for Young Children with Disabilities (3 credits)

Electives (6 credits) by advisement

CTGE 6600 Emerging Literacy Development (0 credits)
CTGE 5455 Teaching Reading Skills to Children with Learning Disabilities (3 credits)
CTGE 6532 Developing Literacy in Intermediate-Level Inclusive Classrooms (3 credits)
CTGE 6608 Literacy Institute (3 credits)
CTGE 5833 Reading, Writing, and the Arts (3 credits)

Literacy Education (Grades 5 through 12)

Master of Science in Education Literacy Education Grades 5–12 (36 credits)

NYSD 25424/25424, HEGIS 0381.01 Graduates of the program are qualified and endorsed for New York state certification as a literacy specialist grades 5 through 12 and meet the degree requirements for professional certification in the area of their initial certification. The 36-credit master’s degree in literacy education grades 5 through 12 is designed for certified middle childhood, subject specialist teachers 7–12 and those preparing for professional responsibilities designing, implementing, and assessing reading and literacy programs for grades 5 through 12. 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-practice model and theory-driven practice. Cohort programs for part-time and full-time students are available. 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 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 5640 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)

Certification, Extension Teacher Education Programs (Nondegree)

The extension programs listed below are available to certified teachers seeking extensions beyond the area in which they are initially certified. These are also available to current students matriculated in initial certification programs who want to add an extension certificate to their current program. All lead to Fordham University endorsement for NYS certification in these extension areas. The extension areas include: Bilingual Education, Bilingual Special Education, ESL (K–12), Critical Literacy, Inquiry and TESOL (pre-K–Grade 12), Middle Childhood extensions (Grades 7–9) in Biology, Chemistry, English, Physics, Social Studies, and Mathematics, and Exceptional Adolescents with Subject Extensions.

Early Childhood and Childhood Special Education

Certificate in Early Childhood Special Education (15 credits)

NYSD 36085/35086, HEGIS 0080.00

The Early Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in Early Childhood (birth-grade 2), or Childhood Education (Grades 1–6). The 15-credit program leads to New York state certification for teaching Students with Disabilities (Birth to Second Grade). The program does not lead to a degree. 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 5159 Assessment of All Children with Disabilities (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)

Admission Requirements

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

• Hold New York state initial/provisional/ permanent or professional certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence).

Bilingual Education Extensions

Extension to Early Childhood, Childhood, and Adolescence Certificate Programs (15 credits)

NYSD 32678/32779, HEGIS 0899.60
Bilingual Education (K–5)

NYSD 32679/32779, HEGIS 0899.00
Bilingual Education (K–12)

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 University may apply. The 15-credit program leads to an endorsement for an extension to the Early Childhood, Childhood, or Adolescence Education Certificate to teach bilingual education. The program does not lead to an academic degree.
TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
IELTS*: 7 for General Test Score; no subtest can be lower than 6
TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
*Requires completion of 15-20 hours of
CTGE.5851. Bilingual Curriculum Materials
CTGE.5844. Development of Communications
Skills in the Native and Second Language
CTGE.5851. Bilingual Curriculum Materials Workshops: Content Areas
CTGE.5852. Bilingual/ESL Curriculum Development: Reading and Language Arts (3 credits)
*bilingual special education program. The program does not lead to an academic degree.
Individuals who are matriculated in a initial teacher education program in special education at Fordham University may apply.

Specific Admission Requirements
In addition to the general admissions requirements, applicants must have the following:
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.
• minimum of 3.0 GPA in graduate work
• two professional/academic recommendations

Program of Study
CTGE 5841. Principles of Bilingual Education (3 credits)
CTGE 5842. Second Language Acquisition and Assessment (3 credits)
CTGE 5844. Development of Communications Skills in the Native and Second Language (3 credits)
CTGE 5851. Bilingual Curriculum Materials Workshops: Content Areas (3 credits)
CTGE 6781. Instructing the Bilingual Special Education Student (3 credits)
*Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

TESOL Extension to Special Education Early Childhood, Childhood, and Adolescence Certificate Programs (15 credits)
NYSED 3405/3404. HEGIS 0899.60
The Special Education English as a Second Language 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 special education. Individuals who are matriculated in an initial teacher education program in special education at Fordham University may apply. Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program in special education at Fordham University may also apply. The 15-credit program leads to an endorsement for an extension to the special education certification to teach ESL special education. The program does not lead to an academic degree.

Specific Admission Requirements
In addition to the general admissions requirements, applicants must have the following:
• a copy of NYST initial/provisional/ professional 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 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 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
• minimum of 3.0 GPA in graduate work
• two professional/academic recommendations

Program of Study
CTGE 5252. Bilingual ESL Curriculum Development: Reading and Language Arts (3 credits)
CTGE 5841. Principles of Bilingual Education (3 credits)
CTGE 5844. Development of Communications Skills in the Native and Second Language (3 credits)
CTGE 5851. Bilingual Curriculum Materials Workshops: Content Areas (3 credits)
CTGE 6781. Instructing the Bilingual Special Education Student (3 credits)
*Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

Middle Childhood Extension Programs
The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/ permanent certification in elementary education (pre-K–4). The 12-credit programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. The programs build on previous coursework in childhood education. Candidates for the program must consult their program advisor to select the appropriate courses to meet New York state certification requirements.

Certificate in Middle Childhood Biology 7–9 (12 credits)
NYSED 25436/25448. HEGIS 5503.00
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 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 (4 credits)
Certificate in Middle Childhood English 7–9 (12 credits)
NYSED 25436/25446. 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 30 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural (non-Anglo) writers, women writers, study of multiple genres, and written composition.
• Take a minimum of nine credits with middle childhood focus.
Program of study
PSGE 6302. Psychology of Adolescent Development and Learning (3 credits)
CTGE 5279. Contemporary Science Education (3 credits)
CTGE 5270. Teaching Biology to Adolescents (3 credits)
CTGE 5547. Literacy Across the Curriculum (3 credits)
Certificate in Middle Childhood Chemistry 7–9 (12 credits)
NYSED 25436/25448, 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 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 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 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 5260. Teaching and Assessing Social Studies (3 credits)
CTGE 5547. Literacy Across the Curriculum (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 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.
• Complete or have completed 30 credits or more in a physics major or concentration, including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radiotronics, and quantum mechanics.
• 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 5290. Teaching and Assessing Physics: Adolescents (3 credits)
CTGE 5547. Literacy Across the Curriculum (3 credits)
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 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 5260. Teaching and Assessing Social Studies (3 credits)
CTGE 5547. Literacy Across the Curriculum (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 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.
• Complete or have completed 30 credits or more in a physics major or concentration, including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radiotronics, and quantum mechanics.
• Take a minimum of nine credits with middle childhood focus.
Adolescent Extension Program

Certificate in Teaching Exceptional Adolescents with Subject Extension (15 credits)

NYSED 34670/34677, HEGIS 1508.00/0899.50

The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification in 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.

Adolescence

Specific Admission Requirements
Candidates must hold current general education initial, provisional, permanent, or professional certification in a subject area and a master's degree.

Program of Study

• CTGE 5155 Special Education Foundations: Past, Present, Future (3 credits)
• CTGE 5170 Assessment of All Learners with Disabilities (3 credits)
• CTGE 5565 Consultation and Co-Teaching in Collaborative Classrooms (3 credits)
• CTGE 5717 Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits)
• CTGE 5719 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)
• CTGE 5907 *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 AdvancedTESOL 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 admission requirements, applicants must have the following:

• A copy of New York State initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence)
• 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: 7 for General Test Score; no subtest can be lower than 6

Specialization Courses (18 credits)

6 courses (18 credits) selected in consultation with a faculty adviser, which are appropriate to the student's professional needs.

• Comprehensive Assessment (0 credits)
  • CTGE 7070 Comp-Core (0 credits)
  • CTGE 7072 Comp-Specialization (0 credits)

Literacy Leadership

• CTGE 6429 Advanced Certificate in Literacy Leadership/Literacy Coaching

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 certification. 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, 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:

Elective (3 credits from the following advanced courses)

CTGE7000 Literacy Institute (3 credits)
CTGE7120 Closing the Opportunity/Achievement Gap (3 credits)
CTGE7340 Contemporary Constructions for Struggling Readers and Writers (3 credits)
CGLE6380 Standardized and Alternate Assessments for Students at Risk or with Disabilities (3 credits)
CGLE6440 Understanding Contemporary Literacies (3 credits)

Others selected in consultation with academic adviser.
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- or 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, TESOL Special Education, bilingual education, and bilingual special education. The programs are offered at the Lincoln Center campus.

Early advising 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 students teaching. Full course descriptions can be found in the Graduate School of Education Bulletin.

The Five-Year Integrated Teacher Education Track is based on a reflective-practitioner model with cohorts of students forming communities for reflection on teaching and learning. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice. A professional portfolio of teaching proficiencies based on approved professional standards is submitted at the end of the program. Graduates of the programs are highly qualified teachers who respect individuals in a multicultural society, excel in academic disciplines, acquire a broad knowledge base, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning.

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).

NYSED Certification Requirements

Students who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible to receive Fordham University's endorsement for New York state initial certification in their program area provided they also have:

- earned a passing score on the relevant New York state teacher examinations (HolTAP, ALST, EAS, et. al.); and
- completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education.

Undergraduate Core and Content Requirements

The Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex. They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major. For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and mathematical processes; and literature. These core/content requirements do not replace Fordham's requirements.

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 specializations in pre-K–12 education, higher education, and church and religious organizations.

Master’s Degree Programs in Educational Administration and Supervision and Advanced Certificate in School District Leadership

The Division of Educational Leadership, Administration, and Policy and the City College of New York (CCNY) Department of Educational Leadership Administration and Policy (ELAP) offer 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 specializations in pre-K–12 education, higher education, and church and religious organizations.

The division serves the constituencies of the New York City metropolitan area with programs at the Lincoln Center (Manhattan), Westchester, and Rose Hill (Bronx) campuses, and at a number of off-campus locations. The Center for Catholic School Leadership and Faith-Based Education coordinates the church leadership programs, including its programs for international students (see Church Leadership section).

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.

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Associate Professor: McGray
Clinical Faculty: Lee
Visiting Professor: Huang
Field Supervisor: Kaminsky
Senior Secretary: Negron
Adjunct Faculty: Annuci, Beale, Beine, Bernstein, Bisone, Blessdale, Brennan, Carilli, Chresman, Cohen, Coppola, Diaz-Burgos, Daugherty, Fale, Farentino, Frangella, Graham, Grass, Hagan, Hawthorne, Hickey, Holloway, Jaffe, Kelly-Stiles, Kilbride, Lagua, Lynch, Mubet, Maldonado-Torres, McCue, McGill, Miseraendino, Murphy, Mussi-Nolan, Napolesano, O’Connor, Passadino, Patelin, Fitting, Illi Quinn, Rauhvalg, Ruo, Smith, Treadwell, Vega, Walsh

The Path to Leadership

Our master’s degree program 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 evenings, weekends, and during the summer, and an intensive, one-year cohort model (MSE in Administration and Supervision—AMPLE) with classes meeting during the summer and on weekends. Both models are considered part-time programs.

Our advanced certificate program is a 15-credit, five-course program specifically for those seeking to qualify for the New York State School Building Leader (SBL) certification. Courses meet on weekends with the exception of the district-level 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 meet 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 (AMPLE) for highly motivated and capable individuals. This program is offered as a cohort model beginning in July followed by intensive weekend courses 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 GSE application, there is a supplemental application requirement for applicants to this rigorous program. Contact the division for additional information.

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 work of educational leadership, even for the beginning administrator, must be seen in the larger framework of educational renewal, restructuring, 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 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 require an integrated action and reflection, meaningful and relevant knowledge production, civic responsibility, and learning and living. These skills are critical for the leaders 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 seeking 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. The program is designed to 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 evenings, weekends, and during the summer and on weekends. Both models are considered part-time programs.

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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 education in administration and supervision.

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates for the MSE in administration and supervision or the advanced certificate in school district leadership must meet these requirements:

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

Catholic and Faith-Based Educational Leadership

For more than 40 years, the Center for Catholic Leadership and Faith-Based Education has prepared educational pioneers and leader of significant research, innovative programs, partnerships with dioceses, collaborative endeavors with other colleges and universities, and soil of grounding international conferences in the service of the sacred mission of Catholic education. It counts among its alumni principals, presidents, superintendents, vice chairs of education and other diocesan personnel around the country, and other Catholic-faith-based 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 through the lens 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, Muslim, 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 SBL certification.

The second master’s degree program is for candidates who are not seeking state certification to work in their knowledge and skills for a leadership role in Catholic-faith-based education. This program does not require prior teacher certification for admission.

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 following criteria:

• a minimum earned undergraduate grade point average of approximately 3.0 (B or better)
• a satisfactory command of oral and written English
• three years of paid, full-time approved, and successful teaching experience by completion of the degree if seeking state SBL or SBL certification
• supplementary essay, work sample, and interview for applicants to our intensive one-year master’s degree program

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates for the MSE in administration and supervision or the advanced certificate in school district leadership must meet these requirements:

• complete the prescribed program of study, which includes 30 credits in the master’s degree program in educational administration and supervision or 15 credits in the advanced certificate program in school district leadership
• maintain a minimum overall graduate grade point average of 3.0 (B or better)

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

Candidates seeking SDL certification must take the following five courses, in addition to, or beyond, a master’s degree:

• NYSED 29021/29022, HEGIS 0827.00

Sample Program of Study

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

• ASGE 5112 Fundamentals of Educational Administration and Management (3 credits)
• ASGE 5119 Fundamentals of Educational Supervision (0 credits)
• ASGE 6130 Instructional Leadership (3 credits)
• ASGE 6145 Leading in a Diverse Society (3 credits)
• ASGE 6225 School Finance (3 credits)
• ASGE 6228 School Law (3 credits)
• ASGE 6361 Professional Development (3 credits)
• ASGE 6361 Strategic Planning/Change (0 credits)
• ASGE 6461 Critical Issues in Administration and Supervision (3 credits)
• ASGE 6520 Internship (1 credit)
• ASGE 6521 Internship (1 credit)
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• ASGE 6541 Perspectives on Leadership (3 credits)
• ASGE 6720 Program Evaluation and Research (3 credits)
• ASGE 7001 Comprehensive Assessment Examination (0 credits)

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• ASGE 6720 Program Evaluation and Research (3 credits)
• ASGE 7001 Comprehensive Assessment Examination (0 credits)
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 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 setting (preferred) or 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)
- 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 work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral level work)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 8091)
- complete ASGE 8750, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for EdD 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 on original dissertation research related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- all requirements for the doctorate within eight years of initial registration for the program

Completion Requirements

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

- ASGE 6331 Educational Management and Public Policy (3 credits)
- ASGE 6359 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)
- ASGE 8001 Philosophy of Education (1 or 3 credits)
- ASGE 8241 Urban Education: Problems and Purposes (3 credits)
- ASGE 8243 Impact of Prejudice on Minority Groups in America (3 credits)
- ASGE 8250 History of Education (1 to 3 credits)
- ASGE 8330 Urban Society and Education (3 credits)
- ASGE 8420 Advanced Statistics in Administration and Supervision (3 credits)
- ASGE 8531 Research in Administration and Supervision (0 credits)
- ASGE 8711 Research in Administration and Supervision II (3 credits)
- ASGE 8750 Dissertation Seminar: EdD (3 credits maximum toward degree) (3 credits)

Church and Faith-Based School Leadership

Doctor of Philosophy in Administration and Supervision (57 credits) and Doctor of Education (EdD) (48 credits)

The primary focus of the Church and Faith-Based School Leadership Program is the preparation and development of researchers, professors, educators, and church leaders to equip them with the skills to lead and manage religious and educational institutions with a diversity of students.

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 Religion and Religious Education, and these program-specific requirements:

- 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)
- 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 work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral level work)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 8091)
- complete ASGE 8750, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for EdD 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 on original dissertation research related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- all requirements for the doctorate within eight years of initial registration for the program

Completion Requirements

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

- ASGE 6331 Educational Management and Public Policy (3 credits)
- ASGE 6359 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)
- ASGE 8001 Philosophy of Education (1 or 3 credits)
- ASGE 8241 Urban Education: Problems and Purposes (3 credits)
- ASGE 8243 Impact of Prejudice on Minority Groups in America (3 credits)
- ASGE 8250 History of Education (1 to 3 credits)
- ASGE 8330 Urban Society and Education (3 credits)
- ASGE 8420 Advanced Statistics in Administration and Supervision (3 credits)
- ASGE 8531 Research in Administration and Supervision (0 credits)
- ASGE 8711 Research in Administration and Supervision II (3 credits)
- ASGE 8750 Dissertation Seminar: EdD (3 credits maximum toward degree) (3 credits)

Other requirements:

- Doctoral Residency Seminar (0 credits)
- Comprehensive Assessment Exam (0 credits)
- Proposal Acceptance (0 credits)
• have earned a minimum graduate grade point average of approximately 3.5 (B+ or better)
• show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
• demonstrate satisfactory command of oral and written English
• provide two references
• have earned a satisfactory score on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
• provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements

Students are admitted to the PhD 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 in the Division of Educational Leadership, Administration, and Policy, during the semester in which students complete 12 to 15 credits, they must demonstrate satisfactory performance on 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 all 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 adviser
• 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)

Counseling and School Psychology Programs

The programs of the Division of Psychological and Educational Services (PES) are integral for counselors, psychologists, 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 a 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—

Chair: Anthony Cancelli, EdD
Office: Room 1008
Phone: 212-636-4640 or 4641
Professors: Cancelli, Esquivel, Hennawy, Howat, Jackson, Kellet, Penentotto, Robinowitz, Weiner (Emeritus)
Associate Professors: Blumberg, Brockb, Chen, Ding, Harris, Park-Taylor, Zusho
Clinical Faculty: D’Onofrio, Kiraly
Adjunct Faculty: Aaronson, Doherty, Fontan, Gelly, Grimes, Huubner, Kang, Klaver, Krogt, Mair, Mace, Ng, Patelle, Selby, Sink, Teta, Watson
Affiliated Faculty: Takooshian, Whitten II

The Division of Psychological and Educational Services offers master’s and doctoral programs in two areas: Counseling Psychology and School Psychology. Programs in counseling develop knowledge and expertise for individuals for positions in Pre-K–12 schools, for psychological services to children in health-service settings, for academic and research careers, and for independent psychological practice.

General Requirements

PES applicants must meet the general and specific program requirements described in this bulletin. An interview may also be required to reveal more about the applicant’s personal and professional goals and qualifications.

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner. All PES students must pass a comprehensive examination before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Doctoral Core (18-21 credits):

PSGE 7435. Foundations of Neuropsychology (3 credits)

Other Requirements:

PSGE 7438. Advanced Seminar for Nonpublic School Administration (3 credits)

PSGE 7440. Seminar in Organizational Behavior (3 credits)

PSGE 7442. Leading Organizational Change (3 credits)

PSGE 7444. Leading a Learning Organization (3 credits)

PSGE 7446. Seminar in Organizational Culture (3 credits)

Division of Psychological and Educational Services

59

60
History and Systems of Psychology
Ethical Issues in Psychology (3-6 credits)

Select the appropriate course or courses in consultation with your program adviser. Requirements in this core area differ by program.

Multicultural Issues in Psychology (3 credits)
Select the appropriate course or courses in consultation with your program adviser.

Individual Differences/Human Development (3 credits)
Select the appropriate course or courses in consultation with your program adviser.

Research Core (12-21 credits)
Doctoral students are required to take advanced-level courses in research, measurement, and statistics. The first course in the research core sequence is Experimental Design (PSGE 7211). Successful completion of Statistical Methods in Education and Psychology (PSGE 5210) or a passing score on the division’s statistics competency exam is a prerequisite to the Experimental Design Course. Completing Fundamentals of Educational and Psychological Measurement (PSGE 6702) or a passing score on the division’s competency exam in that area is a prerequisite to the Experimental Design course. Fundamentals of Educational and Psychological Measurement is required of all students taking Psychometric Theory (PSGE 7711).

Doctoral Proseminar (0 credits):
All first-year doctoral students are required to be registered in Proseminar in Psychological and Educational Services (PSGE 7711).

Counseling Psychology Programs

Master’s Programs in Counseling
The Division of Psychological and Educational Services offers three programs in counseling: a Master of Science in educational leadership, the MSEd in school counseling, which leads to eligibility for provisional New York state certification as a school counselor; a Master of Science in education degree (MSEd) in mental health counseling, which leads to eligibility for a New York state clinical mental health counselor; and a PhD program in counseling psychology that leads to licensure as a school psychologist.

Master of Science in School Counseling (60 credits)
NYSED 28551/14369, HEGS 082.01
The MSEd program in school counseling is designed to prepare school counselors who will work in Pre-K to K-12 schools. This program meets the requirements for provisional initial certification as a school counselor in New York state, and students that successfully complete all of the program requirements will be recommended as eligible for certification as a school counselor. The required courses in this degree program are only offered at the Lincoln Center campus. All of the courses are offered during the fall and spring semesters; some of the courses are offered during the summer sessions.

Admission Requirements
Applicants seeking admission to the MSEd program in school counseling must meet the general requirements for admission to graduate school in the Graduate School of Education and to the ethical principles of the profession.

1. Complete the prescribed program of study, including 80 credits beyond the baccalaureate degree, with a minimum of 36 graduate credits taken at Fordham. All transfer credits need to be approved by the student’s advisor and program.

2. Maintain a minimum overall graduate grade point average of 3.0 (B or better).

3. Complete an end-of-program comprehensive assessment.

4. 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 the basic areas and a two-semester internship experience. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course):

- PSGE 5620/5622, 5639/5632, 6400/6463, and 6410/6462. 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 5662 and PSGE 5654. 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 (12 credits)
- PSGE 5620 Introduction to Counseling I (3 credits)
- PSGE 5622 Practicum in Counseling I (3 credits)
- PSGE 5623 Introduction to Counseling II (3 credits)
- PSGE 5632 Practicum in Counseling II (3 credits)

Area II: Understanding the Individual (6 credits)
- PSGE 5625 Theories of Family Counseling and Assessment (3 credits)
- PSGE 6417 Developmental Disorders/Mental Retardation (3 credits)
- PSGE 6602 Human Development (3 credits)
- PSGE 6607 Assessment in Counseling (3 credits)
- PSGE 6645 General Psychopathology (3 credits)

Area III: Working with Groups (6 credits)
- Area III requires PSGE 5620 and PSGE 5622 as prerequisites.
- PSGE 6630 Group Counseling (3 credits)
- PSGE 6632 Practicum in Group Counseling (3 credits)

Area IV: Career Development and Counseling (6 credits)
- Area IV requires PSGE 5620 and PSGE 5622 as prerequisites.
- PSGE 6640 Career Counseling (3 credits)
- PSGE 6641 Practicum in Career Assessment and Counseling (3 credits)

Area V: The Counselor: Role and Function (9 credits)
- Area V may be taken only after students have completed Areas I, II, III, and IV.
- PSGE 5627 College Counseling and Past High School Planning (3 credits)
- PSGE 6650 Ethical and Professional Issues in Counseling (3 credits)

Area VI: Professional Issues (21 credits)
- PSGE 5204 Research Methods in Counseling (3 credits)
- PSGE 6605 Counseling Program Requirements and Evaluation (3 credits)
- PSGE 6656 Multicultural Counseling (3 credits)

No prerequisites needed for courses in Area VI: Full time students typically take these courses during the summer sessions.

Comprehensive Assessment (0 credits)
PSGE 0705 Master’s Comprehensive Exam/Assessment (0 credits)

Field Experiences
- PSGE 6652 Field Experience I in School Counseling - minimum of 240 hours (3 credits)
- PSGE 6653 Field Experience II in School Counseling - minimum of 240 hours (3 credits)
- PSGE 6654 Field Experience III in School Counseling - minimum of 240 hours (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:

- PSGE 6655 Multicultural Counseling (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- CTGE 5841 Licensure in Bilingual Education (3 credits)
- CTGE 6782 Bilingual Special Education (3 credits)
- EDGE 6101 Race and Multicultural Education (3 credits)
- PSGE 6401 Seminar in the Psychology of Bilingual Students (3 credits)
- PSGE 6652 Field Experience in Counseling (Bilingual) (3 credits)
- PSGE 6654 Field Experience in Counseling II (Bilingual) (3 credits)

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, HEGS 204.10
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, non-profit 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).

Graduates of the program are eligible to sit for the New York State Mental Health Counseling Licensure exam after the completion of 3,000 hours of supervised post-degree mental health counseling practice.

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 of Education and those program-specific admission criteria:

1. Possess a baccalaureate degree from an accredited college or university.

2. 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.

3. Have earned a minimum undergraduate grade point average of 3.0 (B or better).

4. Complete an end-of-program comprehensive assessment.

5. Complete any required related practica or school counseling internship.

6. Students must be recommended as eligible for certification as a school counselor.

7. Provide two reference reports.

8. Demonstrate proof of immunization against measles, mumps, meningitis, and rubella.

9. Demonstrate satisfactory command of oral and written English.

10. Provide proof of evidence against measles, mumps, meningitis, and rubella.

11. Provide proof of evidence against measles, mumps, meningitis, and rubella.

12. Provide proof of evidence against measles, mumps, meningitis, and rubella.
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 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of an 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-6631 and 6633 courses) 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 0705 Comprehensive Examination (0 credits)
PSGE5620 Foundations of Professional Counseling and Consultation/Intro (3 credits)
PSGE 5622 Pre-Practicum in Counseling Process, Skills, and Techniques/Pre-Prac (13 credits)
PSGE 6602 Human Development (3 credits)
PSGE 6607 Assessment Counseling (3 credits)
PSGE 6630 Group Counseling (3 credits)
PSGE 6632 Practicum in Groups (3 credits)
PSGE 5630 Counseling Theory and Practice (3 credits)
PSGE 5632 Pre-Practicum in Applications Counseling Theory to Practice (3 credits)
PSGE 6640 Career Counseling (3 credits)
PSGE 6641 Practicum in Career Counseling (3 credits)
PSGE 6645 General Psychopathology (3 credits)

Doctoral Program in Counseling Psychology
Doctor of Philosophy (PhD) in Counseling Psychology

NYSED 8617A, 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. It is accredited by the Accreditation Commission for Counseling and Psychotherapy (ACA) of the American Psychological Association, Division 17. The program is structured so that it is open both to those who have already completed an appropriate master's degree or professional diploma program in counseling and to those who have had no previous graduate work in the field.

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 those program-specific admission criteria:

- have completed 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 (personality, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively)
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide a minimum of two reference reports
- have satisfied the academic and internship requirements for admission or be sought in an interview with the program faculty
- demonstrate satisfactory command of oral and written English
- provide a composite SAT score of 1200 (reading and math)
- provide evidence of immunization against measles, mumps, meningitis, and rubella
- complete the required course work as described below

Comprehensive 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, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the 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 their progress is not consistent with the objectives and purposes of the program.

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 those program-specific admission criteria:

- complete the required course work as described below
- complete the comprehensive examination, which includes participation in the Fordham University comprehensive examination. Students must complete courses in the following six areas:

  - have academic and professional goals consistent with the objectives and purposes of the program
  - show evidence of professional promise (personality, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively)
  - have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
  - provide a minimum of two reference reports
  - have satisfied the academic and internship requirements for admission or be sought in an interview with the program faculty
  - demonstrate satisfactory command of oral and written English
  - provide a composite SAT score of 1200 (reading and math)
  - provide evidence of immunization against measles, mumps, meningitis, and rubella
  - complete the required course work as described below

Doctoral Research Core (12 to 24 credits)
Students are required to take the proseminar, advanced research, and statistics courses. Such evidence may be used to support the application for admission to the program in counseling psychology. Students may be terminated from the program if they fail to complete any of these requirements.

Individual Differences/Human Development (3 credits)
PSGE 7301 Advanced Developmental Psychology (3 credits)

Doctoral Research Core (12 to 24 credits)
Students are required to take the proseminar, advanced research, and statistics courses. Such evidence may be used to support the application for admission to the program in counseling psychology. Students may be terminated from the program if they fail to complete any of these requirements.

Ethics in Professional Practice (3 credits)
PSGE 8899 Dissertation Seminar (3 credits)

Doctoral Research Core (12 to 24 credits)
Students are required to take the proseminar, advanced research, and statistics courses. Such evidence may be used to support the application for admission to the program in counseling psychology. Students may be terminated from the program if they fail to complete any of these requirements.

Comprehensive Assessment (0 credits)
PSGE 0905 PhD Comps Couns Psych I (clinical practice) (0 credits)
PSGE 0910 PhD Comps Couns Psych II (research) (0 credits)

Dissertation Seminar
PSGE 8899 Dissertation Seminar (required)

Doctoral Research Core (12 to 24 credits)
Students are required to take the proseminar, advanced research, and statistics courses. Such evidence may be used to support the application for admission to the program in counseling psychology. Students may be terminated from the program if they fail to complete any of these requirements.

Full time Internship (0 credits)
PSGE 7667/76/69 Internship in Counseling Psychology I, II, and III (0 credits)

A one-year, full time APIC internship 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.
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 aim to vary pedagogical techniques to maximize the educational and emotional development of children in urban settings, especially children from 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's Professional Diploma programs in School Psychology. The programs are designed to provide students with 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 Technology, is designed to provide supervised experience in educational assessment. Many students in this practicum gain experience by providing assessment services through the Rosa A. Hogan School Consultation Center and Early Childhood Center.

Externships: The school psychology program includes an externship course so students who wish to continue 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. Fordham supervisory doctoral students are required to complete an additional 200 hours of pre-internship field experiences. Internships: All students in the school psychology program 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.

Professional Diploma Programs

There are two professional diploma (PD) programs in school psychology at Fordham University. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychologist’s certification as a bilingual psychologist. In such cases, the faculty 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.

School Psychology Programs

Admission Requirements

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements for a master’s degree and complete the graduate study in the School of Education and these program-specific criteria:

- possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including supervised experiences for their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two 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.)

- 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 PSGE 6702 during their first semester at Fordham

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

- have 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 or better) or a minimum graduate grade point average of 3.5 (B+ or better)

- provide two letters of reference

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

- have successfully complete an end-of-program comprehensive assessment

- have successfully complete any related practica or field experiences.

- 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 examination will be awarded 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.

Professional Diploma Program in School Psychology (66 credits)

NYSED 13479, HEGS 2099

Program of Study

Assessment (9 credits)

PSGE 7401 Personality Assessment (3 credits)

PSGE 7406 Non-Biased Assessment and Decision Making (3 credits)

PSGE 7508 Cognitive Assessment (3 credits)

Intervention (15 credits) 

PSGE 6315 Applications of Behavioral Analyses in Educational Settings (3 credits)

PSGE 7422 Instructional Consultation (3 credits)

PSGE 7421 Multicultural Interventions in Schools (3 credits)

PSGE 7445 Theories of School-Based Consultation (3 credits)
Bilingual School Psychology (66 credits)
Electives (6 credits under advisement)

Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Master’s Knowledge for Specialization in Educational Evaluation and Intervention (12 credits)
PSGE 6372 Psychology of Cognition and Affect (3 credits)
PSGE 6320 Psychology of Motivation (3 credits)
PSGE 6308 Cognition and Instruction I (3 credits)
EDGE 6702 Program Evaluation and Research (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 6371 Applications in Applied Behavior Analysis (3 credits)
PSGE 7445 Theories of School-Based Consultation (3 credits)
PSGE 7442 Instructional Consultation (3 credits)
PSGE 7418 Non-Based 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)

Research (3 credits)
PSGE 5203 Introduction to Research (3 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
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Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)

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Program of Study
Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (86 credits)
NYSED 0393H, HEGIS 2099.00

Program of Study
Assessment (9 credits)
Comprehensive Assessment (0 credits)

PSGE 7635 Social Psychology (3 credits)

Bilingual Extension for Certified School Psychologists (15 credits)

Admission Requirements

Applicants seeking admission to the Bilingual Extension program for Certified School Psychologists have to fulfill the following prerequisites for the program:

• one of the following: proof of New York state certification as a school psychologist (provisional or permanent); proof of National Certification–School Psychology (NCSP); proof of certification as a school psychologist, having earned certification from a NASP–approved or APA–university–accredited program; proof of language competence (evidence of passing score on the NYSTA REA); or GPA of 3.2 or better in graduate studies leading to certification;

• proof of completion of the Child Abuse Prevention/Reporting Workshop and the Violence Prevention Workshop (these workshops can be taken at Fordham concurrently with other coursework);

• competency in both English 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 Examination).

Program of Study

Foundations Theory and Practice in Bilingual Education (3 credits)

CTGE 5841 Principles of Bilingual Education (3 credits)

Theory and Practices in Bilingual and Bilateral Special Education (3 credits)

PSGE 6401 Seminar in the Psychology of Bilingual Students (3 credits)

Multicultural Theory and Knowledge (3 credits)

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)

Assessment (3 credits)

PSGE 3418 Non–biased Assessment and Decision Making (3 credits)

Fieldwork (3 credits)

PSGE 7501 Bilingual Clinical Practicum (to enroll in this practicum, students must show evidence of graduate-level background in theories of counseling and therapeutic interventions) or

PSGE 7503 Bilingual Consultation Practicum (to enroll in this practicum, students must show evidence of gradual-level background in theories of consultation and instructional consultation/ interventions) (3 credits)

Doctoral Program

Doctor of Philosophy in School Psychology

PSYE 7115, HEGIS 0626.00

The Doctor of Philosophy in School Psychology program is open to individuals who already have state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with both types of students, upgrading the skills of practicing school psychologists and developing those skills in beginning students. These two objectives are viewed within the context of the urban focus of the program. The program exposes the scientist–practitioner model, which is viewed as most appropriate for achieving our students’ goals.

The program provides the training and experiences necessary for its graduates to function in many leadership, and urban or nonurban settings. These positions include, but are not limited to: (a) scientist–practitioner, providing direct services to children and indirect services through socializing agents such as school/ clinic personnel and parents (b) supervisor, responsible for the effectiveness of other school psychologists; (c) administrator, responsible for developing, implementing, and evaluating educational programming; (d) researcher, answering the state of scientific knowledge; and (e) educator, functioning in institutions of higher education.

The school psychology doctoral program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists, and is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

Admission 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 this 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 at 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.

• have a graduate 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 written 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.

Completion 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 the mentor, advisor, program director, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation once they complete 12 to 15 credits and PSGE 7900 Proseminar.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and the National Association of School Psychologists. 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 on the basis of inability to meet academic, personal, or professional standards.

To complete the PhD in school psychology, students must:

• complete a predoctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs;

• complete the prescribed program of study, including a minimum of 90 credits beyond the baccalaureate or 45 credits beyond a master’s degree in school psychology or a collateral field. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits must be taken at Fordham University.

• maintain a minimum overall graduate grade point average of 3.5 (B+ or better).

• complete a two–semester doctoral proseminar (PSGE 7900). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;

• complete a one–year doctoral residency seminar (two consecutive semesters and a summer), including participation in the PSGE 8801 (6 credits) Research Apprenticeship, which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;

• complete comprehensive assessments covering the psychology core, research core, and professional practice;

• complete the three–credit PSGE 8999 Dissertation Seminar, including the preparation and oral defense of an original dissertation proposal under the direction of a mentor and committee faculty;

• develop and defend in an oral examination an original dissertation in the area of school psychology; and

• complete all the requirements for the degree within eight years of initial registration in the program.

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

Program of Study

Psychology Core (20 credits)

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

Cognitive/Affective Aspects of Behavior

PSGE 6312 Psychology of Cognition and Affect (3 credits)

Social Aspects of Behavior

PSGE 7435 Foundations of Neuropsychology (3 credits)

PSGE 7444 History and Systems of Psychology/Ethical issues in Psychology (3 credits)

Select the appropriate course or courses in consultation with your program director. Requirements in this core area differ by program.

Doctoral Research Core (12–21 credits)

Students are required to take the prosemimare, advanced research, measurement, and statistics courses. If students need the introductory-level courses in these areas, these courses also become part of this core. The number of required credits in the research core, accordingly, ranges from 12 to 21.

PSGE 5212 Statistical Methods in Education and Psychological Measurement (3 credits)

PSGE 6702 Fundamentals of Educational and Psychological Measurement (3 credits)

PSGE 7210 Experimental Design (required) (3 credits)

PSGE 7211 Correlational Design and Analysis (required) (3 credits)

PSGE 7213 Application of Multivariate Techniques in Education and Psychology (required) (3 credits)

PSGE 7711 Psychometric Theory (required) (3 credits)

PSGE 7900 Proseminar (required) (0 credits)

Advanced Studies

Exceptional Developmental Differences (6 credits)

PSGE 6417 Developmental and Intellectual Disabilities (required) (3 credits)

PSGE 6418 Emotional Disorders of Childhood and Adolescence (required) (3 credits)
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)

Intervention (15 credits)
PSGE 7609 Advanced Personality Assessment (3 credits)
PSGE 7610 School Psychology Internship (2 credits)

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

Program Evaluation (3 credits)
PSGE 7502 Consultation Practicum in School Psychology (3 credits)
PSGE 7520 School Psychology Internship (2 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)

Comprehensive Assessment (0 credits)
PSGE 0810 Professional Practice in School Psychology Comprehensive Assessment (0 credits)

Cognate Areas of Studies (9 credits)
Study in a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling), designed in consultation with the student’s adviser, is required. The cognate is designed to provide advanced study in an area of student interest and need.

Doctoral students who received a master’s degree prior to admittance may be exempt from some of the practice-related coursework. Entering students meet with their faculty advisers to review prior relevant coursework and experiences and to identify possible exemptions. The student is responsible for following GSE exemption procedures. If the exemptions are approved, the student is waived from the specific Fordham course requirement and guided to appropriate advanced-level coursework to meet the requirement for completing at least 60 graduate-level credits at Fordham. 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.

Doctoral students who completed the PSGE 0810 Professional Practice in School Psychology Comprehensive Assessment as part of the Fordham PD program do not need to retake this comprehensive exam.

Doctoral students who completed the Fordham School Psychology Doctoral Program as certified school psychologists may be exempted from some of the practice-related coursework. Entering students meet with their faculty advisers to review prior relevant coursework and experiences and to identify possible exemptions. The student is responsible for following GSE exemption procedures. If the exemptions are approved, the student is exempt from the specific Fordham course requirement and guided to appropriate advanced-level coursework to meet the requirement for completing at least 60 graduate-level credits at Fordham. 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  Administration and Supervision
CLGE  Contemporary Learning
EDGE  Interdisciplinary Research
PSY  Psychology
UEGE  Urban Education

ASGE 5119 Fundamentals of Educational Administration (3 credits) (FUND OF EDUC SUPERVISION)

ASGE 6132 Organizational Behavior (3 credits) (ORG BEHAV)

ASGE 6227 Cases and Simulations in Administration (3 credits) (CAS SIMUL A & S)

ASGE 6322 School Finance (3 credits) (SCHOOL MGMT & FUND)

ASGE 6359 Administration of Post-Secondary Supervision (3 credits) (ADMR POST SEC ED)

The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the roles and responsibilities of leaders in post-secondary education, this course will consider how purpose, structure, function, budget, and operational processes change and may be modified to meet the changing needs of students and demands of post-secondary education in the 21st century.

ASGE 6381 Planning/Change (3 credits) (STRATEGIC PLNG/CHANGE)

The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K-12 environment.

ASGE 6362 Understanding and Managing Change (3 credits) (UNDSTN/DNG MNGE)

Students learn to scan the internal and external environments, identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo; to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371 Historical and Descriptive Research (3 credits) (HIST & DESCRIPT RESEARCH)

Techniques in the use of archival materials, primary sources, and secondary sources will be taught in the framework of educational policy research.

ASGE 6428 Administration of Higher Education (3 credits) (ADM HIGHER ED)

The course examines issues such as governance, leadership, strategic planning, and personnel policies and practices in the day-to-day administration and long-range planning of higher education institutions. The objectives are to familiarize the student with the unique and common roles and goals of community colleges, senior colleges, and universities in the United States.

ASGE 6461 Critical Issues in Administration and Supervision (3 credits) (CRITICAL ISSUES IN A & S)

Synthesizes research on emerging and emerging issues in administration and supervision, including retenment, special education, finance, and desegregation.
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 course 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. NONPUBL. 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 problem or issue.

ASGE 6541 Perspectives on Leadership (3 credits) (PERSPECTIVES ON LEADSHIP)

This course is designed to expose participants to various theories of leadership, to have them examine their own experiences 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 (4 credits) (STAT IN ASGE)

Covers statistical inference and prediction in research in educational leadership, administration, and policy. Emphasizes parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720 Program Evaluation and Research in Administration and Supervision (3 credits) (PROG EVL & RCH IN A & S)

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, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the priorities and decision-making processes that determine how 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 & ACCTVLY)

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—to thus hold 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 INST)

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 as one of the other 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 and their effect on restructuring 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 organization of organizational theory, including theories of Weber, Argys, McGregor, Etzioni, and others.

ASGE 7435 Strategic Thinking, Planning, and Implementation (3 credits) (STRAT THKG PNLG [IMPLMT])

Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wierm, Hamel and Prahalad, Kim and Mauborgne, and Richard Drifm. Using Nadler and Tushman’s model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7438 Interdisciplinary Foundations of Supervision (3 credits) (INTRDSCLPN FOUND OF SUPV)

This course emphasizes theories and concepts from anthropology, psychology, sociology, and communications, applicable to supervision.

ASGE 7439 Advanced Seminar for Nonpublic School Administrators (3 credits) (SUPV ADVANCED SEMINAR)

This course provides advanced study of administration in nonpublic schools; issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440 Seminar in Organizational Behavior (3 credits) (SEM IN ORG BEHAVIOR)

This course focuses on individuals and groups in the organization in both the micro and macro perspectives of their behavior. The perspectives, historical, social, psychological, and structural framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442 Loading Organizational Change (3 credits) (LOAD 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 critical thinking tools for crafting vision, mission, and strategic plans for change, as well as criteria for aligning the organization behind the vision.

ASGE 7444 Leading a Learning Organization (3 credits) (LEADING LEARN 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 recognizing and leveraging the divergent 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 these models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446 Seminar in Organizational Culture (3 credits) (ORG CULTU AND TUBE)

This course focuses on the nature of organizational culture: how it comes into being, how to change it, how to change to change a culture. Students discuss the development of norms, values, and behaviors in an environment, compared to national and world cultures. The purpose of the course is to shape a culture that will develop an advanced organizational culture.

ASGE 7448 Seminar in Ethics and Social Justice (3 credits) (SEM ETHICS & SOC JUST)

This course develops students' vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward the end of creating ethical organizational communities in which they are located.

ASGE 7450 Seminar in the Spirituality of Leadership (3 credits) (SPRIT OF LEADERSHIP)

This course focuses on the nature of spirituality, practices, and integration of community within organizations. The course will explore spirituality as it basically relates to education. The role of the leader, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7530 Clinical Practice in Administration and Supervision (3 credits) (CLNCL PRACTICE IN A & S)

This course provides students with applied field experiences designed to work out solutions to problems of practice. The purpose of the course is to have students apply the strategies learned in the field to their practice of leadership, administration, and supervision.

ASGE 7531 Advanced Qualitative Research (3 credits) (ADV QUALITATIVE RESEARCH)

This course offers students the opportunity to engage in field research that constructs the problem on initial research design, data collection, and analysis.

ASGE 7721 Research in Administration and Supervision (13 credits) (RESEARCH IN A & S I & II)

Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.

ASGE 7731 Research in Administration and Supervision (II) (3 credits) (RESEARCH IN A & S II)

Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8350 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 Education candidates. Focuses on the development of the dissertation proposal and research paper. Students will develop a research design and methodology for conducting a full-scale research project. Emphasis will be on the proposal and the process of developing an advanced dissertation proposal.

ASGE 8751 Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD (3 credits) (DISS SEM: ASGE — PHD)

Seminar for advanced Doctor of Philosophy candidates in the Doctor of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in completing an advanced dissertation proposal.

ASGE 9750 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 advisor. Registration requires approval of the professor directing the study, the division chair, and the associate dean for academic affairs.

Contemporary Learning

CLGE Courses

CLGE 0900 Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)

Enroll in this course to demonstrate satisfactory progress completing 2 to 15 credits towards permanent matriculation status.

CLGE 0999 Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)

Enrollment to document dissertation proposal is completed.

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

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 to examine pivotal 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 6142 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 to examine pivotal 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 6240 Global Perspectives on Language, Culture, and Equity (3 credits) (GBLPERS LANG CULT EQTY)
This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language. By exploring historical and contemporary social, political, and cultural forces, graduate students will create a more holistic understanding of language policies and practices in various linguistic communities. The multiple contexts where many languages interact and the impact of such interaction on language and literacy, social, cultural, and educational practices, and advocacy, 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 (3 credits) (MULTICULT COMPETENCIES)
Grounded in interdisciplinary theory, research, and practice, implications for effective learning, this course is designed to develop (a) foundational multicultural competences, particularly in understanding the consequences of emic resources and hidden biases, and (b) culturally relevant tools promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases; expand their conception of appropriate professional roles; and develop awareness, knowledge, and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, individual, and small-group modes of learning. The prerequisite course is CTED 1010 Sociopolitical Dimensions of Education.

CLGE 6340 Designing, Implementing, and Evaluating Studies and Programs (3 credits) (DESIGN IMPLEMENT EVAL)
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 exploring research designs through understanding and critiquing critical issues related to the implementation of research designs, including school systems, research studies across disciplines, interventions provided to students with different challenges (e.g., reading, behavior, language/space development), and practical implications of school observations, and critiquing and conducting research using different research designs.

CLGE 6380 Standardized and Alternate Assessments for Students at Risk or with Disabilities (3 credits) (STAND & ALT ASSESSMENTS)
This course will focus on practices and policies related to the use of standardized and alternate assessments for understanding and supporting student learning, instructional planning, and assessment. Assessment systems used with students with disabilities for progress monitoring, accountability, data-based decision-making at individual, school, and state levels will be explored. The course will further explore roles of teachers and other professionals, administrators, and policymakers in developing equitable and meaningful standardized and alternative assessment approaches for all students.

CLGE 6440 Learning Through Language (3 credits) (LEARNING THRU LANGUAGE)
It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading difficulty. Roughly 80 percent of children referred for special services require support in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes, and best practices for universal design.

CLGE 6440 Understanding Contemporary Literacies (3 credits) (UNDERSTAND CONTEMP LITERACY)
This course introduces various frameworks of literacy in the contemporary world, exploring print and traditional literacies, new literacies, digital literacies, multilingual literacies, critical literacy, language study (e.g., sociolinguistics, psycholinguistics), and multilingualism. This survey course introduces students to these areas of study and asks them to create definitions of literacy that will inform their own research in the field.

CLGE 6540 Development in Context (3 credits) (DEVELOPMENT IN CONTEXT)
This course will review current thinking in developmental psychology as reflected in prevailing theoretical and developmental theories of the child. Topics include: parent-child relationships during infancy, peer relations during middle childhood, habitat and social development; and transitions in cognitive performance development during childhood and adolescence. The emphasis will be on the ramifications of these questions for contemporary learning among child and adult learners.

CLGE 6545 Structural, Philosophical, and Psychological Examinations of Argument (3 credits) (PHIL PSY EXAM I)
This course explores the form and function of arguments in writing and discourse. The course will focus on (1) the nature and philosophy of science with special emphasis on scientific argument, (2) explicit and implicit argumentation, and (3) investigate theoretical and philosophical problems in argumentation. Disciplines, data learning occurs through both public (i.e., discourse) and private (i.e., cognition) forms of argumentation. This course examines robust forms of argument, and (5) examine the developmental psychology of reasoning skills across the K-Adult.

CLGE 6550 Motivation to Learn (3 credits) (MOTIVATION TO LEARN)
Have you ever wondered why some individuals, despite hard work, while others give up or do not try at all? Have you ever wondered what could be done to motivate individuals? This course will focus on addressing these types of questions by taking an in-depth look at achievement motivation from a psychological perspective. In particular, we will look at how individuals’ responses to questions such as “Can I do this task?” and “Why do I want to do this task?” shape their engagement and learning. We will address the classic theories through the theories of major theories of achievement motivation, including attribution theory, expectancy-value theory, social-cognitive theory, achievement-goal theory, and self-determination theory. As part of our discussion, we will also consider how achievement motivation develops, and what can be done to promote the development of active learners. The course will also address what role technology plays in impacting motivation to learn.

CLGE 6555 Becoming Leaders of a Contemporary Learning Society (3 credits) (BECOMING LEADERS CONTEMP LRN)
Students examine contemporary learning through the framework of learning generally attributed to reshaping education in the 21st century, (1) advances in science, information, and communication technologies, (2) altered global economics and workforce needs, and (3) changes in the instruction of higher education. This semester students grapple with the interdisciplinary relationships among these forces to develop a vision of learning that is responsive to the “new” world, where, when, why, and how education will happen and change. As leaders of educational change, students use interdisciplinary research and contemporary communication tools to develop the practical action steps of today that lead toward this vision.

CLGE 7150 Program Assessment and Evaluation I (3 credits) (PROGRAM ASSESSMENT I)
This course focuses on how to assess the effectiveness of educational service delivery systems. Students develop facility in methods to measure, assess, and analyze information, and design and conduct educational evaluation. Students will also learn how to conduct a metaevaluation. During this two-semester interdisciplinary experience, doctoral students will conduct a research study for a school district or that has identified a program that they would like evaluated. Working in interdisciplinary teams, students will clarify the purpose of the evaluation, review relevant materials and research related to the program, identify all of the relevant stakeholders, and develop a program evaluation plan to be submitted to the district. In the second semester, students will conduct the program evaluation (or a variety of measurement tools to collect data from all stakeholder groups). Both survey and interview data will be collected and analyzed. Each team will be responsible for presenting their findings and contributing to the final report submitted to the school.

CLGE 7152 Program Assessment and Evaluation II (3 credits) (PROGRAM ASSESSMENT II)
This course focuses on how to assess the effectiveness of educational service delivery systems, both in schools and in other human service settings. Students develop facility in methods to measure, assess, and analyze information, and design and conduct educational evaluation. Students will also learn how to conduct a metaevaluation. During this two-semester interdisciplinary experience, doctoral students will conduct a research study for a school district or that has identified a program that they would like evaluated. Working in interdisciplinary teams, students will clarify the purpose of the evaluation, review relevant materials and research related to the program, identify all of the relevant stakeholders, and develop a program evaluation plan to be submitted to the district. In the second semester, students will conduct the program evaluation (or a variety of measurement tools to collect data from all stakeholder groups). Both survey and interview data will be collected and analyzed. Each team will be responsible for presenting their findings and contributing to the final report submitted to the school.

CLGE 7157 Internship in Contemporary Learning and Interdisciplinary Research (3 credits) (INTERNSHIP CONTEMP LRN)
Offered as a guided tutorial course, students will engage in professional experiences in the schools or education-related agencies as interns. Students must receive a minimum of one hour of supervision for every eight hours of site work. Supervision may be provided by doctoral-level curriculum coordinators, program faculty, or agency personnel. Requires the written approval of chairperson, faculty supervisor, and agency director.

CLGE 7190 Advanced Seminar in Interdisciplinary Research (3 credits) (ADV SEM INTERDIS RES I)
This team-facilitated, two-semester seminar will challenge the skills and learning of research apprentices through the process of conducting interdisciplinary, ethographic, field, and empirical research studies. As part of this course, students will be exposed to diverse data collection tools and techniques for exploration of the uses of classroom/authentic artifacts, community building, concept development, verbal protocol analysis, and development as a learner/researcher.

CLGE 7192 Advanced Seminar in Interdisciplinary Research II (3 credits) (ADV SEM INTERDIS RES II)
This team-facilitated, two-semester seminar will challenge the skills and learning of research apprentices through the process of conducting interdisciplinary, ethographic, field, and empirical research studies. As part of this course, students will be exposed to diverse data collection tools and techniques for exploration of the uses of classroom/authentic artifacts, community building, concept development, verbal protocol analysis, and development as a learner/researcher.

CLGE 7220 Closing the Opportunity/ Achievement Gap (3 credits) (CLOSING OPP/ACHIEV GAP)
This course is designed for educators, leaders, and policymakers with the skills, knowledge, and dispositions to work with diverse youth populations. This course prepares students to equip students with an understanding and awareness of an array of cultural strengths and complexities required to work constructively, on a daily basis. This course examines how we can help youth develop within and despite the public policy, cultural, and educational environments in and out of schools. We look at the challenges that can be found in students, families, communities, and the larger culture, and we analyze how to tap into those strengths and build on the cultural strengths. The course also offers skills in structuring environments that can help an increasingly diverse student population have meaning, developmental, and relevant educational experiences.

CLGE 7240 Multilingual Literacies: Exploring Literacy in Multiple Languages and Cultures (3 credits) (EQUALLIT MULTICLASS)
This course provides theoretical and research foundations to the intersection of language and literacy with contemporary multilingual, educational, social, and geographical contexts. Graduate students will examine traditions about and alternative organizing conditions for a variety of critical lenses that emerge from the scholarship of sociolinguistic, sociocultural, and applied linguistics. We will explore the nature and impact of multilingual literacies in that is enacted in schools and other educational settings in different countries and socio-economic settings. Key implications for developing and implementing literacy pedagogy that is relevant to linguistic and cultural diversity and is instrumental in closing the achievement gap will be delineated.

CLGE 7260 Equitable Assessment in Multilingual and Multicultural Classrooms (3 credits) (EQUALLIT MULTICLASS)
This course provides theoretical and research foundations to equitable assessment in multilingual and multicultural classrooms. By exploring historical and contemporary scholarly traditions, graduate students will develop a trajectory of assessing emerging bilinguals’ language proficiency and content knowledge in multilingual and multicultural settings in other countries. Graduate students will critically examine the use of existing assessment systems for emergent bilinguals can be valid and reliable to accomplish two interrelated goals: (1) assessment of learning and (2) assessment for learning. Graduate students will consider implications of the research for challenging barriers to equitable assessment in multicultural classrooms, and for developing and implementing assessment practices that fully demonstrate emergent bilinguals’ linguistic proficiency and academic knowledge.

CLGE 7340 Contemporary Interventions for Struggling Readers and Writers (3 credits) (CONTEMP INTERVENTIONS)
This interdisciplinary course draws from the fields of educational psychology, learning disabilities, psychology, and neuroscience in examining reading and writing processes and best practices for promoting reading and writing success. The course uses the systematic documentation and analysis of the literacy behaviors and development of struggling readers and writers to adopt a research-teacher-researcher stance as they implement and evaluate instructional interventions to promote literacy development. This is intended as a core course in the special education, literacy, English, and as an elective in programs in other clusters. This course is designed to review the research literature on reading and writing disabilities through multiple lenses.
research on individual, family, community, a result, greater attention has been paid to human strengths, rather than deficits. As resilience has become popularized in social

CLGE 7570 Positive Trajectories: Resilience and Adaptive Functioning (3 credits) (POS TRAJ: RESIL & ADAPT)

human beings have an amazing capacity to adapt and adjust. Resilience is a personal, common known as resilience. The construct of resilience has become popularized in social sciences. The students document how they have on human strengths, rather than deficits. As a result, greater attention has been paid to those who do well “despite the odds,” and on the environmental contexts that support these adaptations. This course uses conceptual, empirical, and applied work on resilience to explore the development of school-age at-risk learners, challenges commonly faced in clinical practice. The course further explores the research on individual, family, community, and cultural qualities that facilitate optimal development among these learners. Drawing on a strengths-based model, emphasis will be placed on the compensatory and protective mechanisms/factors that support learning and assessment in a wide variety of contemporary learning contexts.

CLGE 8110 Dissertation Seminar: Contemporary Learning and Interdisciplinary Research (3 credits)

(DISSERTATION: CLARIN) Seminar for advanced doctoral candidates who have completed all coursework or for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111 Dissertation Seminar: Contemporary Learning and Interdisciplinary Research (3 credits)

(DISSERTATION: CLARIN) Seminar for advanced doctoral candidates who have completed all coursework or for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

Curriculum and Teaching

CTGE Courses

CTGE 0701 Master’s Comprehensive Exam/ Assessment (0 credits) (MASTERS COMP’s)

Part one of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0702 Master’s Comprehensive Exam/ Assessment (0 credits) (MASTERS COMP’s)

Part two of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0703 Internhip Portfolio (0 credits) (INTERN FELLOW PORTFOLIO)

Development and review of professional portfolio for elementary teacher candidates in the Internship Program.

CTGE 0704 Childhood Education Portfolio (0 credits) (CHILDHOOD PORTFOLIO)

Development and review of professional portfolio for childhood education teacher candidates in MST certification programs. Students must demonstrate that they have met childhood education program goals, as well as program goals of specific certification areas.

CTGE 0705 Early Childhood Education Portfolio (0 credits) (EARLY CHILDHOOD PORTFOLIO)

Development and review of professional portfolio for early childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met early childhood education program goals, as well as program goals of specific certification areas.

CTGE 0709 Adolescence Education Portfolio (0 credits) (ADOLESCENCE PORTFOLIO)

Development and review of professional portfolio for adolescence education teacher candidates in MST certification programs. Candidates must demonstrate that they have met adolescence education program goals, as well as program goals of specific certification areas.

CTGE 0710 Portfolio for Literacy Education (0 credits) (RDD & LITERACY PORTFOLIO)

Development and review of professional portfolio for candidates in the Language and literacy education programs, Birth-Grade 6; Grades 5-10.

CTGE 0712 Portfolio for TESOL (0 credits) (TESOL PORTFOLIO)

CTGE 0715 Young Readers Portfolio (0 credits) (YOUNG READERS PORTFOLIO)

Development and review of professional portfolio for childhood special education teacher candidates in the MSED program.

CTGE 0900 Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUSES)

During the semester the student demonstrates satisfactory progress (completing 12 to 15 credits), which leads to permanent matriculation status.

CTGE 0901 Doctoral Comprehensive Exam/ Assessment (0 credits) (DOCTORAL COMP’s)

Part one of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0902 Doctoral Comprehensive Exam/ Assessment (0 credits) (DOCTORAL COMP’s)

Part two of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0909 Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)

During the semester the dissertation proposal is reviewed and accepted.

CTGE 0906 Integrating Technology into Elementary Education (1 credit) (INTEG TECH ELEM ED)

This course assumes introductory knowledge, skills, and understanding of concepts related to technology, including the ability to access, generate, manipulate, interpret information using appropriate technologies, as well as familiarity with various software programs. This course will assist students in planning, designing, implementing, and assessing learning environments and experiences supported by technology. Students will review this course and complete eight hours of fieldwork focused on students with disabilities. Prerequisite: For all special education courses.

CTGE 5066 Teaching Social Studies to Child (3 credits) (TCMSS S.T TO CHILDREN)

This basic course in social studies education provides a foundational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5153 Teaching the Gifted and Talented (3 credits) (TEACHING THE GIFTED)

Characteristics and problems of gifted students, and ways of meeting their intellectual needs. Emphasis will be placed on innovations, appropriate materials, and activities.

CTGE 5164 Including Exceptional Students (3 credits) (INCLUDING EXCEPT STUDENTS)

This course will introduce concepts, skills, and assistive technologies that enable teachers to work effectively with exceptional learners in regular classes. Emphasis will be on understanding the role of diversity in education, we will learn about students with the full range of disabilities and special health care needs, along with the kinds of provisions often made for them in an Individualized Education Program (IEP). The course focuses on three interconnected strands: the effect of disabilities on learning and behavior, skills to identify the specific needs of students; the need in order to individualize instruction, and collaboration with others to prepare students for higher education. Students are encouraged to complete a minimum of three semesters ofFull, Present, Future, (3 credits)

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

This course will examine the roles, policies, practices, and perspectives of special education over time in the United States and other countries. Analyze characteristics and instructional needs of students with a range of disabilities and implications for the legal and professional responsibilities of classroom teachers. Study audit in-depth and apply learning to practical situations. Focus on student access to the general education curriculum through collaboration with other professionals, universal design for learning, accommodating individual differences in learning contexts. This course will provide an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will learn the skills in administering formal and informal assessments, implementing culturally unwashed instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159 Assessment of All Children with Disabilities (3 credits) (ASSESS ALL CHILD W/DISAB)

This course provides an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will learn the skills in administering formal and informal assessments, implementing culturally unwashed instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5160 Instrumental Modifications for Adolescents in Inclusive Classrooms (3 credits) (INSTR MOD FOR ADOL INCL CLS)

This course will prepare teachers of adolescents to include students with disabilities and special health care needs who are in their regular content-area classes. Primary focus will be on developing and individualized instruction and designing assessments to accommodate these students. In addition, the course will consider the underlying reason for improving reading comprehension of content-area text and for collaborating with others to identify classroom accommodations for students with disabilities and special needs to their highest level of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161 Differentiating Instruction for All Students (3 credits) (DIFF INSTR ALL STUDENTS)

This course focuses on development of curricular and use of evidenced-based practices (EBP) for instructing students with disabilities including both remediation and enrichment that are provided in a variety of educational settings. This course enables teachers to effectively respond to students with different needs and abilities, students of different racial, ethnic, religious, and socioeconomic status, and those who demonstrate different learning styles. The course focuses on reading and math instruction using the principles of Universal Design for Learning to ensure that all students progress toward mastery of the New York State Common Core Learning Standards (CCCLS). This process considers the materials, presentation style, organization of classroom instruction, and the use of technology in differentiating curricular and instructional teaching styles. The course focuses on the development of collaborative relationships, and the use of technology in differentiating curricular and instructional teaching styles. The course teaches students how to build collaborative skills needed to work with colleagues, parents, psychologists, social workers, paraprofessionals, administrators, and community agencies, and professionals in the field.

CTGE 5165 Consultation and Co-Teaching in Collaborative Classrooms (3 credits) (CONSULT COLLAB CLASRM)

This course focuses on consultation and co-teaching relationships and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitating roles and responsibilities in key school structures, such as IEP meetings, pre-referral intervention assistance teams, RTI teams, parent-teacher conferences, collaborative or co-teaching. Learn how to use positive behavior intervention and
supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diverse learners can thrive. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5916: Behavior Interventions and Effective Classroom Management (1 credit) (BEN INTERV & CLASS MNGMT)

This course will prepare teachers in special education to design and implement effective instructional environments and strategies for students with diverse needs. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5750: Assessment of All Learners with Disabilities (3 credits) (ASSESS LRNHS W/DISABIL)

Exams assessments used to determine eligibility for special education and responsiveness to instruction, including norm-referenced, criterion-referenced, and standardized assessment tasks, and curriculum-based assessment. Theories and applications specifically for evaluating students’ literacy skills, mathematics skills, behavior, and intelligence will be addressed. The seminar project in which multiple assessment methods are used to evaluate a student on a project basis with special needs in the language or communication domain, and make recommendations for services and instruction. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5755: Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits) (ELA/SOC STUD INCLU ADOL CLRMS)

Learn strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for English language arts and social studies courses. Practice evidence-based teaching methods focused on remediation and acceleration to increase the accessibility and achievement of diverse learners in the general education curriculum. Plan for a diverse learning community, considering learning processes, motivation, communication, and classroom management. 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 Student Teaching Seminar: Issues in Reflective Practice (0-3 credits) (STUDENT TEACH SEM)

The continuing enrichment seminar and series of student-teaching placements focus on issues in schooling practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full responsibility for ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety 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 5201 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 teaching experiences across a variety of settings and grade levels appropriate to their area of study.

CTGE 5212 Teaching the Arts in Childhood Education (1 credit) (THEART/THRTE & PRAC-CHILD EDU)

Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing art, drama, music, and the visual arts, as well as the integration of the arts into interdisciplinary projects.

CTGE 5213 Practicum for In-Service Teachers (1 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 teaching experiences across a variety of settings and grade levels appropriate to their area of study.

CTGE 5220 Field Experience Seminar: Issues in Reflective Practice (0-3 credits) (FLED EXPER RFL PRACI)

The continuing enrichment seminar and series of field placements focus on issues in schooling practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences. The seminar also provides a structure for organizing workshops in the prevention of child abuse, drug and alcohol abuse, 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 5221 Teaching Mathematics to Children (3 credits) (TCNHS MATH TO CHILDREN)

This course is in mathematics education and provides a conceptual and foundational framework for reflective, pre-service teachers, highlighting the relevance of classroom teaching and practice as these influence teacher decision-making for enhancing student learning in mathematics.

CTGE 5230 Framework for Education for All Young Children (3 credits) (FRAMEWORK ED YOUNG CHILD)

This continuing education seminar and series of student-teaching placements focus on issues in early childhood settings. Student-teaching experiences progress from guided practice with small and whole groups of students to full responsibility for ongoing responsibilities for curriculum and instruction. Emphasis is placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided for: (1) an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5245 Children’s Literature in a Multicultural Society (3 credits) (CHILD LIT MULTCULT CLSRM)

Issues of equity and justice are explored through literature. Adult and children’s literature are used to examine the concept of cultural pluralism, and to explore a variety of uses and uses of literature in the early childhood and childhood language arts program.

CTGE 5247 Teaching Linguistically and Culturally Diverse Children (3 credits) (TCH LING CULT DIV CHIR)

The seminar is intended as a vehicle for critical reflection through which theory and practice can be integrated with practical experiences. The seminar also provides a structure for organizing workshops in the prevention of child abuse, drug and alcohol abuse, 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 5247 Teaching Linguistically and Culturally Diverse Children (3 credits) (TCH LING CULT DIV CHIR)

This course familiarizes students with a variety of materials and methods for teaching biology in the secondary schools. The development and assessment of the goals and content of a secondary biology course is emphasized using a students’-centered and teacher-focused approach. Critical analysis of the theories and practices of teaching, and the implications for the future. Critical analysis of the theories and practices of teaching, and the implications for the future. Critical analysis of the theories and practices of teaching, and the implications for the future. Critical analysis of the theories and practices of teaching, and the implications for the future.

CTGE 5250 Contemporary Social Studies Education (3 credits) (CONTEMP SOC ST ED)

This course familiarizes students with the play in the classroom, and engage with the core concepts in the social studies. The course will examine trends, issues, and implications for the future of the social studies. Critical analysis of the theories and practices of teaching, and the implications for the future. Critical analysis of the theories and practices of teaching, and the implications for the future.

CTGE 5260 Teaching Social Studies to Adolescents (3 credits) (TCHSOC STUDIES TO ADOL)

This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on teaching skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology.

CTGE 5270 Teaching Biology to Adolescents (3 credits) (TCHBIOLOGY TO ADOL)

This course familiarizes students with a variety of materials and methods for teaching biology in the secondary schools. The development and assessment of the goals and content of a secondary biology course is emphasized using a students’-centered and teacher-focused approach. Critical analysis of the theories and practices of teaching, and the implications for the future. Critical analysis of the theories and practices of teaching, and the implications for the future.
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) (tCHM SCIENCE CDU)

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 Diverse Students (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 cultures. The goals and objectives of the 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 skills.

CTGE 5281  Teaching and Assessing Chemistry: Adolescents (3 credits) (tCHG ASSESS CHEM: ADOL)

This course examines 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 cultures.

CTGE 5282  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. The course is taught during the students’ teaching experience.

CTGE 5290  Teaching Physics to Adolescents (3 credits) (tCHG PHYSICS TO ADOL)

This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of physics 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 5295  Teaching and Assessing Innovative 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 for teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear programming, 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 develop conceptual understandings. Problem solving and modeling will be woven into each content area to further develop and examine mathematical practices.

CTGE 5297  Teaching and Assessing Mathematics: Adolescents (3 credits) (tCHG ASSESS MATH: ADOL)

This course is designed for pre-service and in-service teachers to develop their knowledge and understanding of content using a variety of teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. This course will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5299  Teaching and Learning: Foundational Topics and Math (3 credits) (TCH MATH: FOUND TOPICS)

This course is designed for pre-service and in-service teachers to develop 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 5300  Student Teaching: Adolescents (Research and Reflective Practice) (3 credits) (CUR/ED EDUC)

This course focuses on assessing a professional stance in regard to the development of the student teacher’s classroom, together on their clinical placements. The course is designed to a three to five days/week internship that includes college-supervised student-teaching experience.

CTGE 5355  Curriculum Theories and Development (3 credits) (CURR THEM: MGMT)

This course covers the objectives, theories, and practices of instructional approaches to improve student learning. Emphasis is on creating an integrated curriculum wherein the experiences, capacities, interests, and linguistic and cultural needs of adolescents as learners are addressed. The course will examine language acquisition and development, as well as the impact on the teaching and learning of progress of English language learners.

CTGE 5401  Teaching and Learning with Diverse Adolescents: Development and Community (3 credits) (TCHG ASSESS PHYSICS: ADOL)

This course is for students who have previously taken numerous “content” courses. It is expected that students in this course have previously taken numerous “content” courses. In this course, content related to secondary mathematics education will be examined in depth.

CTGE 5402  Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (TCH LNG 2: ASSESS/PLAN)

This course is about learning activities related to secondary mathematics education. It will focus on assessment and planning. The course is designed to a three to five days/week internship that includes college-supervised student-teaching experience.

CTGE 5408  Planning Instruction for Young Children with Disabilities (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will focus on planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5420  Planning Instruction for Young Children with Disabilities (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5421  Planning Instruction for Young Children (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5422  Assessment of Young Children (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5423  Assessment of Young Children (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5424  Planning Instruction for Young Children with Disabilities (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.

CTGE 5425  Planning Instruction for Young Children with Disabilities (3 credits) (tCHG YC: DISAB)

This course is about planning for children with disabilities. It will include: CTGE 5402 and CTGE 5403.
covers cognitive dimensions—perception and memory, reading comprehension, and writing processes—as well as their integration into instruction, and includes strategies for fostering reading, critical thinking, and judgment in adolescent readers.

CTGE 5547 Multicultural Society (3 credits) (ADOLESCENT)

This course will focus on ways ‘with words’ and how to best promote language usage and literacy development in multicultural settings. It will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5554 Beginning Reading and Writing in Elementary Classrooms (3 credits) (COMM RESOURCES IN SCI ED)

This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Students are placed in schools to work with a mentor teacher and with classroom teachers. The course offers opportunities for exploration of strategies for assessing and improving reading comprehension and writing fluency, building academic language, and for motivating adolescents to read and write.

CTGE 5558 Literacy Across the Curriculum in Inclusive Classrooms (3 credits) (UIT ACROSS CURRIC: INCLUS)

For this course, it is helpful to have an in-depth study of strategies for comprehension and creating text. Selection of appropriate curriculum is a comprehensive literature-based interdisciplinary theme unit; and an assistance that teachers or teacher candidates will take to evaluate, reflect, and upon this curriculum in their role as teacher- learners. Topics include background knowledge, questions, and responses; reader response theory; cognitive and metacognitive strategies, interconnections between reading and text structure in reading and text test in writing; study test and research strategies, and a multiplicity of print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5594 Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics (3 credits) (ASSESS DEV RDG WRTG)

In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and middle school settings. Students explore strategies for assessing and improving reading comprehension and writing fluency, developing strategies for targeting intermediate-grade students to read and write, and discovering the range of instructional materials and resources that can be used in educational settings. The course also provides preparation for the national certification test in literacy for non-certificated teachers.

CTGE 5550 Multicultural Literacy in Adolescent English Language Arts (3 credits) (TCHG ASSESS ENG LANG ARTS)

This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—harnessing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5558 Reflective Practice and Field Experience I in Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPER I)

This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is structured around interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from guided practice with small and whole groups of students to observation to guided practice with whole and small groups of students.

CTGE 5552 Reflective Practice and Field Experience II in Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPER II)

This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is structured around interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from guided practice with small and whole groups of students to observation to guided practice with whole and small groups of students.

CTGE 5553 Reflective Practice and Student Teaching I in Inclusive Childhood Classroom (3 credits) (REFL PRAC ST TCH I)

This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class is structured around interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from guided practice with small and whole groups of students to observation to guided practice with whole and small groups of students.

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

Principles of curriculum construction applied to development of science sequences for children. Students learn to plan, do, and assist teachers to understand and present basic concepts of science, and to utilize the environment as a resource for science instruction. Students will develop and deliver lessons on the topic of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to the science laboratory, and a park. The seminar will study the nature of science, the nature of the child, and the nature of science education.

CTGE 5790 Introduction to Historical Thinking (3 credits)

In this content-centered course, teacher candidates learn a broad range of strategies that allow students to think historically. 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 the expectations of the course. Candidates will present critique student-centered activities.

CTGE 5591 Social Studies Curriculum (3 credits) (SOC ST CURRIC)

This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—harnessing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5588 Integrated Instruction in Adolescent English Language Arts (3 credits) (TCHG ASSESS ENG LANG ARTS)

This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5640 Second Language Acquisition (3 credits) (SEC LANG ACQ)

This course covers second-language acquisition processes with emphasis on teaching and learning. Areas addressed 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 5841 Principles of Bilingual Education (3 credits) (PRINC BILINGUAL EDUC)

Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in L2 learners.

CTGE 5842 Second Language Acquisition and Assessment (3 credits) (SEC LANG ACQ ASSESS)

Overview of the nature of second-language acquisition processes with emphasis on teaching and learning. Areas addressed 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 5844 Development of Communication Skills with English Language Learners (3 credits) (DEV COMM SKILLS ELL)

Practical approaches to development of language in the classroom. Materials included are sociolinguistic and English language techniques, curriculum planning, and assessment procedures.

CTGE 5845 Integrating English Language Arts Across the Content Areas in the ESL Classroom (3 credits) (INTEG ENG LANG ARTS IN ESL)

This course provides an overview of the English language arts academic learning standards for students of various ages, experiences, materials, and evaluation strategies. It includes strategies to integrate ESL standards in social studies, science, and mathematics.

CTGE 5846 Teaching English Literacy to Culturally and Linguistically Diverse Students (3 credits) (TEACH ENG LIT CULT & DIVERSE)

This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5847 Practicum in Teaching English as a Second Language (3 credits) (PRACTicum: TESOL)

Supervised teaching practice of a minimum of 180 hours in ESL classrooms. Biweekly seminars.

CTGE 5848 Student Teaching: TESOL (3 credits) (STUDENT TCHG: TESOL)

One semester of supervised student teaching in English as a second language in an accredited elementary, junior, or high school program or within a multicultural classroom setting. Seminar in effective teaching practices.

CTGE 5849 Observing and Documenting Children’s Learning: Reflective and Effective Teaching as a Second Language Practice (3 credits) (OBSERV ASSES DOCU: ESL)

This course will introduce major child development and learning theories, and different assessment tools for observing and documenting the development and learning of English language learners. Implications
for programming and instruction for English language learners will be discussed.

CTGE 5585 Observing and Documenting Children’s Learning: Reflective and Effective (3 credits) (THEORY PRAC CURR TCHG)

This course will introduce major child development theories and principles, and different assessment tools for observing and documenting child development and learning. Students will also learn about the role of instruction and reflection for young children will be discussed.

CTGE 5581 Bilingual Curriculum Materials Workshops (3 credits) (BIL CUR MATL—CONTNT 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: INCLUSION)

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 for reading and writing for 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 supervisors is required.

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

This course focuses on the specific needs of English 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 TCHG ADULTS)

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

CTGE 5591 Program Development and Evaluation (3 credits) (PDM DEV/EVAL CONTIN ED)

This course is designed to provide an understanding of the processes involved in assessing 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) (FOUNATIONS ADULT ED)

This course explores the historical, philosophical, and social foundations of some of the 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 personal and professional development.

There are four major emphases in the course: personal computer skill development, effective use of software and hardware management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5596 Instructional Practices for Writing Across the Curriculum (3 credits) (WRTT-K-6 CURR)

This course will provide teachers of literacy the opportunity to learn, write, and reflect on instructional strategies that may be used to develop students’ writing abilities across the curriculum. These instructional strategies will be appropriate for teaching social studies, science, or other content areas, and related activities in the curriculum, as well as considering the issues that technological and distance education bring to education.

CTGE 5604 Adult Development and Adult Learning Theory (3 credits) (ADULT DEV & LRGN THEORY)

Provides an understanding of theories and principles of 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 5605 Foundation of Adult Education (3 credits) (FOUNATIONS ADULT ED)

The focus of this course is on the educational philosophy, history, and social foundations of some of the strategies associated with funding adult education and human resource development programs.

CTGE 5606 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 5607 Developing Emerging Literacy (3 credits) (DEVEL EMERGING LITERACY)

This course is designed to provide students with an understanding of children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings 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. Classroom organization as a vehicle for literacy development, as well as family literacy, is also addressed.

CTGE 5608 Beginning Literacy Development in Inclusive Classrooms (3 credits) (BEG LIT DEV CLASS)

The course is designed to help educators understand and develop instructional strategies for young children in transition from spoken to written language, the development of phonemic awareness and letter identification, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and for the construction of meaning. The course will provide guidelines for instructional programs for young children with learning differences.

CTGE 5609 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INV Q LIT ADOL)

This course explores how inquiry and literacy can be used as a vehicle to support the critical examination of various issues and topics with adult students.

CTGE 5610 Assessment and Development of Literacy Processes: Birth–Grade 6 (3 credits) (LIT PROC B–6)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing processes 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 learning environments and proficienties. Includes 25 hours of supervised practicum experience and 10-15 hours in the classroom. Only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 5610 satisfies requirements for Gateway assignments, explained in the program handbook.

CTGE 5611 Philosophy and Critique of Research in Adolescents’ Literacies (3 credits) (PHIL CRT RCHS CURR)

Examination of the principles for the design of research in adolescents’ literacies. Students will be trained to subject educational research to intensive analysis, defining all possible sources of bias and errors.

CTGE 5612 Research in the Teaching Process (3 credits) (RES IN THE TCHG PROCESS)

Students develop an understanding of processes involved in conducting classroom research through designing and implementing collaborative or individual classroom research projects. Issues include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning. Findings are reported through workshops and papers.

CTGE 5613 Research and Practice for Struggling Readers and Writers: Grades 5–12, Practicum II (3 credits) (READ WRIT 5–12)

This course is designed to support the development of the skills required to engage in Science/Technology/Math/Engineering (STEM) education from the perspective of both teacher and learner. Course participants will co-construct cyber-mediated discourse communities designed to contribute to the resources available for STEM educators.

CTGE 5614 Development Digital Literacies (1 credit) (DEV DIGITAL LITERACIES)

This course is designed to enhance participants’ understanding of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 5615 Cyber Communities for STEM (1 credit) (CYBER COMM STEM)

This course is designed to support the development of the habits of mind required to engage in Science/Technology/Math/Engineering (STEM) education from the perspective of both teacher and learner. Course participants will co-construct cyber-mediated discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6016 Research and Practice for Struggling Readers and Writers: Grades 5–12, Practicum II (3 credits) (READ WRIT 5–12)

This course is designed to support the development of the skills required to engage in Science/Technology/Math/Engineering (STEM) education from the perspective of both teacher and learner. Course participants will co-construct cyber-mediated discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6006 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INV Q LIT ADOL)

This course explores how inquiry and literacy can be used as a vehicle to support the critical examination of various issues and topics with adult students.

CTGE 6010 Critical Literacy, Inquiry, and Literacies for Adults (3 credits) (LIT INV Q LIT ADOL)

This course explores how inquiry and literacy can be used as a vehicle to support the critical examination of various issues and topics with adult students.

CTGE 6012 Assessment and Development of Literacy Processes: Birth–Grade 6, Practicum I (3 credits) (LIT PROC B–6)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing processes 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 learning environments and proficienties. Includes 25 hours of supervised practicum experience and 10-15 hours in the classroom. Only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 5610 satisfies requirements for Gateway assignments, explained in the program handbook.

CTGE 6016 Research and Practice for Struggling Readers and Writers: Grades 5–12, Practicum II (3 credits) (READ WRIT 5–12)

This course is designed to support the development of the skills required to engage in Science/Technology/Math/Engineering (STEM) education from the perspective of both teacher and learner. Course participants will co-construct cyber-mediated discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6031 Literacies, Discourse, and Digital Literacy (3 credits) (LIT DISC DgtL LRDY)

This course is designed to support the development of the skills required to engage in Science/Technology/Math/Engineering (STEM) education from the perspective of both teacher and learner. Course participants will co-construct cyber-mediated discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6032 Application of Computers to Special Education (3 credits) (APPL OF CMPTR IN SPEC ED)

Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with disabilities. An overview of software and other hardware impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6035 Emerging Issues in Technology (3 credits) (APPL OF CMPTR IN TECH)

This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the
educational transformations sometimes facilitated by electronic technology use and adoption. Using beyond learning particular techniques for reading and writing as they emerge into the curriculum, this course takes a wider interdisciplinary view of the transformative potential of new technologies in education.

CTGE 6300 Curriculum Evaluation (3 credits) (CURRICULUM EVALUATION)
Examination of evaluation strategies, techniques, and applications in the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6526 Perspectives on Standardized Language and Literacy Assessment: Policy and Practice (3 credits) (PERSPECT SRT LIT ASSESS)
This course focuses on issues, principles, and current practices in literacy assessment, examination of available measures, and evaluation procedures of norm-referenced language and literacy assessment, relationship of standardized assessment to instruction, examination of strengths and weaknesses of such instruments, and implications for professional practice.

CTGE 6400 Language for School Learning Implications for Reading and Writing Programs (3 credits) (LNG SCH LNR: RD/WRT PGRMS)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improved instruction and learning for the students at all levels of education.

CTGE 6401 Teaching the Structure of the English Language (3 credits) (TCHR STRUC ENG)
An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills. Attention will be given to other languages. Particular emphasis will be placed on the development of related teaching and learning strategies.

CTGE 6405 Teaching and Assessing Composition Adolescents (3 credits) (TCHR & ASSESS COMP ADOL)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered include the theories of writing and writing instruction, assessment of writing and instructional practices in the teaching of composition.

CTGE 6410 Teaching and Assessing Reading and Literacy Adolescents (3 credits) (TCHR & ASSESS READ LTR)
In this course, students will examine ways of assessing, organizing, and implementing curriculum and instruction that foster reading development and literacy understanding for a range of adolescents. The course provides opportunities to explore strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescent readers to read a wide range of literatures, and to plan instruction for reading and the study of language in literature and other literacies, and to promote learning for all students.

CTGE 6415 Special Topics in English Education (1 credit) (SPEC TOPICS ENGLISH ED)
This one-credit course focuses on a special topic related to the teaching and learning of English language arts.

CTGE 6499 Communications Media and Education (3 credits) (COMMUNICATNS 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 DMT LITERACY)
The course focuses on the literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written languages, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretation). Addresses computing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501 Sociocultural and Developmental Dimensions of Literacy (3 credits) (SOCIO/ DEVIM DMT LITERACY)
Focuses on the sociocultural dimension of literacy (group uses of literacy, literacy as a tool for knowledge and power, the developmental dimensions: patterns of learning literacy, role of learner, adult, and environment) and their interrelationships.

CTGE 6532 Developing Literacy in Intermediate Grades (3 credits) (DEV LIT INTERM GRADES)
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 9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and develop methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 6551 Reflective Seminar in Literacy Education (3 credits) (REFI SEM LITERACY ED)
A culminating experience in the language and literacy program, students engage in weekly seminar sessions on reflecting on personal and professional philosophies and priorities. Students will explore approaches to evaluating, organizing, and enhancing literacy programs. Teaching strategies and program planning will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6568 Seminar in Special Education: Human Relations and Collaboration (3 credits) (SEM: SPEC ED HR/COLLAB)
Focus on current issues affecting special education practice. Examination of rights of students and parents; working with students from diverse backgrounds; and the various settings for providing instruction for students with physical, cognitive, or emotional disabilities. Application of this information in analyzing our own recent experiences in schools. Additional focus on interrelationships of staff, parents, and students.

CTGE 6593 Administration and Supervision of Literacy and Language Programs (3 credits) (ADMIN & SUPV: RDG/LANG PDG)
The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on the instructional process of improving instruction.

CTGE 6609 Library Literacy Institute (3 credits) (LITERACY INSTITUTE)
This course covers important and emerging topics in library education: theory, 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 as tools for teachers (not as replacements, not as babysitters). The most effective tools build cognitively compelling theories into their tools. That build cognitively theory are said to represent cognitive theories. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with multimedia as a tool to interact with a direct-manipulation style of interaction.

CTGE 6781 Instructing Bilingual Special Education Students (3 credits) (INSTRUCT BILINGUAL ED)
This course provides an overview of multiple perspectives in the bilingual/bilingual English proficient student with regard to theories of learning and their implications for developing English language as evidence of learning. Particular emphasis will be placed on developing skills in qualitative research design, data collection, analysis, and report writing.

CTGE 7196 Research Policy in Early Childhood Education (3 credits) (RESEARCH POL ED)
Critical analysis of current research in early childhood education that affects program planning for all young children. Examination of the impact on research on legislative changes and lobbying efforts. Understanding of advocacy efforts for all young children.

CTGE 7220 The Dynamics and Dimensions of Teaching (3 credits) (DYNAMICS & DIMEN OF TCHG)
The course will explore, define, and test knowledge and skills relevant to the performance of teaching, approaching to teaching, and results of research on teaching. Students will examine their own teaching practices related to their philosophical/belief systems.

CTGE 7256 Problems and Issues in Early Childhood Education (3 credits) (FKRM 154: FLY/CHLD 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) (RESEARCH SEMINAR: LL)
Contemporary research and innovations are studied; identification of crucial problems on which further research is needed; various avenues of research are explored.

CTGE 7460 Advanced Seminar in Special Education (3 credits) (ADV PRACTICUM: SPEC EDUC)
Practicum course designed for students designed to prepare for supervisory roles and for curriculum development specialists, emphasizing the role of the reading specialist or educational diagnostician.

CTGE 7570 Advanced Study on Problems and Issues in Special Education (3 credits) (ADV STY: PLS/YC SP ED)
This course focuses on problems and issues in special education related to the development of children with special needs. The course includes discussion of young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be on communication and language disorders and on literacy development of children with disabilities.

CTGE 7571 Research Issues and Policy Trends in Special Education (3 credits) (RES ISS/POL TRN: SP ED)
An examination of major issues in special education and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7574 Research as Psycholinguistic Processes (3 credits) (RDG/WRT AS PSYCHLNG)
The course focuses on the research on reading and writing processes as these influence and result from cognitive activities. Implications of these research on reading and writing as activities for increasing learning.

CTGE 7574 Language Development (3 credits) (LANGUAGE & COGNITION)
This course focuses on the process of language development, language learning, and language acquisition, particularly as it pertains to the development of language, learning, and literacy, and language acquisition, particularly as it pertains to the development of language and reading.

CTGE 7575 Language and Cognition (3 credits) (LANGUAGE AND COGNITION)
An examination of the relationship between language and cognitive development and related to curricular and instructional planning. Students will investigate seminal and recent studies from linguistics, philosophy, and psychology as these relate to the problems of curricular and instructional development to improve students’ critical thinking and use of higher-level cognitive skills.

CTGE 7576 Sociolinguistics: Language and Reading Analysis (3 credits) (SOCIOLOGICAL ANALYS)
An introduction to theories of linguistic analysis as they provide insight into psycholinguistic and sociolinguistic processes affecting reading. This course includes directions for research and implications for instructional improvements.

CTGE 7580 Advanced Practicum in Special Education (3 credits) (ADV PRACTICUM: SPEC EDUC)
Practicum course designed for students designed to prepare for supervisory roles and for curriculum development specialists, emphasizing the role of the reading specialist or educational diagnostician.

CTGE 7570 Advanced Study on Problems and Issues in Special Education (3 credits) (ADV STY: PLS/YC SP ED)
This course focuses on problems and issues in special education related to the development of children with special needs. The course includes discussion of young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be on communication and language disorders and on literacy development of children with disabilities.

CTGE 7571 Research Issues and Policy Trends in Special Education (3 credits) (RES ISS/POL TRN: SP ED)
An examination of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.
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 and schools as a basis for their own field-based research.

CTGE 7791 Evaluation and Testing in Literacy (3 credits) (EVAL TEST LITERACY)

Analysis and evaluation of current tests 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 Teachers’ Leadership, Supervision, and Professional Development (3 credits) (TCHR LDRSHIP & 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 7596 The Cognitive Bases of Language and Literacy (3 credits) (COS 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, metacognition, and schema building, as well as the study of recent language- and literacy-based neurological methods. The course includes perspectives for curriculum and teaching, and possible links to the development of students’ research agendas.

CTGE 7597 Tools for Inquiry in Language and Literacy (3 credits) (TOOLS FOR INQUIRY)
"By ‘tools for inquiry’ we mean both the research designs and data collection instruments used in language and literacy research. We will explore a range of tools used across the continuum of qualitative, mixed-method, and quantitative research, including coding of language samples, as well as teacher-made and norm-referenced and criterion-referenced measures.

CTGE 7764a Ethnography of Educational Settings (3 credits) (ETHNO ED SETTINGS)
The cultures of educational settings are studied from participants’ perspectives to understand the effect of these interactions on learning. Published studies and procedures for designing and implementing ethnographically collected data are the focus of the course. Sites include schools, museums, libraries, playgrounds, and homes.

CTGE 7784b Second Language Proficiency (3 credits) (2ND LANG PROFICIENCY/LENG)
Survey of research on how students from diverse backgrounds acquire a second language, psycholinguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of instructor or instructor required.

CTGE 7810a Advanced Research in Curriculum and Teaching (3 credits) (ADV RESEARCH CURR & TCHRCH)
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 8110b Dissertation Seminar in Language, Literacy, and Learning (3 to 6 credits) (DISSERT SEMINAR: LLL)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502 Directed Research in Curriculum and Teaching (3 credits) (DIRECTED RES: CURR & TCHRCH)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirement.

CTGE 9000 Special Topics in Curriculum and Teaching (3 credits) (SPEC TOPICS C & T)
Special topics in curriculum and teaching. (Permission of course instructor required.)

EDGE 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 student’s advisor. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean for academic affairs.

EDGE Interdisciplinary Courses

EDGE 0202 Child Abuse Identification and Reporting Workshop (3 credits) (CHILD ABUSE IDENTIFICATION TRN)
EDGE 0202 Drugg, Alcohol, and Tobacco Training (3 credits) (DRUG/ALCOHOL ABUSE INSTR TRN)
EDGE 0230 Schools Against Violence Education Workshop (4 credits) (SCH VIOLENCE PVRT TRN)
EDGE 0250 Health and Physical Education Training (3 credits) (HEALTH & P.E. INSTR TRN)
EDGE 0666 Maintenance of Matriculation (3 credits) (MAINTENANCE OF MATRICULATION)
EDGE 0990 Dissertation Oral Defense (0 credits) (DISSERTATION ORAL DEFENSE)
EDGE 0999 Dissertation Format Review (0 credits) (DISSERTATION FORMAT REVIEW)
EDGE 0900 Issues and Trends in American Education (3 credits) (ISSUE/TRND IN AMER EDU)
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 0601 Race and Multicultural Education in American Society (3 credits) (RACE & MULTICULT EDU)
Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social, and political mobility of selected ethnic groups.

EDGE 0615 Instructional Design (3 credits) (INSTRUCTIONAL DESIGN)
This course explores instructional skills in determining customer learning needs by conducting needs analyses and following a five-step instructional design model described: specifying performance and instructional objectives, determining content requirements, selecting learning resources and media for each content item, developing means for determining training effectiveness, and determining whether to use off-the-shelf materials or to develop in-house materials.

EDGE 0605 Consulting Skills (3 credits) (CONSULTING SKILLS)
Students develop the skills involved in each phase of the consultation process: contracting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for information dissemination. This course prepares students for different types of client-consultant relationships and for the multiple roles they may play during a consultation.

EDGE 0626 Design of Interactive Learning Systems (3 credits) (DESIGN INTERACT LRN)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies based on cerebral activity and decision making. To design. To ensure usability, human-computer interaction issues are considered (again, based on cerebral). Prerequisite: EDGE 0220 or consent of instructor.

EDGE 0628 Implementing a 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 0688b Practice in Creative Studies (3 credits) (PRACT CREATIVE STUDIES)
Application of skills of creative problem solving in an education or training setting. Development and construction of a personal project concerned with education and training objectives, learning strategies, and attitudes.

EDGE 0801 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 professor. Registration can only be approved by professor supervising the student, chairperson of the student’s division, and director of graduate studies.

EDGE 9995 Doctoral Maintenance of Matriculation (0 credits) (DOCTORAL MAINTENANCE OF MATRICULATION)

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

Psychology PSGE Courses

PSGE 0705 Master’s Comprehensive Exam/Assessment in Counseling (0 credits) (MSE COMPS COUNSELING)
Comprehensive exam or assessment for master’s program in counseling and supervisor/consulting services.

PSGE 0710 Master’s Comprehensive Exam/Assessment in Therapeutic Interventions (0 credits) (MSE COMPS THERAPEUTIC INTV)

PSGE 0725 Master’s Comprehensive Exam/Assessment in Preschool Psychology (0 credits) (MSE COMPS PRESKOL PSYCH)

PSGE 0730 Master’s Comprehensive Exam/Assessment in Psychological Studies (0 credits) (MSE COMPS PSYCH BIL STU)

PSGE 0735 Master’s Comprehensive Exam/Assessment in Educational Psychology (0 credits) (MSE COMPS EDUC PSYCH)

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

PSGE 0810 PD/Professional Practice in School Psychology (0 credits) (PD/ADV CERT COMPS)

PSGE 0815 PD/Advanced Certificate Comprehensive Assessment in Therapeutic Interventions (0 credits) (PD COMPS THERAPEUTIC INTV)

PSGE 0890 PD/Adv/Comprehensive Exam/Assessment in Counseling (0 credits) (PD COMPS COUNSELING)

PSGE 0900 PD/Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)
During the semester the student demonstrates satisfactory progress completing 12 to 15 credits, which leads to permanent matriculation status.
PSGE 0905  Doctoral Comprehensive in Counseling Psychology Exam/Assessment (0 credits) (PHD COMPS COUNS PSYCH I - CLINICAL INTR"HISTORY")
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 COMPS 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 COMPS I)

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

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

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

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

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 philosophy of research in education and psychology.

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

PSGE 5205  Statistical Methods in Education and Psychology (3 credits) (STAT METH IN ED & PSY)
Computation and interpretation of descriptive and inferential statistics, including central tendency, variability, and relations. Probability theory and non-parametric tests of hypotheses.

PSGE 5221  Introduction to Computers and Programming for Educators (3 credits) (COMPUTERS FOR ED)
This introduction to computers 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 concepts. 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 (3 credits) (PSY FACTORS YOUNG CHILD W/DISAB)
This course provides an overview of the characteristics of disabling conditions in young children. It includes the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural 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  Theory of Adolescent Development and Learning (3 credits) (PSY OF ADOLESCENT DEVLMNT)
Theory and study of development and learning processes during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 5312  Foundations of Educational Psychology (3 credits) (FOUNDERNS OF ED PSY)
Introduction to the field of educational psychology. Basic concepts of learning, motivation, individual differences, and application of research to educational programs. The special developmental and educational needs of pre-primary, primary, and secondary school children.

PSGE 5314  Psychology of Classroom Organization and Management (1 credit) (PSY CLS ORG MST)
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 CHD DEV/LEARNING)
This course will review 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 domains. 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 DEVELOP 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 research 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 health care needs. Study of the psychological, psychosocial, and physical characteristics of children identified as disabled.

PSGE 5505  Psychology of Learning Disabilities (3 credits) (PSY OF LD DISABILITIES)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, 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 remedial programs for each counseling session. Feedback will be provided by the instructor and peers.

PSGE 5621  Foundation of Professional Counseling and Consultation (3 credits) (FOUND PROF COUNS & CONSULTATION)
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 are addressed. 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: ASST)
This 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 must be taken concurrently with PSGE 5632 Pre-Practicum in Counseling II.

PSGE 5631  Counseling Theory and Practice (3 credits) (COUNS THEORY & PRACTICE)
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 must be taken concurrently with PSGE 5633.

PSGE 5632  Pre-Practicum in Counseling II (3 credits) (PRE-PRACT COUNSELING II)
This 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 through the supervision of a case. Pre-Practicum counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 5653  Development of the Creative Person (3 credits) (DEVEL CREATIVE PERSON)
Study of the influence of developmental and individual difference factors on the creative person; psychodynamic and life-growth theories of the creative personality; family influences; biology and creativity; and mental and physical health, and the styles of creativity productivity; assessment of creative potential.

PSGE 5678  Cognition and Instruction I: Foundations and Basic Processes (3 credits) (COGNITION & INSTRUCTION I)
Historical and contemporary perspectives on the nature of mind and its relation to current psychological theories and research on cognition. An introduction to research processes underlying perception and understanding—instructional implications will be discussed. Prerequisites: PSGE 5620.

PSGE 5679  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. Prerequisites: PSGE 5678.

PSGE 6310  Applications of Behavior Analysis in Educational Settings (3 credits) (APPL BEHAV ANALY ED STG)
Theory and application of psychological principles of behavior to instructional and academic behavior in classrooms and other educational settings.

PSGE 6320  Psychology of Cognitive and Affect (3 credits) (PSYCOLOGY OF LEARNING)
The course is designed to introduce students to the cognitive and affective bases 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 6324  Psychology of Problem Solving and Creativity (3 credits) (PSY OF PROBL SOLV/CREATIVITY)
Definitions of problem solving and creativity; theoretical and methodological investigation of creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisites: PSGE 6320 or instructor’s permission.

PSGE 6325  Motivation and Value in Education (3 credits) (PSYCHOLOGY OF MOTIVATION)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating
selected behavior. Prerequisite: PSGE 632 or instructor’s permission.

PSGE 6323 Psychology of Classroom Management (3 credits) [PSY OF CLASSROOM MANAG] Individual and collective behavior of children in the classroom, and the role of the teacher in establishing, maintaining, and improving the classroom as an effective learning environment.

PSGE 6324 Environments for Managing Challenging Behaviors (3 credits) [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 and cultural perspective. 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 principles of educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 632 or permission of instructor.

PSGE 6338 Design and Evaluation of Creativity Programs (3 credits) [DESIGN/EVAL, CREATIVITY PSGM] Design, development, and evaluation of educational programs designed to enhance creative thinking and problem solving. Overview of creative 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, social-economic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 632 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, attraction, groups, organizations, and social change.

PSGE 6346 Social Psychology of Creativity (3 credits) [SOC PSY CREATIVEITY] Study of social and cultural factors that influence the creative processes and creativity production. Creative problem solving in groups; group ideation generation techniques; leadership and creativity; cultural stereotypes, motivation, and creativity.

PSGE 6400 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 manifest throughout the life span, will be highlighted by reviewing 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 and psychological classifications of emotional disorders are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6446 Consultation with Families (3 credits) (CONSULTATION FACIL) The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6565 Media and Technology: Applications to Instruction (3 credits) (MEDIA/TECH APPL INSTRUCT) 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) (UNDERST IN THE INDIV) Study of psychosocial, 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 the processes of human development through the life span. Theories of psychosocial development are emphasized, as well as the role of the life stage in shaping 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) This course focuses on the nature of bilingualism, bicultural assessment, and multicultural and international dimensions of mental health.

PSGE 6604 Addressing the Clinical and Counseling Health of HIV/AIDS (3 credits) HIV/AIDS THIS course is designed for psychologists, school counselors, school workers, psychotherapists, HIV/AIDS volunteers, graduate students in human services 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 review of literature to the planning and particular counseling interventions to develop a proposal for a counseling intervention program and design a plan for its implementation. Prerequisites: PSGE 5620, 5622, and 5650. Corequisite: PSGE 6601.

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, using the life span. It is part of the PSGE 6602 - PSGE 6607 counseling module, and designed to prepare mental health professionals in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

PSGE 6609 Advanced Assessment and Appraisal in Counseling (3 credits) (ADV ASST & APPR COUNS) Prerequisite: 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 objectivity and reliability. Students will be exposed to a number of assessment instruments, including psychosocial and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic assessment and restructured assessment of psychopathology. Multicultural and ethical issues are infused throughout the course content.

PSGE 6610 Theory and Methods of Counseling (3 credits) (THEORY & METHODS COUNS) Focus is on assessment techniques and methods of career development. A case study approach is used. Prerequisite: PSGE 6607-6640.

PSGE 6611 History and Systems of Psychology (3 credits) (HISTORY & SYSTEM PSYCHOLOGY) This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins, to almost 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, humanistic psychology, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course provides an overview of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of constructs that have shaped the field of psychology, as well as an exploration of pioneers in the fields of race, gender, sexual orientation, and other individual differences. The course aims to promote a critical understanding of the history of psychology through the deconstruction of the cultural and historical milieu that influenced the system of thought that resulted in the current state of psychology.

PSGE 6615 Administering, Consultation, and Supervision of Counseling Services (3 credits) (ADMIN CONSULT SUPERVIS) Theory and research related to the administration of counseling services, consultation, and the supervision processes are explored. Attention is given to counseling services in both public and private 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 as society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are studied. Students taking the course are also required to take Ethics and Professional Issues in Counseling. Prerequisites: PSGE 5620 and 5622, 5640, and 6607.

PSGE 6655 Field Experience in Mental Health Counseling (3 credits) (FIELD EXP MENTAL HEALTH) 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. Experience varies by site, are individually planned and supervised, and reflect specific group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of field experience and their adviser. The course includes group supervision, case supervision, and group experiences to develop mental health counseling competencies. Prerequisites: PSGE 6641-6648. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6645 General Psychopathology (3 credits) (GENERAL PSYCHOPATHOLOGY) This course will provide a comprehensive overview of psychopathology. The course will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of the psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM IV. The nature of adult psychiatric disorders (both Axis I and II) will be explored 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 psychiatric disorders addressed.

PSGE 6649 Administration, Consultation, and Supervision of Counseling Services (3 credits) (ADMIN CONSULT SUPERVIS) Theory and research related to the administration of counseling services, consultation, and the supervision processes are explored. Attention is given to counseling services in both public and private sectors.
PSGE 6653  Field Experience II in Mental Counseling (3 credits) (FIELD EXP II MENTAL HEALTH)

This is the second semester of the field experience course (spring 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 may include individual and group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and the instructor. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

PSGE 6654  Field Experience III in Mental Health Counseling (3 credits) (FIELD EXP III MENTAL HEALTH)

This is the second semester of a two-semester practicum experience for master's students in counseling and personnel services.

PSGE 6655  Field Experience IV in Mental Health Counseling (3 credits) (FIELD EXP IV MENTAL HEALTH)

This course is offered as an internship of a third field experience course (summer only) for those master's students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and the instructor. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656  Multicultural Counseling (3 credits) (MULTICULT COIN PRACNT)

This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6670  Topical Seminar in Counseling (3 credits) (TOPICAL SEM IN COUNSELING)

The specific theme or topic of the course will change as different issues in counseling psychology require more specific attention. The course is elective in both the professional diploma and doctoral programs.

PSGE 7340  Practicum or Fieldwork in Educational Psychology (3 credits) (PRACT/FLD WK: ED PSY)

Supervised practicum or fieldwork in an educational psychology-appropriate setting. On-campus seminars. Permission of program faculty required.

PSGE 7370  Pre-Seminar in Educational Psychology (3 credits) (PRE-SEM ED IN PSY)

Advanced seminar on research topics in educational psychology. Guest speakers will make presentations on selected areas of research, theory, and practice. Open to master's and doctoral students in educational psychology and other programs.

PSGE 7412  Personality Assessment (3 credits) (PERSONALITY ASSESSMENT)

Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected trait scales used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508.

PSGE 7413  School Psychology: Advanced Assessment Seminar (3 credits) (SCH PSY ADV ASSESS SEM)

This course is a seminar on assessment designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisite: PSGE 7508 and permission from the instructor.

PSGE 7418  Non-Biased Assessment and Decision Making (3 credits) (NON BIAS ASSESS)

In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, legality, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422  Instructional Consultation with school psychologists. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.

PSGE 7423  Therapeutic Interventions in the Schools (3 credits) (THERAPRIC INTERVENTION)

This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429  Integration of Assessment Techniques (3 credits) (INTEGRAT OF ASSESS TECHS)

Supervised pre-entry exposure to the integration of psychoeducational tests; history; observation; and classroom interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosal A. Hagy School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Prerequisites: PSGE 7708, PSGE 7742, and PSGE 7418.

PSGE 7430  The Neuropsychology of Learning Disabilities (3 credits) (NEUROPSY OF LING DISOR)


PSGE 7435  Foundations of Neuropsychology (3 credits) (NEUROPSY)

Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442  Role and Function of the School Psychologist (3 credits) (ROLE/FUNC SCH PSYCHOLST)

Survey of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444  Psychology: History and Ethics (3 credits) (PSYCH: HISTORY AND ETHICS)

The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be emphasized.

PSGE 7445  Theories of School-Based Consultation (3 credits) (THEOR SCH-BASED CONSULT)

Theories of practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452  Clinical Supervision of School Psychologists (3 credits) (CLIN SUPV SCH PSYCHOLST)

This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to other students, and critical analysis of two to three hours of supervision per week in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456  Evaluation of Psychological Services Delivery Programs (3 credits) (EVAL OF PSY SERV DEL PGM)

This course provides a broad overview of techniques and practices in program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6700.

PSGE 7460  Professional Diploma Internship in School Psychology (3 credits) (PS INTERNSHIP I)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7461, constitutes the completion of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate course work and program permission required. For professional diploma students only.

PSGE 7461  Professional Diploma Internship in School Psychology II (3 credits) (PS INTERNSHIP II)

Continuation of program in school psychology that constitutes the completion of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate course work and program permission required. For professional diploma students only.

PSGE 7480  Educational Psychology of Language Learning: Bilingual School Psychology II (3 credits) (BILINGUAL SCH PSY)

Continuation of program in bilingual school psychology that constitutes the completion of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional diploma students only.

PSGE 7483  Professional Diploma Internship in Bilingual School Psychology II (3 credits) (INTERNSHIP II)

A continuation of PSGE 7480.

PSGE 7485  Professional Diploma Internship in Supervision of School Psychologists (3 credits) (PS INTERNSHIP II)

Continuation of program in the supervision of school psychologists that constitutes the completion of a full academic year. Completion of appropriate coursework and program permission required. For professional diploma students only.
PSGE 7490 Doctoral Internship in School Psychology (3 credits) (PHD INTERN SCH PSY)
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-degrees students).

PSGE 7492 Doctoral Internship in School Psychology II (2 credits) (PHD INTERN SCH PSY II)
A continuation of PSGE 7490.

PSGE 7500 Clinical Practicum in School Psychology (3 credits) (CINCL PRACTM SCH SCY)
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) (CINCL PRACTM SCH SCY)
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) (CINCL PRACTM SCH SCY)
Supervised pre-internship fieldwork 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) (CINCL PRACTM BL SCH SCY)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, 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 7507 Research Seminar in the Practice of Professional School Psychology (3 credits) (RES SEM PRAC PRO SCH SCY)
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-degrees students).

PSGE 7508 Cognitive Assessment (3 credits) (COGNITIVE ASSESSMENT)

This course is designed to provide students 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 7509 School Psychology Advanced Seminar (3 credits) (SCH PSY ADV SEM)
The advanced seminar is constructed in relation to major emergent issues/trends/developments that are pertinent to the field of school psychology. Prerequisite: permission from instructor.

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 practice or research-related skills and competencies above and beyond those typically 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 7520 Doctoral Externship in School Psychology (1.5 credits) (DOCTOR EXTERNSHIP SCH PSY)
The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practice experience. The focus of the externship is on improving an’s skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530 Counseling Psychology Externship (3 credits)

PSGE 7531 Counseling Psychology Externship (3 credits)
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) (ADVPersonality 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 based on personality, affective processes, and developmental theories. Socio-cultural aspects of personality assessment will be integrated into a theoretical literature in the area of family interactions.

PSGE 7610 Advanced Measurement and Approaching in Counseling (3 credits) (MSMT/APRSL FOR COUN)
An in-depth study of factors relating to valid test interpretation in professional settings. Experience in administering, scoring, and interpreting objective measurement, personality, interest, attitude, and ability issues related to differential diagnostic, alternative methods of assessment, and actuarial analysis are studied. Prerequisite: PSGE 6702.

PSGE 7611 Assessment of Adult Intelligence (3 credits) (ASSESS OF ADULT INTELL)
A study of the principles and techniques of personnel audits with a focus on their importance in late adolescence and adulthood. Intelligence is analyzed as a major individual difference characteristic in clinical, vocational, and educational settings. Skills acquired in the administration, scoring, and interpretation of major intelligence tests including the WAIS-R. Prerequisite: PSGE 7610.

PSGE 7612 Assessment in Personality (3 credits) (ASSESS OF PERSONALITY)
The course covers the application of projective and objective techniques with basis skills in objective and projective assessment techniques with children, adolescents, and adults. Socio-cultural aspects of personality assessments will be integrated. Students will gain experience with administering, scoring, interpreting, and report writing.

PSGE 7615 Adult Psychotherapy (3 credits) (ADULTPSYCHOTHERAPY)
The course provides an overview of the course, assessment process, course, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined, and diagnostic
classification and treatment of adult disorders are described. The course is intended for advanced (post-master’s) graduate students. For doctoral students, the practicum is only required as a practicum co-requisite, is not a student’s eligibility to start the practicum. Taping of counseling sessions is required. The course requirements are as described for PSGE 7646. Prerequisite: PSGE 7654.

PSGE 7620 Theories of Counseling (3 credits) (THEORIES OF COUNSELING)
Consideration of the major theories of counseling, including psychoanalytic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as well as the applicability of the models. Recent integrative efforts are studied.

PSGE 7630 Psychology of Small Groups (3 credits) (PSYCH OF SMALL GROUPS)
The principles of group processes are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7634 Theory and Research of Family Interaction (3 credits) (THRY/RES FAMILY INTERACT)
The course surveys and analyzes the major theoretical bases used in family therapy. Current theories and methods of family therapy are studied from a variety of perspectives. Prerequisite: PSGE 7646.

PSGE 7650 Psychology of Career Development (3 credits) (PSYCH OF CAREER DEVELOPMENT)
An overview of philosophy of science is studied. 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 discussion of strategies and family counseling.

PSGE 7654 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 7650 or equivalent.

PSGE 7649 Clinical Supervision and Consultation in Counseling Psychology (3 credits) (SUPERV CONS COUN PSY)
Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master’s-level trainees following the class period. Prerequisite: PSGE 7665.

PSGE 7658 Doctoral Practicum in Counseling Psychology IV (3 credits) (DOCTOR PRACT COUN III INTEGRATIVE)
This is the fourth semester of practicum for doctoral students in counseling psychology for professional diploma students. This course requires weekly supervision of practicum students in counseling psychology. The course requirements are as described for PSGE 7656. Prerequisite: PSGE 7658.

PSGE 7661 Advanced Practicum in Counseling (3 credits) (ADVANCED PRACT COUN I)
Closely supervised practicum in counseling requiring a minimum of 12 hours of experience in an approved setting. Registration limited to students in the professional diploma program. Taping of sessions is required. Approval by coordinator of field experience is required to register.

PSGE 7663 Advanced Practicum in Counseling II (3 credits) (ADVANCED PRACT COUN II)
This is the second semester of practicum in counseling for professional diploma students. The course requirements are as described for PSGE 7661. Prerequisite: PSGE 7661.

PSGE 7666 Supervision of Counseling Practicum II (3 credits) (SUPERV OF COUNS PRACTICM)
Theories and methods of supervision will be studied. This course requires a two-hour, weekly supervision of master’s-level trainees following the class period. Prerequisite: PSGE 7663. For PD students.

PSGE 7676 Internship in Counseling Psychology (3 credits) (INTERN IN COUNSELING II)
A 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 7678 Internship in Counseling Psychology II (3 credits) (INTERN IN COUNSELING II)
Enrollment in this course constitutes the second semester of internship requirement that is described in PSGE 7676.

PSGE 7679 Internship in Counseling Psychology III (3 credits) (INTERN IN COUNSELING III)

PSGE 7680 Internship in Counseling Psychology IV (3 credits) (INTERN IN COUNSELING IV)

PSGE 7690 Internship in Counseling Psychology (3 credits) (INTERN IN COUNSELING)

PSGE 7691 Issues in Counseling and Personnel Services (3 credits) (ISS IN COUNSEL PER SERV)
An integrative course focusing on current issues, developments, and ethics in counseling. Registration limited to professional diploma students. This course should be taken during the first semester of study.

PSGE 7680 Qualitative Research Methods in Counseling (3 credits) (QUAL IN COUNS PSY)
Qualitative research methods useful in understanding counseling processes are examined. An overview of philosophy of science is included.

PSGE 7711 Psychometric Theory (3 credits) (PSYHC TRHET)
Classical and modern test theories, 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 PSYCH)
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 PSYCHO)
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.

UEGE 6241  Urban Education: Problems and Perspectives (3 credits)  (URBAN ED: PROB & PERS)
An analysis of those trends and innovations most likely to shape urban education delivery systems in the future.

UEGE 6243  The Impact of Prejudice on Minority Groups in America (3 credits)  (IMPACT OF PREJUDICE)
Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.

UEGE 6276  History of Education (3 credits)  (HISTORY OF EDUCATION)
An examination of selected innovations in American public and nonpublic education with an emphasis on use of the past to improve current practice.

UEGE 6330  Urban Sociology and Education (3 credits)  (URBAN SOCIOLOGY AND EDUC)
An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 6557  Educational Futures (3 credits)  (EDUCATIONAL FUTURES)
Provides an analysis of the methodologies and frameworks found in forecasting studies. Particular emphasis is placed on developing adaptive capabilities of current institutions devoted to education to meet future needs.

UEGE 6990  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.
Administration and Faculty Including Their Research Areas

Graduate School of Education Administration

* Asterisk denotes Bemeriti Award for 20 years of service. Dates in parentheses indicate initial year of appointment.
** Two asterisks denote Bemeriti Award for 40 years of service.

Virginia Roach (2015) Dean. BA, Michigan State University; MS, The Johns Hopkins University; Doctorate in Education Reform, Special Education, Leadership Development.

Nancy Gropper (2015) Interim Associate Dean for Academic Affairs, BS, University of Delaware; MA, Teachers College; EDI, Fordham University; 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.


Faculty

* Richard E. Barch (1973) Professor Emeritus. BA, Mercer University; MAT, CUNY (City College); PhD, University of Michigan; Bilingual Education, Bilingual/Second Language Learning, Teacher Education, Literacy.

** Anthony N. Baratta (1967) Professor Emeritus. MS, M.Ed, SUNY-Stony Brook University; PhD, University of Minnesota; Educational Psychology, Reading, Learning-disabled Students.

Vinny Bonadies (2010) Assistant Professor. BA, New York University; PhD, George Mason University; Curriculum and Teaching.

* Rita S. Brasse (1975) Professor. BS, MA, EdD, New York University; Language Development (Spoken and Written), Literacy Education, Teaching, Learning, Teacher Research.

Karen Breident (1997) Associate Professor. BA, University of North Carolina; MS, PhD, Teachers College, Columbia University; School Psychology, Learning Strategies, Parent Education.

Diana Cabrera (2003) Clinical Associate Professor. BS, City College; MS, Long Island University; M.Ed, EdD, Teachers College, Columbia University; Educational Administration, Bilingual/Multicultural Education, Childhood Education.

* Anthony Canzulli (1981) Professor. BS, St. Joseph’s University; MEd, 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-A University; MA, California State University; PhD, New York University; Counseling Psychology, Counseling, Criminal Behavior, Human Development, Mental Health, Personality Assessment, Violence Prevention, Measurement, Risk Youth, Delinquency, School Psychometrics.

* John Houtz (1973) Professor. BS, MS, Bucknell University; PhD, Purdue University; Problem Solving and Creativity, Gifted Taledent, Teacher Education, Assessment and Evaluation, Statistical Methods.


Tianan Huang (2004) Visiting Assistant Professor. BA, University of Connecticut; Storns, BS, Memphis State University; MS, University of Memphis; PhD, University of Iowa; Environmental Education, Teacher Education, Development, Organizational Education, Climate, Policy Analysis and Implementation.

Mango Jackson (1999) Professor. BA, SUNY-Binghamton; EdD, SUNY-Buffalo; PhD, Stanford University; Career Development, Multicultural Counseling, Stress and Coping in Human Lifespan Development.


* Mark A. Kaufman (1986) Professor. BA, SUNY (Binghamton); PhD, SUNY (Buffalo); Counseling Psychology, Gift and Loss Counseling, Divorce Management, Health Psychology.

Zuzanna Kirzy (2007) Clinical Associate Professor and Director of The Rosa Hagan School Consultation and Early Childhood Centers. BA, MA, PhD, City College, New York University; Education Administration and Supervision.

Rosa A. Hagan (1979) Professor Emerita. BS, College of New Jersey (Trenton); MA, PhD, New York University; Administration and Supervision.

* Abigail Harris (1987) Associate Professor. BA, University of Delaware; MA, State University of New York at Albany; PhD, Columbia University; School Psychology, Assessment, International Education, Gender.

* Carolyn N. Hedley (1987) Professor. BS, New York University; MA, PhD, George Mason University; Special Education, Leadership.


* Sheldon Marcus (1963) Professor. BA, MA, CUNY (City College); PhD, Yeshiva University; Administration and Supervision, College Administration, Multiculturalism.

Carlos R. McCray (2000) Associate Professor. BA, MS, Alabama State University; EdD, Bowling Green State University; School Leadership, Multiculturalism, Urban Education.

Arlose Molitor (2003) Clinical Professor. BA, Lehman College; MA, Adelphi University; Fordham University; Language and Literacy; Instructional Technology, Special Education.


* Toby J. Tetenbaum (1974) Professor. BA, Hunter College; MS, CUNY (City College); PhD, New York University; Human Resource Management, Bilingual Special Education; English Learners with Disabilities, Teacher Preparation.

* Patricia M. Tiedan Huang (1975) Professor Emerita. BA, MA, San Francisco State College; EdD, Illinois University.

* John H. Tiedan Huang (1974) Professor. BA, MA, St. John’s University; PhD, New York University; Counseling Psychology, Counseling, Criminal Behavior, Human Development, Mental Health, Personality Assessment, Violence Prevention, Measurement, Risk Youth, Delinquency, School Psychometrics.

* Tobi J. Tetenbaum (1974) Professor. BA, Hunter College; MS, CUNY (City College); PhD, New York University; Human Resource Management, Bilingual Special Education; English Learners with Disabilities, Teacher Preparation.

* Akane Zusho (2018) Associate Professor. BA, the University of Tokyo; MA, The New School for Social Research; PhD, University of Illinois; Educational Psychology, Multicultural Education.

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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
2Westchester 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