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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 graduated study to advance. During this same period, Cardinal John Farley recognized the need to improve Catholic education in New York. In 1916, responding to the needs of the city’s teachers and schools, Fordham University launched a Teachers College and a Department of Education within its then-new Graduate School.

This college and department were unusual for the day as programs were designed for learning while practicing and for accessibility to students. Professional studies had strong liberal arts cores. Connections to city schools resulted in a genuine awareness of the needs of area schools, and educational experiences were molded by the Jesuit cura personalis—concern for the whole student.

The faculty and student body of Fordham’s Teachers College and Department of Education were also unique. Men and women who were practicing teachers and key school district administrators were appointed as adjunct faculty, division chairpersons, and assistant deans, resulting in a level of professional expertise not often found in university schools of education. Full time faculty and administrators who had national reputations were also recruited to provide anchors for rigorous academic programs and scholarly research. The students, mostly educational practitioners, attended part time.

Women were provided unrestricted opportunity to pursue advanced degrees at this coeducational school. The impact on women was significant: By 1921, women received five of nine doctorates awarded by the school, and by 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.
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 of their disciplines through the use of reflective pedagogy to meet the changing educational needs of children and adults from richly diverse communities;
• serve national and international educational communities regardless of race, cultural background, religion, and ethnicity.

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

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

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

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

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


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

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.
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 adolescence 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 (ALS), Assessing All Students (EAS), Revised Content Specialty (CST), and eTTPa (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

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Center/Rose Hill</td>
<td>98%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Westchester</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 66th 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. Haing School Consultation Center, the Early Childhood Center, the Psychological Services Institute, and career services are also located in this building. All Graduate School of Education programs at the master’s, professional diploma, and doctoral levels are available at the Lincoln Center campus.

Graduate School of Education Westchester Campus

The Graduate School of Education Westchester campus is located at 400 Westchester Avenue in West Harrison, New York, on the Westchester campus of Fordham University. This location near White Plains has an office of teacher education, education leadership, faculty offices, classrooms, enrollment services, and library facilities. Degree programs offered on this campus include initial certification programs in Childhood Education, Childhood Special Education, and Bilingual Childhood Education, and advanced/master programs in Literacy (Birth–Grade 6) and Literacy (Grades 5–12). The Accelerated Master’s Program in Educational Leadership (AMPEL) 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 experience 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 ready 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 Americana, Jesuitica, the French Revolution, and Criminology. The library also provides access to more than 6,000 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 51 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
campus, as well as OCLC (an international database containing more than 2 million bibliographic citations).

In addition to online catalog and database searching services, computers are available for general use. Computer labs at the Lincoln Center campus are located next to the library on the street-level floor. An audio-visual room is located in the library. Students and faculty may access Fordham's OneSearch remotely from their homes or offices.

Document Delivery Services: Fordham libraries have access to two document delivery services. Through our participation in the Westchester Area Library Directors Organization (WALDO) and the New York Metropolitan Area Library Reference and Research Library Agency (METRO), Fordham students and faculty may request material shelved at any Fordham library simply by filling out a short interlibrary loan request form. Books and journal articles are delivered to the requesting library within three to five days. Materials not available in any of the Fordham libraries may be requested through interlibrary loan from other colleges and universities around the country. Students wishing to use materials held neither by Fordham nor the New York Public Library but owned by local libraries in the metropolitan area may be issued a METRO access pass to member libraries. The general and special collections of many cultural and research organizations in the New York metropolitan area also are available. Exchange courtesies are maintained with the Library of Congress, Washington, D.C., and the New York state Library, Albany, New York.

Consorria and Affiliations: Fordham is a member of the Westchester Area Library Directors Organization (WALDO) and the New York Metropolitan Area Reference and Research Library Agency (METRO).

Fitness Center

The fitness center at Fordham University’s Lincoln Center campus is located on the second floor of the residence hall. The center is equipped with weight equipment, treadmills, and elliptical machines. The fitness center serves all students, faculty, staff, and administrators with a valid Fordham ID. Lockers may be rented for $23 per semester. For more information, call 212-636-7100.

Support Services for Students with Disabilities

Fordham University will make reasonable accommodations and provide appropriate auxiliary aids and services to assist otherwise qualified individuals with disabilities in accessing access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Applicants who have been admitted for admission or current students who would like Fordham to accommodate a disability are encouraged to contact the director of disability services at 718-817-0855 or 212-636-8242.

Information Technology Facilities

Students and faculty can access the University’s network 24 hours a day online or via the computer support centers at the Lincoln Center and Rose Hill campuses. The Lincoln Center computer labs are located on the third floor of the Lowenstein Building and in the Quinn Library. The center has microcomputer rooms equipped with Apple Macintoshes that are compatible with major student email accounts. This allows users to access the Internet. The center offers a wide range of hardware and software for the academic community, including a variety of programming languages, business application packages, utilities, statistical packages, word processing, graphics, and other software. The computer center facilities are open to all members of the Fordham community with a valid ID card. The computer center is accessible during Lowenstein Center hours.

On the Rose Hill campus, computer facilities are located in Keating Hall and the Walsh Library. The Walsh Library has more than 450 computers for general use, computer labs and development areas, and an extensive collection of software and hardware available for use by members of the Fordham community with a valid ID card. There is an annual technology access charge of $125 to all enrolled students.

Office of Field Education and Accountability

The Office of Field Education and Accountability (OFEA) placed student teachers at each of the schools in New York City and in the metropolitan area. Most schools and districts require student teachers to be fingerprinted. If not previously fingerprinted, student teachers in New York City public schools are required to be fingerprinted by the New York City Department of Education (DOE). OFEA will register student teachers assigned to NYC public schools in the NYC DOE PETS System (Personnel Eligibility Tracking System). Once OFEA has registered student teachers, they will receive an email from their Fordham’s NYC DOE with instructions to log into the Applicant Gateway. Students click on the link provided in the email to activate their Applicant Gateway account. When students activate their Applicant Gateway account, they must complete the required forms listed in Applicant Gateway. Once students have completed their Applicant Gateway account, they must be fingerprinted by the NYC DOE at 65 Court Street in Brooklyn to fully complete the background check process. If students have been previously fingerprinted by the NYC DOE or by the New York State Education Department, they do not have to get fingerprinted again.

OFEA collects placement data on student teachers that will be used for teacher certification purposes. OFEA also offers a Teacher Education Support Program to provide support to student education students. OFEA and the Teacher Education Support Service are located in Room 1103 in the Lowenstein Center at the Lincoln Center campus. The director’s phone number is 212-636-7748.

The Psychological Services Institute

The Psychological Services Institute is an advanced psychotherapy training center that takes on special projects related to clinical practice. Currently, the institute is administering 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 practice experiences for students in Fordham’s program in Counseling Psychology.

The Rosa A. Hagn School Consultation and Early Childhood Center

The Rosa A. Hagn School Consultation and Early Childhood Center, located on the seventh floor at 45 Columbus Avenue, provides psychoeducational 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, curricular 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 self-referral. 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/gse.

The Early Childhood Center

The Early Childhood Center, located on the seventh floor at 45 Columbus Avenue, is a multiservice center for young children of Fordham students, faculty, and staff. The center provides support in areas of language, social skills, fine and gross motor development, and learning problems. The centers’ services are designed to support children in developing the special knowledge and skills needed to succeed and thrive in the nonpublic sector.

These efforts complement the Graduate School of Education’s master’s programs in psychology in their options focusing on educational leadership and issues in nonpublic education through which present and potential leaders pursue comprehensive study in administration. For information about these programs, see degree program descriptions for the division of Educational Leadership, Administration, and Policy.

The center contributes to the fostering of anthropological and ethical values, which are necessary in order to build a society that is based on fraternity and solidarity by promotion of international, national, and regional workshops, institutes, and conferences for faith-based school leaders. The center also fosters the recognition, respect, and enhancement of diversity. Social, cultural, and religious diversity are considered as an opportunity and a gift to encounter one another. These opportunities are further enhanced by promotion of significant educational topics of particular interest to the nonpublic sector. Individuals from Catholic, Protestant, Jewish, Muslim, and independent schools and organizations participate in the center’s programs. Thus the center provides a unique opportunity for dialogue among these groups. For further information, call 212-636-6428.

Career Services

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

The Counseling Center

The Counseling Center at Lincoln Center offers a wide range of personal development workshops and group therapies, including time and stress management, study skills development, loss and bereavement, and interpersonal issues, in addition to individual counseling for personal, vocational, and academic growth. There are also counseling and support services for students at Center for Educational Partnerships offers 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 designed to enable all children to achieve and succeed. For further information, email edpartners@fordham.edu, call 212-636-7729, or visit fordham.edu/gse.

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 echoed the mission of our Jesuit mission by being the hub of many significant educational, research, and community building initiatives and institutions in the nonpublic sector so that they can remain true to their mission while not deflecting abstract ideologies. Through its outreach efforts, degree programs with the special focus on skilled leadership in nonprofit education are offered in several off-campus sites convenient to teachers and students from nonprofit schools.

The center has developed and supports a network of administrators in nonprofit education (university and K-12) to facilitate and assist in developing the special knowledge and skills needed to succeed and thrive in the nonprofit sector.

These efforts support the Graduate School of Education’s master’s programs in psychology in their options focusing on educational leadership and issues in nonpublic education through which present and potential leaders pursue comprehensive study in administration. For information about these programs, see degree program descriptions for the division of Educational Leadership, Administration, and Policy.

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Barnes & Noble University Shops

Barnes & Noble University Shops are located on the street level of the Lowenstein building at the Lincoln Center campus and at the Rose Hill campus, with Internet access for the Westchester campuses. The shops sell textbooks and supplies, Fordham-imprinted clothing, gifts, trade books, and computer software, and provide special-order services and student buyback for textbooks. The shops have extended hours at the beginning of each semester, including Saturdays. For more information, call 212-636-6080.
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 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 MEd in Administration and Supervision (Executive Leadership) programs in the division of Educational Leadership, Administration, and Policy must submit scores, not older than five years, from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). The required exam(s) should be taken at least two months prior to the application deadline to ensure timely receipt of scores by GSE admissions. GRE School Code: 2259. MAT School Code: 1453.

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

Applicants to programs leading to fulfillment of state certification 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:

- TOEFL*: 77 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.

Community Resources

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

Graduate Housing

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

* Please consult the specific program descriptions for additional information regarding test requirements.
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 our 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.

Admission Procedures

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

There are no on-campus interviews or tours available for prospective nonmatriculated students. 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.

Graduate School of Education scholarships or graduate assistantships. Applicants may apply for nonmatriculated status for that term. Applicants seeking Graduate School of Education financial aid must apply via the online admissions application.

Credit Limits and Course Limitations

- The Graduate School of Education provides opportunities for nonmatriculated students to take courses for any of our 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.

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</td>
</tr>
<tr>
<td>Educational Leadership, Admin., and Policy (ELAP)</td>
<td>All other programs</td>
<td>Fall only</td>
<td>Continuous review</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>MSc in Counseling and Personnel Services</td>
<td>Fall only</td>
<td>February 1</td>
</tr>
<tr>
<td></td>
<td>MSc in Mental Health Counseling</td>
<td>Fall only</td>
<td>February 1</td>
</tr>
</tbody>
</table>

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 Evaluation 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
- Tuition per credit: $1,302
- Tuition fee for 24 credits: $31,248

Tuition and fees are billed after registration and must be paid on or before the invoice due date. Checks should be made payable to Fordham University. There will be a $20 penalty and handling charge if a check is returned from the bank for insufficient funds or any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash or certified check.

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

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

Refund Policies and Procedures

The University’s refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment is in excess of the total charges. Application and tuition deposit fees are not refundable.

Registration, late payment, student activities, lectures, 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 be directed to the admissions office at gse_admin@fordham.edu. Letters should be signed by the academic advisor. A GSE advisor 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 payors (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 state 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.

Institutional Refund Policy Fall and Spring (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Prior to fifth week of term</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Prior to sixth week of term</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0%</td>
<td>100%</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.
Federal Refund Calculation (Tuition)

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

Institutional Refund Policy Summer (Tuition)

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

HEA Pro Rata Refund Policy (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
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<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Prior to sixth week of term</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Prior to eighth week of term</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Prior to tenth week of term</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Refund Policy Appeal Process

A student may appeal decisions in writing to the associate dean for academic affairs. The request should include all relevant information describing the special circumstances upon which the appeal is based.

Financial Aid

Graduate Assistantships

A limited number of graduate assistantships are awarded each year to qualified individuals who have been admitted to one of the degree programs in the Graduate School of Education. The awards are made in recognition of academic achievement, special competencies, or academic potential. Assistantships provide opportunities for academic and professional development, as well as financial benefits.

Fulltime students in any degree program may apply. Assistantship awards provide tuition remission for courses. The awards carry with them the obligation to contribute to the Graduate School of Education through work in one of the School’s offices, or on a special project or assignment. Consequently, student teaching requirements preclude assistantship eligibility.

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

Assistantship applications are included in admissions applications and are also available from the admissions office at Martin Hall, 41 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 002732. School-based financial support is offered by the Graduate School of Education through the scholarship and grant programs described below. Students may apply to more than one funding source, but they can receive support from only one source at a time. For prospective students, applications for scholarships and grants for fall, spring, and summer sessions must be submitted with the completed program application used for admissions decisions, unless otherwise noted. Newly accepted doctoral students will be notified of the scholarship or grant award in their admissions acceptance letters if they are eligible. For continuing students, applications for renewal of scholarships and grants are due February 1, unless otherwise noted. The scholarship and grant programs are competitive, and a limited number of awards will be made each year.

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

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

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

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

Scholarships for Catholic School Leaders and Faith-Based School Personnel: A limited amount of aid is available to diocesan persons employed as full-time professionals in nonpublic, religious-affiliated pre-k–12 schools who are pursuing master’s programs leading to state certification in teaching, counseling, school psychology, or school administration. Students must have a minimum 3.0 undergraduate grade point average. These scholarships cover 1/2 to 2/3 of tuition charges up to a maximum of six credits per semester or 50 percent if the student is enrolled at a Jesuit school. Eligible students must be in good academic standing and provide proof annually with their scholarship application that they are full-time professional employees in a nonpublic, religious-affiliated pre-k–12 school.

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

Payment Plan

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

- Ten monthly payments (for full-year plan)
- Five monthly payments (for term-only plan)
- 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, 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.
- Students must 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 any academic year shall lose federal financial aid eligibility. If the student resumes satisfactory academic progress, the student shall regain federal financial aid eligibility as long as he/she maintains satisfactory academic progress.
Federal Direct Loan Program (Unsubsidized Loan and Graduate PLUS)

Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the Unsubsidized loan is $20,500. Students who plan to borrow the Unsubsidized loan must complete the electronic loan request form at fordham.edu/finaid/staffordloanrequest. The Graduate PLUS loan can be requested at fordham.edu/finaid/graduateplus. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines. Interest begins to accrue on these loans at the time of disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid. Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session at studentloans.gov. The counseling sessions provide loan terms as well as the borrower’s rights and responsibilities. Federal loans can be decreased during the year. The Cost of Attendance is an amount used to determine your maximum financial aid eligibility for an academic year. The COA consists of standard school expenses (tuition, fees, and books) and an estimate of a student’s standard living expenses (housing, food, transportation, and other miscellaneous expenses). Students may receive aid/loans up to their COA. If a student is involved in other degree requirements (dissertation, comprehensive exam, etc.) with a credit equivalency that will raise enrollment to at least half-time, s/he can file an enrollment certification to become eligible for federal loans. This certification must be processed by academic records before students can receive funds.

Private Educational Loans

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

Academic Policies and Procedures

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

Academic Discipline

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

Reserved Rights of the University

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

Maintenance of Matriculation

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

Dissertation Mentoring

After completing the dissertation seminar, doctoral students must register for EDGE 9999 (under the section that has been designated to their dissertation mentor) in the semester in which they orally defend their dissertations.

Doctoral students must register for EDGE 9995 Doctoral Maintenance of Matriculation (not EDGE 0666) for each semester they are not registered for Dissertation Seminar or Dissertation Mentoring.

Registration Processes

Advising and online registration for all students takes place in October and November for spring semester, in April for summer, and in May for fall semesters. Consult academic calendars for exact dates of advising and registration periods each semester. The advising period enables students to meet with their advisers regarding course selection and academic progress. New and nonmatriculated students should register during the registration period (see academic calendar) after meeting with or speaking to an adviser for course selection guidance and approval. Tuition bills are mailed approximately one month before the start of the semester, and payment is due before classes begin.

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

my.fordham.edu

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

Adding or Dropping Courses

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

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

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

Attendance

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

Course Load

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

Transfers of Credit

Students may request a transfer of credit for a course completed at another accredited institution provided the course is at the graduate level and its content is equivalent to course content required/ permitted for the degree at Fordham. The course may not have been used to fulfill requirements for another degree. It must have been completed with a grade of B or better (the grade 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 adviser and division chairperson with an official transcript of the credits and grade earned in the course along with a photocopy 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 Course

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

Time Limits

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

Leave of Absence

Students unable to actively pursue their studies and maintain matriculation through registration for a period of time should request a leave of absence. Time granted for 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, and F. If a student receives an 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 usually recorded on the academic record and does not replace a grade previously earned. The designations S, Satisfactory; U, Unsatisfactory; F, Fail are used to evaluate student work in dissertation seminars, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for 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 of the course will receive a grade of INC. To remove INC, and receive credit for the course, the course requirements must be completed by the deadline posted in the academic calendar, and faculty members must submit a grade using a Change of Grade form. Failure to complete the course requirements by the date posted will result in a grade change from INC to F. Change of Grade forms are available in division offices. Changes to grades require approval of the division chair and associate dean for academic affairs. All INCs that convert to a grade of F contribute to the student’s GPA.

Transcripts of Record

An official transcript is one bearing the seal of the University. Official transcripts of academic records are not given to students or graduates. Transcripts 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 thereon 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, credit, or transcripts are given for audited courses. Audited courses will not be considered in requests for exemptions, transfers, waivers, or advanced standing should the audit, if completed and subsequently 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, practica, laboratory, or seminar courses, that are not open to auditors. Application by letter should be made to the dean of the School, 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/assessments, 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 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.

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 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 examinations, 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 0900. 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.

Doctoral Degree Requirements

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. Students who have not developed an approved proposal after two semesters of seminar may be required to meet with a committee of faculty convened by the division chairperson to determine the future of their studies.

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 dissertation determination 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.
University Policies

University-Wide Nondiscrimination Policy Statement; Designated Title IX Coordinator

Fordham University is an Equal Opportunity Employer committed to the principle of equal opportunity in education and employment in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Violence Against Women Act, and other federal, state, and local laws. Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender identity, 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 equitable 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 representation, and any other alleged violations.

Support Services for Students with Disabilities

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

Reserved Rights of the University

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

Affirmative Action Policy

The University’s Affirmative Action Program provides the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining workplace diversity. The director of equity and equal opportunity is available to all members of the Fordham community for consultation, training, and orientation for those methods and initiatives that advance a more diverse 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.

Family Educational Rights and Privacy Act (FERPA) Policy

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 believes is inaccurate or misleading, 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 record that is to be amended.

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 the Board of Trustees; or a student serving on an official committee, such as on 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 attends 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/indx/2136/policies/2781/family_educational_rights_and_privacy_act_ferpa_policy.
Academic Programs

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

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

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

Interdisciplinary Research Programs

**PhD in Contemporary Learning and Interdisciplinary Research (CLAIR)**

NYSED 35223, HEGIS 0899.00

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

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, the CLAIR director, and CLAIR faculty.

**Matriculation Requirements**

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

- Complete at least one course in the research core and 15 credits.
- Hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
- Receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;

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 trainers/multicultural educator, and industry professional designing educational materials, curriculum, and assessments.

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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**: 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.

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, the CLAIR director, and CLAIR faculty.

**Matriculation Requirements**

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

- Complete at least one course in the research core and 15 credits;
- Hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
- Receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;

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 trainers/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**: 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.
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- **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.
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- Hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
- Receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
Advanced Quantitative Methods (3 credits)

Advanced Qualitative Methods (3 credits)

Foundations of Interdisciplinary Research Core (18 credits)

requirements are as follows:

• 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 one-year independent research project (3 consecutive semesters)

• develop and defend in an oral examination an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty

Program of Study

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

Research Core (18 credits)

• Foundations of Interdisciplinary Research (6 credits)

• Critique of Research (3 credits)

• Advanced Seminar in Interdisciplinary Research (1, 2, and 3 credits)

• Advanced Qualitative Methods (3 credits)

• Advanced Quantitative Methods (3 credits)

Contemporary Learning Core (3 credits)

• Sociopolitical Dimensions of Education (3 credits)

• Research or Context Modules (3 credits)

Specialization (minimum 12 credits)

Courses that count toward specialization are selected in consultation with the academic adviser. Courses may be taken from any GSE division with approval from adviser.

Cognates and Electives (9 credits)

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

Capstone Project (0 credits)

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

Dissertation Seminar (3 credits earned semester enrolled)

Must be enrolled for duration of dissertation phase until successfully defended.

Specializations

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

Contemporary Literacies

The goal of this specialization is to prepare candidates for careers as instructional leaders and researchers in a variety of educational settings. While in the program, students will consider multiple perspectives on what it means to be literate in the contemporary world by exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, media literacy, critical literacy, and language study (e.g., sociolinguistics, psycholinguistics). By making connections between 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, critique, and engage in continuous professional learning around the knowledge base needed to advance educational achievement for all students. LCE students explore issues of advocacy and transformation in education, including the achievement/opportunity gap, building bridges across diverse communities, and developing multilingual and multicultural competencies. The specialization aims to develop education professionals whose work is relevant and strategic in the creation of learning opportunities for students across different cultural, social, linguistic, economic, and political contexts.

Learning Sciences

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

Special Education

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

DIVISION OF CURRICULUM AND TEACHING

Teaching Programs

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

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

Chair: Chiu Zhang, PhD

Associate Chair: Patricia Sha-Bischoff, PhD

Office: Room 1102A

Phone: 212-636-6450

Distinguished Professors: Baratta (Retired), Carnsppillo (Retired)

Professors: Bacher (Emeritus), Buesa, Ciachelli (Emeritus), Hughes (Emeritus), Holley (Emerita), London (Emeritus), Utz (Emeritus), Vina (Emeritus), Zhang (Emeritus)

Associate Professors: Bolgatz, Chu, Craven, Ness, Nevaro-Leibro, Rodriguez, Turner

Assistant Professors: Bondic, Clinical Faculty: Bisberg, Caballes, Huber, Molmento, Servia-Bischoff

Office of Field-based Accountability: Elia

Office of Alternative Teacher Certification: Pogue

Adjunct Faculty: Appel, Bonigorno, Donovan, Elia, El Frag, Duma, Evans, Ferreri, Pissau, Gerson, Kelley, Kusterf, Kriveo, Lamb, Laura, Lee, J. Mahler, R. Mahler, Molmento, Mazz, Boteillo, Schneider, Selby, Valens, Watson

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

• Early Childhood Education

• Early Childhood Special Education (dual certification)

• Early Childhood and Childhood Education (dual certification)

• Childhood Education

• Childhood Special Education (dual certification)

• Bilingual Childhood Education (certification and bilingual extension)

• Childhood Education with Middle School Extension

• Adolescent Education Programs (Grades 7-12)

• Adolescence Biology

• Adolescence Chemistry

• Adolescence Earth Science

• Adolescence English

• Adolescence Math

• Adolescence Physics

• Adolescence Social Studies

Adolescent 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

• Early Childhood Teaching

• Early Childhood Special Education

• Literacy Education Birth-Grade 6

• Literacy Education Grades 5-12

• TESOL Advanced Certificate

• 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 Division of Curriculum and Teaching offers a broad range of graduate degree and nondegree programs in initial and advanced teacher education.

The initial teacher education programs (ITE) are for persons preparing to become teachers for the first time or who are seeking initial certification. The programs have been designed to meet the needs of these programs are eligible for endorsement for New York State. The Division of Curriculum and Teaching offers three undergraduate education programs for Fordham graduates, allowing them to complete the requirements for a state-qualified instructor to teach this workshop on campus; a fee for this workshop is paid to the agency providing the instruction.

• gained mastery of content in drug and alcohol education (EDGE 0220) 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, from birth through grade two, is a critical period for children’s learning and development. The Early Childhood Programs prepare teachers to work effectively with all children in early childhood education settings. The programs combine rigorous academic work with field experiences and student teaching to develop the knowledge, skills, and dispositions needed to succeed as beginning teachers in early childhood general and special education settings. The Division of Curriculum and Teaching offers three programs for persons preparing for initial teacher certification in early childhood (birth-grade 2) classroom teaching.

• Early Childhood Education (a single- certificate program in general education)
• Early Childhood Special Education (a 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 managing and facilitating group activities, working with families, and including all children. In addition, we offer TESOL advanced certificate and the bilingual extension programs. Each program has full time and part-time options at the Lincoln Center campus.

Admission Requirements

Applicants to all early childhood programs must meet the general requirements for admission to graduate study on page 12 and the requirements for admission to initial teacher education programs on pages 34 and 35. Applicants for any of the early childhood programs must have

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

  • a minimum undergraduate grade point average of at least 3.0 (B better)
  • two reference reports: academic and professional
  • satisfactory command of oral and written English as evidenced through an admission essay or interview

Qualification in English as a Second Language (TESOL) entrance requirements:

• gaining mastery of content in drug and alcohol education (EDGE 0220) introduced through workshops arranged at Fordham for no additional fee,
• completed fingerprint requirements,
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program of Study

NYS Ed 3433

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**Program of Study**

**Early Childhood and Childhood Education**

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

- **CTGE 5230** Frameworks for Educating All Young Children (3 credits)
- **CTGE 5232** Early Childhood Curriculum and Assessment (3 credits)
- **CTGE 5233** Early Learning Through Play (3 credits)
- **CTGE 5234** Family, Community, and All Young Children (3 credits)
- **CTGE 5551** Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (1 credit)
- **CTGE 5552** Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (1 credit)
- **CTGE 5553** Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (1 credit)
- **CTGE 5554** Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (1 credit)
- **CTGE 0704** Childhood Education Portfolio (0 credits)

**Bilingual Childhood Education**

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

- **NYSED 25432/25445, HEGIS 0899** The 45-credit master’s degree program in bilingual childhood education leads to endorsement for New York state teacher certification as a childhood education teacher (grades 1-6) and an early childhood teacher (birth-grade 2). The program includes specialized knowledge and instructional practices effective in the early years of childhood, and those appropriate and effective for children in grades 1 through 6. The program of study is carefully coordinated and sequenced, progressing from foundations and teaching methods through the development of a professional portfolio or a student work sample. Field experiences linked to courses provide guided development throughout the program and culminate in full time student teaching. Clinical experience is provided in both early childhood and childhood settings.

**Program of Study**

**Electives — 3 credits from:**

- **CTGE 5230**
- **CTGE 5232**
- **CTGE 5233**
- **CTGE 5234**
- **CTGE 5551**
- **CTGE 5552**
- **CTGE 5553**
- **CTGE 5554**
- **CTGE 0704**

**Multigrade (K-12) Program**

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

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

**Teaching English to Speakers of Other Languages TESOL — Grades Pre-K-12 (Track 1)**

**Master of Science in Teaching; Teaching English to Speakers of Other Languages (36 credits)**

**Program of Study**

**Electives — 3 credits from:**

- **CTGE 5230**
- **CTGE 5232**
- **CTGE 5233**
- **CTGE 5234**
- **CTGE 5551**
- **CTGE 5552**
- **CTGE 5553**
- **CTGE 5554**
- **CTGE 0704**

**Technology — 3 credits from:**

- **CTGE 5912**
- **CTGE 5910**
- **CTGE 5912**
- **CTGE 5910**
- **CTGE 5912**
- **CTGE 5910**
- **CTGE 5912**
- **CTGE 5910**
- **CTGE 5912**

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

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**Program of Study**

**EDGE 6010** Race and Multicultural Education

**EGGE 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 5538** Literacy Across the Curriculum in Inclusive Classrooms (3 credits)

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

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

**CTGE 5152** The Arts in Childhood Education (3 credits)

**CTGE 5065** Teaching Technology to Children (3 credits)

**CTGE 5066** Teaching Social Studies to Children (3 credits)

**CTGE 5842** Second Language Acquisition and Assessment (3 credits)

**CTGE 5841** Principles of Bilingual Education (3 credits)

**CTGE 5851** Bilingual Curriculum Materials Workshop: Content Areas (3 credits)

**CTGE 5852** Bilingual Language Development: Language & Language (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)

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**Program of Study**

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

**PSGE 5316** Psychology of Child Development and Learning (3 credits)
Courses require a minimum of 20 to 25 hours. This clinically-rich, 36-credit master's degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program qualify 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 specific content area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Program of Study

UEGE 5012 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5631 Science Curriculum and Instruction (2 credits)
EDGE 0210 Child Abuse Identification Training (0 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
Dignity for All Students Act (DASA) Workshop (0 credits)

Adolescence English

Master of Science in Teaching Adolescence English (36 credits)

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

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the adolescence English program must have an earned degree in English or related field, for example, English literature, written composition, literary criticism, women writers, and media studies. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Program of Study

UEGE 5012 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)
CTGE 5561 Science Curriculum and Instruction (2 credits)
EDGE 0210 Child Abuse Identification Training (0 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
Dignity for All Students Act (DASA) Workshop (0 credits)
Adolescence Special Education Programs

Educaing with Equity for Exceptional Adolescents

The Division of Curriculum and Teaching offers four programs to prepare educators for different roles in adolescent 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. Equity and excellence 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 (3 credits) in a subject or interdisciplinary field of at least 30 semester hours providing breadth and depth in a subject is required. This essential general education foundation is assured at the time of application through transcript review and an admission criterion of an undergraduate GPA of 3.0 in addition to the college major and the general requirements for graduate study and for initial teacher education. Candidates must have completed college-level study in the following general education core areas: artistic expression, communication, information retrieval, concepts in 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 expression and analysis (3 credits). Otherwise qualified candidates who lack coursework in specified areas may be admitted conditionally but must make up the content deficit prior to program completion.

Adolescence Mathematics

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

NYSED 28439/30606, HEGIS 170101

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 and qualified 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 5-6 Extension.

Specific admissions requirements: In addition to the general requirement for graduate study and for initial teacher education programs listed on pages 12 and 34 to 35, candidates for the mathematics endorsement program must have an undergraduate major in mathematics or its equivalent with a minimum of 27 credits in specific mathematics courses. 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

1. Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

2. Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)

3. Science Curriculum and Instruction (3 credits)

4. Adolescent Education Portfolio (0 credits)

5. Special Education Foundations: Past, Present, and Future (3 credits)

6. Special Topics in Educational Technology (1 credit)

7. Integrative Instrucion in ELA (3 credits)

8. Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)

9. Community Based Resources for Science (3 credits)

10. Developing Critical Literacies (1 credit)

11. Covert Communities for STEM (1 credit)

12. Literacy and Learning Across the Curriculum (1 credit)

Program of Study

1. Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

2. Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)

3. Science Curriculum and Instruction (3 credits)

4. Adolescent Education Portfolio (0 credits)

5. Special Education Foundations: Past, Present, and Future (3 credits)

6. Special Topics in Educational Technology (1 credit)

7. Integrative Instrucion in ELA (3 credits)

8. Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)

9. Community Based Resources for Science (3 credits)

10. Developing Critical Literacies (1 credit)

11. Covert Communities for STEM (1 credit)

12. Literacy and Learning Across the Curriculum (1 credit)

Program of Study

1. Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)

2. Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)

3. Science Curriculum and Instruction (3 credits)

4. Adolescent Education Portfolio (0 credits)

5. Special Education Foundations: Past, Present, and Future (3 credits)

6. Special Topics in Educational Technology (1 credit)

7. Integrative Instrucion in ELA (3 credits)

8. Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)

9. Community Based Resources for Science (3 credits)

10. Developing Critical Literacies (1 credit)

11. Covert Communities for STEM (1 credit)

12. Literacy and Learning Across the Curriculum (1 credit)
Adolescence Special Education (Grades 7-12)  
Master of Science in Teaching Exceptional Adolescents (36 credits)  
Students with Disabilities 7-12 Generalist  
NYSED 34664/34671, HEGS 0808.00  
This clinically-rich, 36-credit master’s degree program in adolescent special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities. This program leads to New York state certification as a teacher of Students with Disabilities 7-12 Generalist with an option to add an embedded middle grades state certification as a teacher of Students with Disabilities. This program leads to New York state certification as both education classroom teacher for adolescents grades 7-12 in biology, chemistry, physics, earth science, social studies, mathematics, or English language arts, and Students with Disabilities 7-12 Generalist with an extension in the related subject area. There is an option to extend the certificate to include middle school grades 5-8. The principles of equity, access, and rigor frame the coursework, and field experiences are designed to develop competencies in both general and special education in a specific subject area.  
Dual-Certification Content-Core Requirements  
In addition to the content-core requirements, applicants for the dual-certification programs must complete these content-core requirements:

Adolescence Biology 7-12, Students with Disabilities Generalist 7-12—Biology: Have an earned degree in biology (or a related field, for example, biological sciences) with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.  
Adolescence Chemistry 7-12, Students with Disabilities Generalist 7-12—Chemistry: Have an earned degree in chemistry (or a related field, for example, applied chemical science) with a minimum of 30 credits in chemistry coursework.  
Adolescence Earth Science 7-12, Students with Disabilities Generalist 7-12—Earth Science: Have an earned degree in earth science (or a related field, for example, applied chemical science) with a minimum of 30 credits in earth science coursework.  
Adolescence Physics 7-12, Students with Disabilities Generalist 7-12—Physics: Have an earned degree in physics or related area (for example, applied physics science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radiactivity, relativity, and quantum mechanics.  

Program of Study  
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)  
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (3 credits)  
CTGE 5155 Special Education Foundations: Past, Present, Future (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5909 Adolescence Education Portfolio (10 credits)  
CTGE 5176 Teaching English Language Arts and History in Inclusive Adolescence Classrooms (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5175 Teaching Mathematics with Students with Disabilities (3 credits)  
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)  
CTGE 5289 Assessing and Providing Instruction (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)  
CTGE 5289 Assessing and Providing Instruction (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)  
CTGE 5289 Assessing and Providing Instruction (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits)  
CTGE 5289 Assessing and Providing Instruction (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)  
CTGE 5167 Behavior Interventions and Effective Classroom Management (3 credits)  
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)
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 preparing special education teachers 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, candidates must provide evidence of their initial/provisional or permanent/professional certification as a pre-k—6 or elementary teacher.

Program of Study

CTGE 5421 Teaching Reading and Learning with Young Children with Disabilities (3 credits)
CTGE 6350 Positive Behavior Supports (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)
CTGE 0707 Early Childhood Portfolio (0 credits)

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 a 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 5157 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 6002 Beginning Literacy Development in Inclusive Classrooms (3 credits)
CTGE 6781 Teaching the Bilingual Special Education Student (3 credits)
CTGE 6320 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6300 Developmental Delays in Young Children and Early Intervention (3 credits)

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

NYSED 25425/25423, HEGIS 0801.01

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 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 5199 Assessment of All Children with Disabilities (3 credits)
CTGE 5761 Differentiating Instruction for Children with Disabilities (3 credits)
CTGE 6792 Research in Teaching Process (3 credits)
CTGE 6390 Educating Exceptional Students in Elementary School (3 credits)
CTGE 6320 Collaboration and Consultation with Families and Professionals (3 credits)
CTGE 6330 Communication Supported by Technology and the Arts (3 credits)

CTGE 6340 Positive Behavior Supports (3 credits)
CTGE 6781 Teaching the Bilingual Special Education Student (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)
CTGE 0707 Early Childhood Portfolio (0 credits)
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 6016, 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 advance registration.

Program of Study

Required courses (30 credits)

- CTGE 0700 Portfolio for Reading and Literacy Education (0 credits)
- CTGE 6500 Linguistic and Cognitive Dimensions of Literacy (3 credits)
- CTGE 6501 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 6012 Assessment and Development of Literacy Processes, Birth-Grade 6, Practicum I (3 credits)
- CTGE 6002 Reflective Literacy Development in Inclusive Classrooms (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)

Note: Completion of CTGE 6551, CTGE 6012, and CTGE 6016 require satisfying Gateway assignments that are explained in the Program Handbook.

Electives (6 credits) by advisement

- CTGE 6500 Emerging Literacy Development in Early Childhood (3 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)

CTGE 5846 Teaching Reading and Writing to English Language Learners (3 credits)
CTGE 6261 Computers in Reading, Writing, and Social Studies (3 credits)
CTGE 7591 Administration and Supervision of Literacy Programs (3 credits)
CTGE 6402 Reading, Writing, and Literature in ESL Classrooms Pre-K-12 (3 credits)

CTGE 0700 Portfolio for Reading and Literacy Education (0 credits)
CTGE 6500 Linguistic and Cognitive Dimensions of Literacy (3 credits)
CTGE 6501 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, Grades 5-12, Practicum I (3 credits)
CTGE 6532 Developing Literacy in Intermediate-Level Inclusive Classrooms (3 credits)
CTGE 6100 Critical Literacy, Inquiry, and Literatures for Adolescents (3 credits)
CTGE 6006 Instructional Practices for Writing 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)

Note: Completion of CTGE 6551, CTGE 6014, and CTGE 6018 require satisfying Gateway assignments that are explained in the Program Handbook.

Literacy Education (Grades 5 through 12)

Master of Science in Education Literacy Education Grades 5-12 (36 credits)
NYSED 25426/25424, HEGIS 0830.1 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 an early childhood or elementary teacher.

Program of Study

CTGE 5517 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5561 Differentiating Instruction for Children with Diverse Needs (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6500 Positive Behavior Supports (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)

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

Childhood Special Education

Certificate in Childhood Special Education (15 credits)

NYSED 36085/35086, HEGIS 0808.00 The Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in Childhood (grades 1-6) or Elementary Education (pre-K-6). The 15-credit program leads to New York state certificate for teaching Students with Disabilities (Birth-Second Grade). The program does not lead to a degree. The coursework and field experiences develop competencies in understanding, assessing, and instructing students in special education.

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

Program of Study

CTGE 5517 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5561 Differentiating Instruction for Children with Diverse Needs (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6350 Positive Behavior Supports (3 credits)
CTGE 5222 Practicum for In-Service Teachers (3 credits)

Bilingual Education Extension Program

Certificate in Bilingual Education (3 credits)

NYSED 36276/37294, HEGIS 0899.60: Bilingual Education (3 credits)
NYSED 36279/37295, HEGIS 0899.00: Bilingual Education (3 credits)

NYSED 36276/37294, HEGIS 0899.60: Bilingual Education (3 credits)
NYSED 36279/37295, HEGIS 0899.00: Bilingual Education (3 credits)

Requirements and advisement noted above meet the following requirements:

• Hold New York state initial/provisional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, adolescence) and complete certification in early childhood education (grades 1–6) or Adolescence (grades 7–12).

• Candidate for whom English is a second language has successfully two courses in the target language (oral and written) in the target language; (2) documentation in transcripts of having completed undergraduate studies in the target language; (3) agreeing to complete successfully two courses in the target language.

• Candidates 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 an extension for an extension to the Early Childhood, Childhood, Adolescence Education program. The program does not lead to an academic degree.
Specific Admission Requirements

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

- TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
- IELTS*: 7 for General Test Score; no subtest can be lower than 6
- *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 5541 Principles of Bilingual Education (3 credits)
CTGE 5542 Second Language Acquisition and Assessment (3 credits)
CTGE 5544 Development of Communication Skills in the Native and Second Language (3 credits)
CTGE 5581 Bilingual Curriculum Materials Workshop: Content Areas (3 credits)
CTGE 5582 Bilingual/ESL Curriculum Development: Reading and Language Arts (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 34103/34104, 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.

Individuals who are matriculated in an 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:

- TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
- IELTS*: 7 for General Test Score; no subtest can be lower than 6
- *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 5525 Bilingual ESL Curriculum Development: Reading and Language Arts (3 credits)
CTGE 5541 Principles of Bilingual Education (3 credits)
CTGE 5544 Development of Communications Skills in the Native and Second Language (3 credits)
CTGE 5671 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.

Certificate in Middle Childhood Biology 7-9 (12 credits)

NYSED 25436/25446, HEGIS 5503

Certificate in Middle Childhood Chemistry 7-9 (12 credits)

NYSED 25439/25449, HEGIS 5503

Certificate in Middle Childhood Physics 7-9 (12 credits)

NYSED 25440/25450, HEGIS 5503

Specific 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.
Certificate in Middle Childhood Mathematics 7-9 (15 credits)
NYSED 28443, HEGIS 0804.03
Admission Requirements
• Provide evidence of teacher certification in elementary or childhood education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in a mathematics major or concentration.
• Take a minimum of nine credits with middle childhood focus.

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

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

Adolescent Extension Program
Certificate in Teaching Exceptional Adolescents with Subject Extension (15 credits)
NYSED 34670/34677, HEGIS 0808.00
The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification 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.

Specific Admission Requirements
Candidates must hold current general education initial, provisional, permanent, or professional certificate 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 5185 Consultation and Co-teaching in Collaborative Classrooms (3 credits)
*CTGE 5175 Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits)
*CTGE 5176 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)
*Courses require eight to 10 full-course hours with students with disabilities.

Pre-K to 12 Extension Program
Advanced Certificate in Teaching English to Speakers of Other Languages (15 credits)
NYSED 32677/32759, HEGIS 1508.00/0899.50
The AdvancedTESOL Certificate Program in Early Childhood, Childhood, and Adolescence Education is for teachers holding an initial, provisional, professional, 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 teaching and learning 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 to endorsement for an extension to teach English as a second language. The program does not lead to an academic degree.

Specific Admission Requirements
In addition to the general admission requirements, applicants must have the following:
• A copy of New York State initial/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University.
• 12 credits in a language other than English for candidates for whom English is a second language required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  - TOEFL: 77 on paper test, 96 on Internet based (IBT) test
  - TOEFL: 213 on computer-based test

Program of Study
Pre-K to 12 Professional Core (12 credits)
3 credits in curricular theory
CTGE 6095 Theory and Practice in Curriculum and Teaching (3 credits)
3 credits in cultural diversity from among:
CTGE 6180 Sociopolitical Dimensions of Education (3 credits)
CTGE 6181 Understanding Multicultural Education in American Society (3 credits)
3 credits in individual diversity from among:
CTGE 5955 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5247 Teaching the Structure of the English Language (3 credits)
• Requires a minimum of 15-20 hours of fieldwork in a school that has an ESL program.

Curriculum and Teaching
Master of Science in Education Curriculum and Teaching (30 credits)
NYSED 8000/77596, HEGIS 0829.00
The curriculum and teaching program provides a core of knowledge in professional studies and the opportunity to design, with an academic advisor, unique programs of study or specializations related to professional needs and interests. The program leads to a Master of Science in education but does not lead to initial certification.

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/professional or permanent/professional certification.

Program of Study
Professional Core (12 credits)
3 credits in curricular theory
CTGE 6095 Theory and Practice in Curriculum and Teaching (3 credits)
3 credits in cultural diversity from among:
CTGE 6180 Sociopolitical Dimensions of Education (3 credits)
CTGE 6181 Understanding Multicultural Education in American Society (3 credits)
3 credits in individual diversity from among:
CTGE 5955 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5247 Teaching the Structure of the English Language (3 credits)
CTGE 5247 Teaching the Structure of the English Language (3 credits)
• Requires a minimum of 15-20 hours of fieldwork in a school that has an ESL program.

Specialization Courses (12 credits)
Six courses (18 credits), selected in consultation with a faculty advisor, which are appropriate to the student’s professional needs.

Comprehensive Assessment (0 credits)
CTGE 7070 Comps-Cores (0 credits)
CTGE 7072 Comps-Specialization (0 credits)

Literacy Leadership
Advanced Certificate in Literacy Leadership/Literacy Coaching
NYSED 32704/32706, HEGIS 0899.00
This 13-credit program in Advanced Literacy Leadership Certification is designed for the experienced teacher or administrator who has a master’s degree and teaching certification as a literacy/reading specialist, a classroom teacher, or a school administrator. The program design provides candidates with a core of knowledge in literacy leadership and the opportunity to select literacy courses related to their professional needs and interests. Candidates engage in research and reflect on evolving professional philosophies and priorities related to literacy leadership and instruction. The program enables candidates to explore approaches to developing, organizing, and evaluating literacy programs and acquire knowledge of supervision, coordination, and support of school personnel who are associated with literacy programs. (The Advanced Certificate in Literacy Leadership serves as a supplement for individuals who already possess New York state certification as a Literacy Specialist Birth-Grade 6 or Grades 5-12.)

Program of Study
Content Core Requirements (12 credits)
CTGE 5920 Adult Development & Adult Learning Theory (3 credits)
CTGE 6991 Internship in Curriculum & Teaching (3 credits)
3 credits in research from among:
PSEGE 5203 Research to Practice (3 credits)
CTGE 6092 Research in the Teaching Process (3 credits)

Elective (3 credits from the following advanced courses)
CTGE7000 Literacy Institute (3 credits)
CTGE7220 Citing the Opportunity/ Achievement Gap (3 credits)
CTGE7340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CGLE6380 Standardized and Alternate Assessments for Students at Risk or with Disabilities (3 credits)
CGLE6440 Understanding Contemporary Liracies (3 credits)
Others selected in consultation with academic adviser.

TOSEL — Not for Teaching Certification (Track 2) Non-Certification Programs
Master of Science in Teaching English to Speakers of Other Languages (33 credits)
NYSED 25422/25420, HEGIS 1509.00
This 33-credit Master of Science degree program in teaching English to speakers of other languages is designed for persons who want to develop expertise in teaching English to speakers of other languages but are not pursuing a state teaching certificate. It is appropriate for those who work in adult, corporate, or community education, and for international educators preparing to teach English as a foreign language.

Specific admission requirements:
In addition to the general admission and completion requirements for master’s-level graduate study listed on pages 12 and 34 to 35; candidates must have the following:
• 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 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:

*CTGE 5277 Integrating Math, Science, and Technology Education (3 credits)
CTGE 5175 Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits)
CTGE 5176 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)
Teacher Certification Programs for Fordham Undergraduate Students:
Five-Year Integrated Teacher Education Program (BA/BS/MST)

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

The Five-Year Integrated Teacher Education Track provides opportunities for students to complete a BA/BS in a liberal arts and science major, and a Master of Science degree in one of the above-listed programs. Dual certification and extensions may also be pursued in special education, middle childhood education, TESOL, TESOL special education, bilingual education, and bilingual special education. The programs are offered at the Lincoln Center campus.

Early advisement and coordination are important features of the integrated track. Students declare interest as early as freshman year and apply to GSE in the spring semester of junior year for early admission. Core and major courses should be chosen with the advice of both the University and Graduate School of Education advisers. In senior year, students integrate up to 12 GSE credits while completing Fordham University requirements. Fieldwork begins in sophomore year while participating in a reflective seminar and continues through senior year. During the fifth year, students complete the remaining graduate credits along with two semesters of full-time 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 for 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 advisor 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).

NYSD 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 (ofTPA, ALST, CST, 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
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.

Program of Study

- Core courses must be completed prior to the start of the undergraduate core program.
- Students must also meet the admissions requirements 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.
Leadership Programs

The Path to Leadership

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

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Adjunct Faculty: Annuci, Beale, Reine, Bernstein, Biocino, Blessdale, Brennan, Cartelli, Chessman, Cohen, Coppola, Diaz-Burgos, Dougherty, Fale, Freudentino, Frangella, Graham, Grassi, Hagan, Hawthorne, Hickey, Holloway, Jaffe, Kelly-Niles, Kilbride, Laga, Lynne, Maber, Maldonado-Torres, McCue, McGill, Miserandino, Murphy, Mussi-Nolan, Napolitano, O’Connor, Pascuale, Petelin, Pizzingrillo, Quinn, Rauhvalg, Russo, Smith, Treadwell, Vega, Walsh

Leaders work in a changing world, one that is becoming complex, multicultural, and more technologically oriented. Industrial models of leadership based on centralized, authoritarian, bureaucratic, top-down methods are giving way to more democratic, collaborative, team-oriented styles. Research and practices in management and leadership need to keep pace. By studying, teaching, and practicing the latest models of organizational reform, the Division of Educational Leadership, Administration, and Policy is committed to creating an exciting environment in which to prepare and promote the leaders of the future.

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

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

The Division of Educational Leadership, Administration, and Policy offers a master’s degree program and an advanced certificate program for current and aspiring administrators and supervisors in public and nonpublic schools and school districts. The programs of study reflect the context and challenges faced by leaders in settings. The work of educational leadership, even for the beginning administrator, must be seen in the larger framework of educational renewal, 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 involve integrating action and reflection, meaningful and relevant knowledge production, civic responsibility, and learning and living. These skills are critical to those seeking to become transformative leaders irrespective of educational setting. In the process of teaching this kind of leadership of schools and districts, the faculty believes that it should model, through its own curriculum and pedagogy, the very learning environment that it is asking the students to create in their own schools, districts, and workplaces. Most of our master’s degree programs are organized into cohorts to promote learning through group projects, action research, critical reflection, clinical applications at fieldwork sites in various educational settings, case studies and simulations, and policy analysis. Our master’s degree program in educational administration is a 30-credit, 10-course program. Students who successfully complete the program will earn a master’s degree in educational administration and supervision. We offer both our regular two-year model (either MSE in Administration and Supervision or MSE in Administration and Supervision—Catholic Education Leadership) with classes meeting in the late afternoons and evenings during the week 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 13-credit, five-course program specifically for those seeking to qualify for the New York State Education Department’s School District Leader (SDL) certification. Courses meet on weekends with the exception of the 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, supervision, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools as well. Given the individual background, education, and experiences of each candidate, prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. Currently, NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

The Division of Educational Leadership, Administration, and Policy also offers an accelerated one-year master’s program in educational leadership (AMPEL) 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 online SLE certification application, there is a supplemental application requirement for applicants to this rigorous program. Contact the division for additional information.

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).
New York State School District Leader (SDL) Certification

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

Students must consult with their state education department as to whether or not these experiences, as well as their respective educational and professional backgrounds, are acceptable for their state certification. Candidates seeking SDL certification are responsible for determining New York State Education Department requirements for qualifying for NYS School District Leadership certification. However, currently, these include a total of 60 graduate credits that must include a master’s degree, a NYSED-approved school district leader preparation program, and taking and passing the two-part School District Leader certification exam, taking and passing the Exemplary All Students exam, and completing the NYSED mandated Dignity for All Students Act (DASA) workshop.

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

Admission Requirements

Applicants seeking admission to the master’s degree program in educational leadership or the advanced certificate program in school district leadership must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as meet the following program-specific admission requirements:

• an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
• a minimum earned undergraduate and graduate grade point average of approximately 3.0 (B or better)
• two references (if currently working in a pre-K-12 setting, one reference should be from your current school principal)
• proof of immunization against measles, mumps, and rubella
• 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 SDL certification
• supplementary essay, work samples, and interview for applicants to our intensive one-year master’s degree program

Completion Requirements

In addition to the general degree-completion 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)
• if seeking the SDL certification, complete a one-year, six-credit internship, which is generally done in the candidate’s own school
• if seeking the SDL certification, complete a one-semester, three-credit, district-level internship
• for the master’s degree program, pass a master’s comprehensive examination (Students must register in advance for this during the semester in which they complete their course work. See programs of study for the master’s degree program, apply for graduation at the appropriate point in time

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

NYSED 29010/29022, HEGS 0827.00

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

• ASGE.6145. Leading in a Diverse Society (3 credits)
• ASGE.6322. School Finance (3 credits)
• ASGE.6325. School Law (3 credits)
• ASGE.6333. Professional Development (3 credits)
• ASGE.6361. Strategic Planning/Change (2 credits)
• ASGE.6461. Critical Issues in Administration and Supervision (3 credits)
• ASGE.6520. Internship (1 required of candidates seeking SDL certification) (3 credits)
• ASGE.6521. Internship II (required of candidates seeking SDL certification) (3 credits)
• ASGE.6541. Perspectives on Leadership (3 credits)
• ASGE.6720. Program Evaluation and Research (3 credits)
• ASGE.7001. Comprehensive Assessment Examination (0 credits)

School District Leadership

Master of Science in Education in Administration and Supervision (30 credits)

NYSED 29020/29019, HEGS 0828.00 (School Building Leader Preparation Program)

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)

Catholic and Faith-Based Educational Leadership

For more than 40 years, the Center for Catholic Leadership and Faith-Based Education has prepared the next generation of educational leaders. This online program provides a leader who is capable of working in a culture in which there is an expectation of excellence, critical thinking, collaboration, and the ability to think beyond the boundaries of the conventional. The program is designed to be flexible and accessible to full-time and part-time students.

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 (Catholic/Faith-Based Educational Leadership) must meet the requirements for programs in administration and supervision, and complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

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

Catholic/Faith-Based Educational Leadership (Certification Eligibility)

Admission Requirements

Applicants seeking admission to the master’s degree program for Catholic/Faith-Based Educational Leadership and are not seeking state certification must meet the general requirements for admission to graduate study in the Graduate School of Education:

• possess a baccalaureate degree from an accredited college or university in an appropriate field
• have a minimum earned undergraduate grade point average of approximately 3.0 (B or better)
• provide two references
• provide proof of immunization against measles, mumps, meningitis, and rubella
• have satisfactory command of oral and written English

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates for the MSE in administration and supervision (Catholic/Faith-Based Educational Leadership) must complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

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

Catholic/Faith-Based Educational Leadership (No Certification)

Admission Requirements

Applicants seeking admission to the master’s degree program for Catholic/Faith-Based Educational Leadership and are not seeking state certification must meet the general requirements for admission to graduate study in the Graduate School of Education:

• possess a baccalaureate degree from an accredited college or university in an appropriate field
• have a minimum earned undergraduate grade point average of approximately 3.0 (B or better)
• provide two references
• provide proof of immunization against measles, mumps, meningitis, and rubella
• have satisfactory command of oral and written English

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates for the MSE in administration and supervision (Catholic/Faith-Based Educational Leadership) must complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

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

Catholic Faith-Based Educational Leadership (Certification Eligibility)

Admission Requirements

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

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

Catholic/Faith-Based Educational Leadership (No Certification)

Admission Requirements

Applicants seeking admission to the master’s degree program for Catholic/Faith-Based Educational Leadership and are not seeking state certification must meet the general requirements for admission to graduate study in the Graduate School of Education:

• possess a baccalaureate degree from an accredited college or university in an appropriate field
• have a minimum earned undergraduate grade point average of approximately 3.0 (B or better)
• provide two references
• provide proof of immunization against measles, mumps, meningitis, and rubella
• have satisfactory command of oral and written English

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates for the MSE in administration and supervision (Catholic/Faith-Based Educational Leadership) must complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

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

Catholic/Faith-Based Educational Leadership (Certification Eligibility)

Admission Requirements

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

Master of Science in Education Administration and Supervision—Catholic/Faith-Based Educational Leadership (30 credits)
The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 and higher education administrators. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders. The PhD requires 12 credits beyond the requirements for the EdD.

Applicants may apply for either the EdD or the PhD, but they cannot apply to both programs.

Admission Requirements

Doctor of Education in Administration and Supervision (EdD) (54 credits)

NYSED 0607, 14372; HEGIS 0827.00

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

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

Admission Requirements

Applicants seeking admission to the Doctor of Education degree program in executive leadership or urban 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 0901)**

- **complete ASGE 8730, 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 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**

Program of Study

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

- ASGE 6331. Educational Management and Public Policy (3 credits)
- ASGE 6332. Social Theory and Educational Institutions (3 credits)
- ASGE 7330. Research in Administration and Supervision (3 credits)
- ASGE 7331. Administration and Supervision Seminar (3 credits)
- ASGE 7332. Time Line Theory (3 credits)
- ASGE 7345. Strategic Thinking, Planning, and Implementation (3 credits)
- ASGE 7426. 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 8741. Philosophy of Education (1 or 3 credits)
- ASGE 8743. Understanding School Leadership (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)

Church and Faith-Based School Leadership

Doctor of Philosophy in Administration and Supervision (57 credits)

NYSED 0606A, HEGIS 0827.00

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

Admission Requirements

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

- **have completed at least three years (preferred) of appropriate professional administrative experience**

- **possess a master’s degree or its equivalent from an accredited college or university with a major or concentration in a related area**

- **complete a qualifying exam and academic review for permanent matriculation**

- **complete an end-of-program comprehensive assessment (ASGE 0901)**

- **complete ASGE 8730, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for PhD candidates, which facilitates student/faculty interaction in the development of a dissertation proposal for the PhD (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 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**

- **complete the prescribed program of study, including a minimum of 45 credits beyond the master’s degree, under the direction and approval of an advisor**

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

- **write a qualifying paper during the semester in which they complete 12 to 15 credits of coursework satisfactorily and demonstrate satisfactory progress toward permanent matriculation status.**

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

- **complete 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 0901)**

- **complete ASGE 8730, 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 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**

Program of Study

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

- ASGE 6331. Educational Management and Public Policy (3 credits)
- ASGE 6332. Social Theory and Educational Institutions (3 credits)
- ASGE 7330. Research in Administration and Supervision (3 credits)
- ASGE 7331. Administration and Supervision Seminar (3 credits)
- ASGE 7332. Time Line Theory (3 credits)
- ASGE 7426. 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 8741. Philosophy of Education (1 or 3 credits)
- ASGE 8743. Understanding School Leadership (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)
To complete the PhD in administration and permanent matriculation status.

To complete the PhD in administration and permanent matriculation status.

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

The Division of Psychological and Educational Services offers master's and doctoral programs in two areas: Counseling Psychology and School Psychology.

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Chair: Anthony Cancelli, PhD
Office: Room 1008
Phone: 212-638-6460 or 6461
Professors: Cancelli, Esquivel, Hennessey, Hou"ut, Jackson, Keitel, Penteotto, Rabinosvitz, Weiner (Emeritus)

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

Clinical Faculty: D’Onofrio, Kirby, Laurnata

Adjunct Faculty: Aaronson, Doherty, Fontan, Galley, Grimes, Hauhner, Kla"ver, Klug, Mauer, Moe, Ngal, Patuoli, Selly, Sosa-Tita, Wysong, Yang

Affiliated Faculty: Takosouh, Whiten II Director of Field-Based Experience and Accountability: Elizabeth Casey

The Division of Psychological and Educational Services (PES) is 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 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—

Counseling and School Psychology Programs

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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 education degree (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 license as a mental health counselor; and a PhD program in counseling psychology that leads to an academic career.

Master of Science in School Counseling (60 credits)

Admission Requirements

Applicants seeking admission to the MSEd program in school counseling must meet the general requirements for admission to the Graduate School of Education and these program-specific admission criteria:

- Successful completion of Standardized Tests in Education and Psychology (PSGE 5210) on 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 6700) or a passing score on the division’s competency exam is a prerequisite to the Experimental Design course.

- All of the program requirements will be satisfied by successful completion of fields in counseling psychology. Students are required to obtain their own placements for PSGE 6652 and PSGE 6654. Field Experience in School Counseling I and II. Full time students must take one summer module in order to satisfy all program requirements to their field experience.

Field Experiences

PSGE 6652 Field Experience in School Counseling - minimum of 240 hours (3 credits)

PSGE 6654 Field Experience II 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 services 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:

Area V: Professional Issues (21 credits)

Area VI: Comprehensive Assessment (30 credits)

Area VII: Bilingual Education (3 credits)

Area VIII: multicultural issues in Professional Psychology (3 credits)

Area IX: Bilingual Special Education (3 credits)

Area X: Race and Multicultural Education (3 credits)

Area XI: Seminar in the Psychology of Bilingual Students (3 credits)

Area XII: Field Experience in Counseling (3 credits)

Area XIII: Field Experience II in Counseling (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)

Admission Requirements

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

- Permanent proof of immunization against measles, mumps, meningitis, and rubella.

- Two reference reports

- Evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession) and the ability to communicate effectively; evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate.

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

- Have a minimum of 3,000 hours of supervised professional experience.

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Comprehension 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 the advisor
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• complete an end-of-program comprehensive assessment
• complete a 600-hour mental health counseling internship

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

Program of Study

The 60-credit program includes a 600-hour, on-site, supervised internship completed during the fall and spring (PSGE6651 and 6663) 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:

- PSGE6500 Ethical/Professional Issues in Counseling (3 credits)
- PSGE6551 Field Experience I in Mental Health Counseling I (240 hours 2 days per week or 330 hours 2.5 days per week) (3 credits)
- PSGE6555 Field Experience in Mental Health Counseling II (300 hours 2 days per week) (3 credits)
- PSGE6556 Multicultural Counseling (3 credits)
- PSGE6563 Field Experience II in Mental Health Counseling (240 hours 2 days per week or 330 hours 2.5 days per week) (3 credits)
- PSGE6769 Theories of Family Intervention and Counseling (3 credits)

Doctoral Program in Counseling Psychology

Doctor of Philosophy (PhD) in Counseling Psychology

PSYE8674, HEGS 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. APA Office of Program Consultation and Accreditation (Address: 750 First St. NE, Washington, D.C. 20002.) Upon completion of all the requirements for the PhD degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other settings and are also prepared for research or academic careers. In addition, program graduates will have satisfied the academic and internship requirements for licensing as a psychologist in New York state. 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 these program-specific admission criteria:

• possess a baccalaureate or a master’s degree from an accredited college or university
• have academic and professional goals consistent with the objectives and purposes of the program
• show evidence of professional promise (personality, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively)

Candidates must be in the student’s application for admission or be sought in an interview with the program 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 a minimum of two reference reports

• have satisfactory grades 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 into the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, advisor, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the 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 principles 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 counseling psychology, students must meet the following requirements:

• complete the prescribed program of study, including a minimum of 96 credits beyond the baccalaureate, or 45 credits beyond a master’s degree in counseling or a collateral field. Additional courses (such as master’s degree prerequisite courses, see PhD student handbook for more information) will be required

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

• complete a one-year doctoral research apprenticeship project (two consecutive semesters and a summer), including participation in PSGE8801 (9 credits), which includes monthly seminars, as well as a research apprenticeship under the supervision of a member of the faculty

• complete an end-of-program comprehensive assessment

• complete PSGE8999 Dissertation Seminar, including the preparation of an original dissertation under the direction of a mentor and committee of faculty

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

• complete a predoctoral internship

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

Program of Study

Psychology Core (15-21 credits)

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

Ethics in Professional Practice (3 credits)

PSGE8672 Social and Ethical Responsibilities in Counseling Psychology (3 credits)

This course must be taken in the student’s first semester of study

Cognitive/Attractive Aspects of Behavior (3 credits)

PSGE 6322 psychology of Cognition and Affect (3 credits)

Social Aspects of Behavior (3 credits)

PSGE 6345 Social Psychology (3 credits)

Biological Bases (3 credits)

PSGE7345 Foundations of Neuropsychology

History and Systems of Psychology (3 credits)

PSGE 6405 History and Systems of Psychology (3 credits)

Multicultural Issues in Psychology (3 credits)

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)

or

PSGE 6656 Multicultural Counseling (3 credits)

Individual Differences/Human Development (3 credits)

PSGE7301 Advanced Developmental Psychology (3 credits)

Doctoral Research Core (12 to 24 credits)

Students are required to take the preseminar, advanced research, measurement, and statistics courses. Students must select the introductory-level courses in these areas, as these courses also become part of this core. The number of required and research core, accordingly, ranges from 12 to 24.

PSGE5204 Research Methods in Counseling (3 credits)

PSGE5210 Statistical Methods in Education and Psychology (3 credits)

PSGE6607 Assessment in Counseling (3 credits)

PSGE7200 Experimental Design (3 credits)

PSGE7211 Correlational Design and Analysis (3 credits)

PSGE7680 Qualitative Research Methods in Counseling Psychology (3 credits)

PSGE7213 Application of Multivariate Statistical Techniques in Education and Psychology (3 credits)

PSGE7711 Ethics in Professional Practice (3 credits)

PSGE7900 Forensic in Psychological and Educational Services (3 credits)

Doctoral Counseling Psychology Requirements

Career Development (3 credits)

PSGE7640 Psychology of Career Development (3 credits)

Assessment (9 credits)

PSGE6645 General Psychopharmacology

PSGE7611 Assessment of Intelligence (3 credits)

PSGE7612 Assessment of Personality (3 credits)

Intervention Procedures (12 credits)

PSGE7654 Counseling Psychology I: Humanistic (3 credits)

PSGE7655 Counseling Psychology II: Cognitive Behavioral (3 credits)

PSGE7656 Counseling Psychology III: Psychodynamic (3 credits)

PSGE7658 Counseling Psychology IV: Integrative (3 credits)

Consultation and Supervision (6 credits)

PSGE7649 Clinical Supervision and Consultation in Counseling (3 credits)

PSGE7657 Practicum in Supervision in Counseling Psychology (3 credits)

Comprehensive Assessment (0 credits)

PSGE0905 PhD Comps Couns Psy I (Clinical practical) (0 credits)

PSGE0910 PhD Comps Couns Psy II (research) (0 credits)

Dissertation Seminar

PSGE8999 Dissertation Seminar (required)

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

EDGE 9999 Dissertation Mentoring (0 credits)

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

Full-time Internship (0 credits)

PSGE7667/68/69 Internship in Counseling Psychology I, II and III (0 credits)

A one-year, full-time APPIC 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.
School Psychology Programs

The mission of Fordham's school psychology programs is to educate professional psychologists who are capable of linking knowledge gained through psychological science to educational efforts in contemporary society. The program aims to prepare psychologists to understand and enhance the development and social-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 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 National Association of School Psychologists through the National Council for Accreditation of Teacher Education.

Practica and Internships

Practica and an internship are required in the school psychology programs. These experiences follow the fieldwork associated with the corresponding practica or field experiences.

Practica:

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

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

The third practicum experience, Integration of Assessment, is designed to provide students with supervised experiences in psycho-educational assessment. Many students in this practicum gain experience by providing assessment services through the Rosa A. Hagan 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. Externship students are required to complete an additional 200 hours of pre-internship field experiences.

Internships:

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

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

Doctoral students are strongly encouraged to seek an internship accredited by the American Psychological Association (APA)/American Board of School Neuropsychology (ABSN). Students are also encouraged to seek an externship experience with professional psychologists who are members of the APA.

Internship/practicum/practica or field experiences.

Professional Diploma Programs

There are two professional diploma programs (PD) in psychology 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 certification as a school psychologist with a bilingual extension. It offers training to prepare psychologists who are bilingual with a special focus on a culturally and linguistically diverse children and families. Currently, the bilingual PD program offers a multicultural specialization that includes a diversity of language backgrounds.

Both professional diploma programs prepare students to serve as practicing school psychologists. Beginning with a foundation in undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the professional diploma, and is recommended to New York State for certification as a school psychologist if he or she is a U.S. citizen.

The bilingual program is designed to go beyond simply training bilingual/bicultural individuals to offer school psychological services. The bilingual program offers an integrated training program for license psychologists with specialized competencies for working with children who are second-language learners and families. Of this program who complete the master's in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Professional Diploma Program in School Psychology (66 credits)

Admission Requirements

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements established for applicants to the master's programs in psychology. In addition, the professional diploma program requires applicants to meet the following requirements:

• 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

• demonstrate satisfactory command of oral and written English

• prove the fluency in 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. (Applicants who lack one of these criteria must secure an internship that meets the National Association of School Psychologists (NASP) standards. Students may request to complete their internship because of familial or geographical constraints. If a student does 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

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

• have secured an internship that meets the general requirements established for applicants to the master's programs in psychology. The program attempts to place qualified students in approved internship programs but does not guarantee placement

The program reserves the right to review the progress of students and to terminate students from the program. Students may be terminated from the program if they fail to complete any of these requirements.

Professional Diploma Program in School Psychology (66 credits)

Program of Study

Assessment (9 credits)

PSGE 7402 Personality Assessment (3 credits)

PSGE 7418 Non-Verbal 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 7424 Special Interventions in Schools (3 credits)

PSGE 7445 Theories of School-Based Consultation (3 credits)

Professionals in psychology, abnormally 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)
Bilingual School Psychology (66 credits)

Electives (6 credits under advisement)

Fieldwork (15 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (66 credits)

NYSED 0391H, HEGIS 2099.00

Program of Study

Assessment (9 credits)

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Program of Study

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NYSED 0391H, HEGIS 2099.00

Program of Study

Assessment (9 credits)

Professional Diploma (PD) Program in Bilingual School Psychology (66 credits)

NYSED 0391H, HEGIS 2099.00

Program of Study

Assessment (9 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-accredited program, proof of language competence (evidence of passing score on the NYS EAP).

• 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 Multicultural Education (3 credits)
CTGE 6601 Seminar in the Psychology of Bilingual Students (3 credits)
Multicultural Theory and Knowledge (3 credits)
CTGE 6603 Multicultural Issues in Professional Psychology (3 credits)
Assessment (3 credits)
CTGE 7418 Non-bias Assessment and Decision Making (3 credits)
Fieldwork (3 credits)
CTGE 7501 Bilingual Clinical Practicum (to enroll in this practicum, students must show evidence of graduate-level background in theories of counseling and therapeutic interventions) (3 credits)

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 these program-specific admission criteria:

• Possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalents:

• Either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.)

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

• Evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student’s record and an interview with school psychology faculty.

• Have earned a minimum undergraduate grade point average of 3.5 (B+ or better) or a minimum graduate grade point average of 3.5 (B+ or better).

• Provide two reference reports.

• Have earned 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 their mentor, advisor, program director, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation as soon as they complete 12 to 15 credits and PSGE 7900 Preliminary Paper.

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 99 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 seminar (PSGE 7900). Students register once for the seminar 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 an one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in the PSGE 8011 (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 member.

• Develop and defend an oral examination of 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.
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)
PSGE 7502 Consultation Practicum in School Psychology (3 credits)
PSGE 7520 School Psychology Externship (2 credits)

Supervision (3 credits)
PSGE 7462 Clinical Supervision of School Psychologists (3 credits)

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

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

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

Cognate Areas of Studies (9 credits)
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 six credits of the cognate requirement if they choose to declare the area in which they received their master’s as their area of specialty, and if the area is approved by the adviser as relevant. The remaining three credits of study in the cognate should be chosen to enhance expertise in the area.
Doctoral students who complete a master’s degree as part of their PD program are exempt entirely from the cognate requirement.
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.

Students who entered 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 waived from the specific Fordham course requirement and guided to appropriate advanced-level courses to enhance professional skills and 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.

Students who entered 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 waived from the specific Fordham course requirement and guided to appropriate advanced-level courses to enhance professional skills and 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 Curriculum and Teaching
INTER Interdisciplinary Research
PSYE Psychology
UEGE Urban Education

The numbering system is the key to the course levels, specifically:

5000 series Graduate courses and institutes
6000 series Graduate combined institutes
7000 series Advanced graduate courses
8000 series Seminars and guided tutorials
9000 series Special courses and process registrations

Administration and Supervision ASGE Courses

An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, the division chairperson, and the director of graduate studies.

ASGE 0701 Master’s Comprehensive Exam/Assessment (3 credits) (MASTER’S COMPAS)
Master’s comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0705 HRE Master’s Comp (3 credits) (HRE MASTER’S COMPAS)

ASGE 0900 Permanent Matriculation Status (3 credits) (PERMANENT MATRICULATION STATUS)
Student demonstrates satisfactory progress towards completing 12-1/2 credits, which contributes to permanent matriculation status.

ASGE 0901 Doctoral Comprehensive Exam/Assessment (0-3 credits) (DOCTORAL COMPAS)
Doctoral comprehensive examination or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0999 Proposal Acceptance (0 credits) (PROPOSAL ACCEP)
Make application during the semester the dissertation proposal is completed.

ASGE 5112 Fundamentals of Educational Administration and Management (3 credits) (FUND OF EDUC ADMIN & MGMNT)
A basic course dealing with the role of the school-based administrator in the administration of schools. The course takes up issues related to account management issues, school effectiveness, human resources, communications, and human relations.

ASGE 5119 Fundamentals of Educational Supervision (3 credits) (FUND OF EDUC SUPERVISION)
Considers the human, technical, educational, social, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will develop K-12 curricula as part of their studies.

ASGE 5324 Funding and Grants (3 credits) (FUNDING AND GRANTS)
This course analyzes the technical skills of grant writing, data gathering’s affect on funding sources, and the politics of grant-proposal submission.

ASGE 5902 Management of Continuing and Adult Education Programs (3 credits) (MGMGT CONTIN & ADULT ED PRGM)
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult education organizations and agencies.

ASGE 6105 HR I: The Generalist (3 credits) (HR I)
This course begins the program, introducing current issues faced by organizations and by HR departments in particular. We examine those functions typically enacted by HR generalists, including recruitment and retention, employee relations, and legal issues germane to HR (e.g., ADA, APLA, OSHA, fines at-will, sexual harassment).

ASGE 6110 HR II: The Specialist (3 credits) (HR II)
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

ASGE 6322 Applications of Computers to Administration and Supervision (3 credits) (COMPUTER APPS A & S)
Provide administrators and supervisors with an opportunity to develop computer literacy and to become familiar with applications of computers to instructional and administrative/ supervisory areas. All students in the Graduate School of Education may enroll in the course.

ASGE 6330 Instructional Leadership (3 credits) (INSTRUCTION LEADSHIP)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop a framework for curriculum development.

ASGE 6132 Organizational Behavior (3 credits) (ORGS BEHAV)
Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6133 Groups in Organizations (3 credits) (GROPS/ORGSS)
Focuses on social/psychological forces influencing the behavior of the individual in groups and within the larger organization. Topics include: group dynamics, team building, group facilitation, conflict management, organizational culture, and organizational change.

ASGE 6145 Leading in a Diverse Society (3 credits) (LOGO DIVERSE SOCIETY)
Provides understanding of knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa. Explores concepts, issues, and dilemmas related to multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community, and proposes solutions to meet challenges of a diverse society.

ASGE 6224 The Superintendency (3 credits) (THE SUPERINTENDENCY)
Consideration of the chief roles of the superintendent of schools, such as school board relationships, personnel finance and budgeting, program planning, curriculum relationships, local state, and federal relationships, and evaluation.

ASGE 6225 Boards of Education (3 credits) (BOARDS OF EDUCATION)
The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

ASGE 6245 Financial Management of Nonpublic Schools (3 credits) (FINMGMT NPSCH)
This course will examine alternative strategies for generating, managing, and marketing funds in nonprofit schools.

ASGE 6264 Management of Funded Programs (3 credits) (MGMNT OF FUNDED PROGRAMS)
Considerations in the design, planning, organizing, and managing externally funded programs in settings such as school districts, colleges, universities, and other nonprofit organizations.

ASGE 6321 Administration of Personnel (3 credits) (ADMIN OF PERSONNEL)
Basic personnel functions in school administration. Recruitment, selection, orientation, compensation, personnel development, personnel evaluations, welfare programs, and collective negotiations.

ASGE 6322 Cases and Simulations in Administration (3 credits) (CASES SIMULA & S)
This course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership of the field of education.

ASGE 6324 School Financial Accounting (3 credits) (SCH FIN ACCTG)
This course is designed to provide students with a functional knowledge of educational financial accounting. Sessions will cover accounting procedures and policies relating to generally accepted accounting principles, the recording of revenues and expenditures, capital and general fund project accounting, debt service, financial statement preparation and presentations, internal control procedures, and relationships with auditing agencies.

ASGE 6341 Management of Schools Information Systems (3 credits) (MGMT SCH INFO SYS)
This course introduces educational administrators to the basic principles of data processing and management information systems. Sessions will include basic concepts and terminology in data processing, logic, and equipment; tools of analysis for determining school district software needs; an overview of information systems to financial, human resource, and administrative decision-making; the implications of educational management systems; and mainframe and PC-based applications for school district reporting and management needs.

ASGE 6345 Financial Management of Nonpublic Schools (3 credits) (FINMGMT NPSCH)
This course will examine alternative strategies for generating, managing, and marketing funds in nonprofit schools.

ASGE 6362 Understanding and Managing Change (3 credits) (UNDRSTND/MANAG CHNG)
Students learn to view 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 in management, and personnel policies and practices in the day-to-day administration and long-range planning of higher education institutions, and the unique and common roles and goals of community colleges, senior colleges, and universities in the United States.

ASGE 6441 Critical Issues in Administration and Supervision (3 credits) (CRITICAL ISSUES IN A & S)
Synthesizing emerging and emerging issues in administration and supervision, including retenchment, special education, finance, and desegregation.
ASGE 6520 – 6521 Internship I and II (3 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 cochairman 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 LDRSHP)

This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620 Advanced Statistics in Educational Leadership, Administration, and Policy (3 credits) (ADVANCED STAT IN ASGE)

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

ASGE 6720 Program Evaluation and Research in Management and Supervision (3 credits) (PROG EVLMT AND RSNCH IN A & S I)

Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 6732 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 productivity of schools in relating 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 & ACCNTS)

School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus building 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 Administration (3 credits) (SOC THRY EDUC INST)

This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and 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 with respect to restructuring and leading educational systems.

ASGE 7431 Administration and Supervision Seminar (3 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 THEORY)

Focuses on the analysis of organizational change. Theories of Weber, Argys, McGregor, Etzioni, and others will be examined.

ASGE 7435 Strategic Thinking, Planning, and Implementation (3 credits) (STRAT THKG PNLG & IMPLMTN)

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 will 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 Wierhena, Hamel and Prahalad, Kim and Mauborgne, and Richard Draven. 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) (INTERDISCPLN FOUND OF SUPV)

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

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

This course focuses on individuals and groups in the organization, and on both the micro and macro perspectives of their behavior. The perspective, both meta and background, methodology, and theoretical 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 Leading Organizational Change (3 credits) (LEAD ORG CHANGE)

This course is designed to help students understand 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 exploring the tools and techniques for crafting a vision, mission, and strategic plan for change, as well as aligning the organization behind the vision.

ASGE 7444 Leading a Learning Organization (3 credits) (LEAD LEARN ORG)

This course is focused 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 exploring 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 their models. This will lead to an individual reflective plan focusing on leading a learning organization.

ASGE 7446 Seminar in Organizational Culture (3 credits) (ORG CULTURE LAB)

This course focuses on the nature of organizational culture: how it comes into being, how to foster change, how to change it. Students discuss the development of norms, values, and behaviors in an institution as a system, as well as dysfunctional cultures are analyzed.

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 protecting the interests of all the community members in which they are located.

ASGE 7450 Seminar in the Spirituality of Leadership (3 credits) (SEM SPIRIT OF LDRSHP)

This course focuses on the nature of spiritual leadership, its role in building community within organizations. The course will explore spirituality as it basically relates to education. This perspective, 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) (CLINICAL PRACTICE IN A & S)

This course provides students with applied field experiences designed to work out solutions to problems of professional concern. The student will identify possible problems, and develop and use methods of attacking them.

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

This course offers students the opportunity to engage in field research that is directed toward original 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 seminars.

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

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

ASGE 8050 Directed Research in Educational Leadership, Administration, and Policy (3 credits) (DIR RESEARCH ASGE)

Designed for students for developing research projects or problems 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. This seminar will focus on developing a dissertation proposal. Students will be examined.

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

Seminar for advanced Doctor of Philosophy candidates. This seminar will focus on developing a dissertation proposal. Students will be examined.

ASGE 8990 Independent Study (3 credits) (INDEPENDENT STUDY)

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

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 toward 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)

CLGE 6140 Foundations of Interdisciplinary Research (3 credits) (INTERDISC RES I)

During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to understand an evolving diversity of research traditions. Participants will explore research designs and processes in published studies in order to pose questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative cases using hypothesis testing and hypothesis-generating stances, mindful of the fluidity 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 understand an evolving diversity of research traditions. Participants will explore research designs and processes in published studies in order to pose questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative cases using hypothesis testing and hypothesis-generating stances, mindful of the fluidity of these endeavors.
CLGE 6240 Global Perspectives on Language, Culture, and Equity (3 credits) (GLBL PERS 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 positions, successful graduate students will create a more holistic understanding of language policies and promote educational equity and social justice communities. The multiple contexts where many languages interface and the impact of such interactions, social contexts, and education 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 (MULTICULT COMPETENCIES)
Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop (a) foundational multicultural competencies, particularly with respect to the dimensions of empathic 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, cultural, individual, and small-group modes of learning. The prerequisite for this course is CTGE 6110 Sociopolitical Dimensions of Education.

CLGE 6340 Designing, Implementing, and Evaluating Studies and Programs (3 credits) (DESIGN IMPLEMENT EVALUATE)
This course will integrate the discussion of research designs and the development of research and implementation of evidence-based practices in educational settings. Multiple perspectives and experiences will be provided in order to equip researchers through understanding and critiquing critical issues related to the implementation of research. In particular, this course explores how to produce research that promotes educational equity and achievement in diverse student populations and student learning experiences.

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 policy making. Assessment systems used with students with disabilities for progress monitoring, accountability data-based decision-making at individual, school, state, and 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 6400 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 neurosciences 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 LIT)
This course introduces various frameworks of literacies in the contemporary world, exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, critical literacy, language study (e.g., sociolinguistics, psycholinguistics), and multiculturalism. 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 6450 Development in Context (3 credits) (DEVELOPMENT IN CONTEXT)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout the lifespan, such as the parent-child relationship during infancy, peer relationships during middle childhood, media and social development during adolescence, and transitions in cognitive performance during the adult years. Special emphasis will be placed on the ramifications of these issues for contemporary learning among child and adult populations.

CLGE 6545 Structural, Philosophical, and Psychological Arguments of Evaluation and Research (3 credits) (EVALUATION RESEARCH PHILOS PSYCH EXPAT)
This course explores the form and function of arguments in writing and discourse. The course is designed to have students examine the nature and philosophy of science with special emphasis on scientific argument, (2) explore the nature of the research process and the nature of research, (3) investigate theoretical and philosophical frameworks of research, (4) research literacy as learning occurs through both public (i.e., discourse) and private (i.e., cognition) forms of understanding, (5) outline rather robust forms of argument, and (5) examine the psychological meaning of reasoning skills across the K-12 grades.

CLGE 6550 Motivation to Learn (3 credits) (MOTIVATION TO LEARN)
Have you ever wondered why some individuals, during adulthood, engage in learning activities, while others give up easily 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 issues such as mastery, performance, and learned helplessness as they are influenced by 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 achievement motivation. We will also address what role technology plays in motivating motivation to learn.

CLGE 6555 Becoming Leaders of a Contemporary Learning (3 credits) (BECOMING LEADERS CONTEMP LRN)
Students examine contemporary learning through the frameworks generally attributed to reshaping education in the 21st century, (1) advances in science, information, and communication technologies, (2) altered global economies and workforce needs, and (3) changes in the nature of work. Students will engage in discussions that grapple with the interdisciplinary relationships among these forces to develop a vision of the future. The course will also specify, 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 (3 credits) (PRGRAM ASSESSMENT/ EVAL)
This course focuses on how to assess the effectiveness of educational service delivery systems both in schools and other human service settings. Students develop facility in methods to measure, assess, and analyze influence policies and practices in evaluation. Students will also learn how to conduct a metaevaluation. During this two-semester interdisciplinary experience, doctoral students will construct a research study for a school or district 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 incorporate the outcomes of these measurements into 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) (PRGM ASSESS EVAL II)
This course focuses on how to assess the effectiveness of educational service delivery systems both in schools and other human service settings. Students develop facility in methods to measure, assess, and analyze influence policies and practices in 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 or district 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 incorporate the outcomes of these measurements into 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 7175 Internship in Contemporary Learning and Interdisciplinary Research (3 credits) (INTERDIS CONTemp LEARN)
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 the site. Supervision may be provided by doctoral-level curriculum coordinators, research specialists, or school principals. A final report 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-taught, two-semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies. As part of this course, students will be exposed to a variety of measurement tools and data collection and analytic tools, including an exploration of the uses of classroom/academic 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-taught, two-semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies. As part of this course, students will be exposed to a variety of measurement tools and data collection and analytic tools, including an exploration of the uses of classroom/academic 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 will focus on teacher, leaders, and policymakers with the skills, knowledge, and dispositions to work with diverse youth populations. The course will equip students with an understanding and awareness of an array of cultural strengths and competencies developed by diverse youth 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 strengths that can be found in students’ communities, and the larger culture, and we analyze how to tap into those strengths and build on them. The course also offers skills in structuring environments that can help an increasingly diverse student population meaningfully, developmentally, and relevant educational experiences.

CLGE 7240 Multilingual Literacies: Exploring Literacy in Multiple Languages and Cultures (3 credits) (MULTILING LIT: EXPLR LIT)
This course provides theoretical and research foundations to the intersection of language and culture, including multilingual, multilingual, and social, and geographical contexts. Graduate students will examine reforms and research efforts and the impact of a variety of critical lenses that emerge from the school, community, and systems in sociocultural contexts, and applied linguistics. We will explore the nature of language and cultural, language and educational equity that is enacted in schools and other educational settings in different countries and socioeconomic 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) (EQUIT ASSESS MULT CLSRN)
This course provides theoretical and research foundations to equitable assessment in multilingual and multicultural classrooms. By exploring historical and contemporary scholarly sources, graduate students will develop a trajectory of assessing emerging bilinguals’ language proficiency and content knowledge in reading and writing in their native language in other countries. Graduate students will critically examine the diverse language and literacy systems for emergent bilingual can be valid and reliable to accomplish two interrelated goals: (1) assessment of learning and (2) assessment for learning. Graduate students will consider key implications of the research for challenging narrow notions of literacy and language. This course also addresses what role technology plays in developing and implementing assessment practices that fully demonstrate emerging 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 special education, learning disabilities, psychology, and neuroscience in examining reading and writing processes and best practices for promoting successful academic outcomes. In particular, the systematic documentation and analysis of the literacy behaviors and development of struggling readers and writers adopt a reflective-researcher stance as they implement and evaluate instructional practices to promote literacy and learning. This is intended as a core course in the special education literacy program as well 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.
CTGE 7350 Positive Behavior Supports (3 credits) (PBSS) Relationships and Social Communication (3 credits) (SOC, BSB)

This course will cover the development of knowledge and skills necessary to develop, implement, and evaluate the impact of Positive Behavior Support on student behavior. The course covers general classroom management, Function Behavior Assessment (FBA), and Positive Interactions and Behavior Support (PIS). These are foundational to an appropriate use of intervention in supporting all students, with and without disabilities, in classrooms and schools at large. The students will participate in lectures, discussions, article reviews, in-class activities, and case studies.

CTGE 7490 Teaching Composition in the 21st Century: Theory and Practice (3 credits) (TCH COMP 2157 CENT)
The nature of writing is changing in the 21st century. This course examines models of teaching and learning must consider the role of composition in school curricula. The course will explore the nature and purpose of writing in the 21st century. Particular focus will be given to finding, reading, and critiquing studies related to the theories of writing in the 21st century.

CTGE 7520 Cognition, Technology, and Innovation (3 credits) (COG, TECH, & INNOV)
What role does technology play in learning? Is technology a pedagogical aid? How can technology be used to facilitate learning? These are some of the questions that we will be addressing in this class. The overall objective of this course is to gain and apply knowledge related to human information processing, motivation, and creativity to the design of effective instruction.

CTGE 7570 Positive Trajectories: Resilience and Adaptation (3 credits) (POS TRA: RESIL & ADAP)
Human beings have an amazing capacity to adapt to life on earth. This course focuses on the concept known as resilience. The construct of resilience has become popular in social sciences in recent years. This course uses conceptual, empirical, and applied work on resilience to explore the development of school-age at-risk learners to understand the factors that enhance and support positive educational practice. The course further reviews 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 and across diverse contemporary learning contexts.

CTGE 8110 Dissertation Seminar: Contemporary and Interdisciplinary Research (3 credits) (DISSERT SEMINAR: CLAIR)
Seminar for 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.

Curriculum and Teaching

CTGE Courses

CTGE 7019 Adolescence Education Portfolio (0 credits) (AODEPORTFOLIO)
Part one of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 7030 Master’s Comprehensive Exam/Assessment (0 credits) (MST COMP 0)
Part one of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 7030 Intern Portfolio (0 credits) (INTERN FELLOW PORTFOLIO)
Development and review of professional portfolio for elementary teacher candidates in the Intern Program.

CTGE 7074 Child Education Portfolio (0 credits) (CHILDOHOOD PORTFOLIO)
Development and review of professional portfolio for early childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met childhood education program goals, as well as program goals of specific certification areas.

CTGE 7075 Early Childhood Education Portfolio (0 credits) (EARLY CHILDOHOOD 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 7090 Adolescence Education Portfolio (0 credits) (AODEPORTFOLIO)
The course reviews the knowledge, skills, and understanding of concepts related to the secondary classroom, including the ability to access, generate, and use information or 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. Emphasis will be placed on the developing and protecting the adolescent population, and students will emphasize computer capabilities for teaching, managing and implementing technology, and communicating electronically from a child’s perspective.

CTGE 5066 Teaching Social Studies to Children (3 credits) (TCHS S.S. TO CHILDREN)
This course focuses on the integrated learning strands: curriculum design, classroom management, teaching, and assessment. It addresses a range of topics related to improving reading comprehension of content-area text and for collaborating with others to foster and enhance collaborative learning. Students will identify students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5175 Assessment Strategies for Young Children with Disabilities (3 credits) (ASSESS YOUNG CHILD W/DISBL)
This course focuses on assessing children with disabilities, including both remediation and enrichment that are provided in pre-K and kindergarten classes. This course enables teachers to effectively respond to students with different physical and learning needs, students of different racial, ethnic, religious, or cultural traditions, and their families who demonstrate differing individual learning styles. This 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 (CCLS). This process considers the materials, presentation style, organization of classroom instruction (book, video, etc.), and the use of technology in differentiating classroom instruction. As an integral part of this collaborative process, this course will examine ways to build collaborative skills needed to work successfully with families of diverse members with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5162 Consultation and Co-Teaching in Collaborative Classrooms (3 credits) (CONSULT COLLAB CLASRM)
This course will focus on consultation and co-teaching in collaborative classrooms. Students will review the role of consultation and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures, such as IEP meetings, pre-referral intervention assistance teams, RTI teams, paraprofessionals, and IEP teams will be emphasized. The second part of the course is focused on collaborative co-teaching function in collaborative alternatives to special education. 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 learning styles, abilities, and interests are valued. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5917: Behavior Interventions and Effectiveness (3 credits) (BEH INTERV & CLASS MNGMT)

This course will prepare teachers in special education to implement evidence-based practices across multiple settings through the use of positive behavior intervention and support, functional behavioral analysis, behavior consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through positive behavior change and management. Students will complete 10 hours of fieldwork focused on students with disabilities.

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

Assessments used to determine eligibility for special education and responsiveness to instruction, including norm-referenced, criterion-referenced, and diagnostic assessments and tasks, and curriculum-based assessments. Emphasis is placed specifically for evaluating students' literacy skills, mathematics skills, behavior, and appropriate instructional and curricular supports. Students in this course will complete 828 hours of fieldwork focused on students with disabilities.

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

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 to the general education curriculum. Use manipulatives, modeling, technology, and assistive technology to support differentiated instruction. Establish equitable grading policies, mentor IEP goals, teach struggling readers and writers, and prepare accommodations and modifications of curriculum and testing specific to teaching the subject areas of English language arts and social studies. Plan curriculum for a diverse learning community, considering learning processes, motivation, classroom management, including managing behavior of students with disabilities and promoting development of positive social interaction skills. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5761: Teaching Music and Science in Inclusive Adolescence Classrooms (3 credits) (MTHR/SCI INCLU ADOL CLRM)

Learn strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for music and science courses. Practice evidence-based teaching methods focused on remediation and acceleration to increase the accessibility and achievement of diverse learners to the general education curriculum. Use manipulatives, modeling, technology, and assistive technology to support differentiated instruction. Establish equitable grading policies, mentor IEP goals, teach struggling readers and writers, and prepare accommodations and modifications of curriculum and testing specific to teaching the subject areas of English language arts and social studies. Plan curriculum for a diverse learning community, considering learning processes, motivation, classroom management, including managing behavior of students with disabilities and promoting development of positive social interaction skills. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5200: Field Experience Seminar: Issues in Reflective Practice (0 credits) (FLD EXPER RFL PRACTI)

This continuing component seminar and series of field placements focus on issues in school-based 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 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 5201: Student Teaching Seminar: Issues in Reflective Practice (0-3 credits) (TEACH STUD SEM)

The continuing component seminar and series of student-teaching placements focus on issues in school-based practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full time student teaching with 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 5211: Practicum for In-Service Teachers (0 credits) (PRACTICUM)

Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student teaching experiences through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

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

Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, music, movement, and the visual arts, as well as the integration of the arts into interdisciplinary curricula. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5222: Practicum for In-Service Teachers (3 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 through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5227: Teaching Mathematics to Children (3 credits) (TCHS MATH TO CHILDREN)

This basic course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematic instruction foundational and problem solving. 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 5230: Framework for Education for All Young Children (3 credits) (FRAMEWORK ED YOUNG CHILD)

A continuing component seminar and series of student-teaching placements focuses on issues in school-based practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full time student teaching with 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 5232: Workshop in Early Childhood Education (3 credits) (WKSHPK EARLY CHILD ED)

Translating the theories and concepts of early childhood education into the practice of early childhood education; emphasis on structured discussions with superiors, films, and demonstrations. Course content will vary to meet the unique characteristics and needs of students enrolled.

CTGE 5233: Early Childhood Curriculum and Assessment (3 credits) (ECOCURRIC/ASSESS)

Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5234: Early Learning Through Play (3 credits) (EARLY LNKG TRH PLAY)

Critical analysis of the theories and practices of early childhood education, including the ability to plan, implement, and assess appropriate play experiences in diverse early childhood classroom settings. Students will experience the potential for learning across the curriculum when it is taught in an early childhood education environment. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop 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 MULTICULT CLSRM)

Issues of equity and justice are explored through literature. Adult and children’s literature are used to examine the concept of cultural diversity and social justice. Considerations of various immigrant and ethnic groups. Introduction to various genres 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 CHILD)

Theory and practical approaches and strategies to make classroom accessible to students with special needs. Issues related to students with disabilities. Overview of legislation, culture, and family factors. Emphasis is on developing skills in teaching methods such as integration of methods, content knowledge, and use of curricula. Consideration will be given to students with learning disabilities, the education of culturally and linguistically diverse students, and the implications of these issues for the future of students with disabilities. Global issues will be explored. Emphasis will be placed on helping students to understand the current status of social studies and the implications for the future. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5250: Teaching Biology to Adolescents (3 credits) (TCHS BIOLOGY TO ADOL)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and organization of units of work in a secondary biology course emphasizes using scientific models to make classroom activities cohere with curriculum standards, assessment of student achievement and teacher effectiveness, instructional strategies, and classroom management, and other instructional methods and strategies. Course activities provide a basis for the development of future biology teachers, including familiarity with relevant journals, issues of information and instructional assistance, and opportunities to practice reflection in action.

CTGE 5272: Teaching and Assessing Science in Adolescents' Classrooms (3-12) (3 credits) (TCHS ASSES SCI ADOL)

This course familiarizes students with a variety of methods and materials for teaching science (biology, chemistry, earth science, and physics) to adolescents.

CTGE 5275: Integrating Math, Science, and Technology Education (3 credits) (INTEGR MATH SCITECH ED)

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

CTGE 5279 Contemporary Science Education (3 credits) (COT/STEM SCIENCED)

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 past, current, and emerging issues affecting science education.

CTGE 5280 Teaching Chemistry to Adolescents (3 credits) (TCHG CHEM TO ADOL)

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflectives 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 will be in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated science.

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

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course will be in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated science.

CTGE 5282 Teaching and Learning in the Middle Grades (3 credits) (TCHG MATH: FOUND TOPICS)

In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportionality, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and how to reframe and examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284 Teaching and Learning Foundation Topics and Math (3 credits) (TCH MATH: FOUND TOPICS)

This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of mathematics as a teacher. It is expected that students in this course have previously taken numerous “content” courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth.

CTGE 5285 Teaching and Learning Advanced Topics in Math (3 credits) (TCHG MATH: ADV TOPICS)

This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of a range of advanced mathematical topics in preparation of teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear 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 domain to further develop and examine mathematical practices.

CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits) (TCHG ASSESS MATH: ADOL)

This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. The course is taught during the student teaching experience.

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

This course promotes oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescents are addressed. The course will examine language acquisition and development, as well as the impact of the classroom and culture on the progress of English language learners.

CTGE 5307 Research and Assessment while Teaching Mathematics (3 credits) (RESEARCH/ ASSESS ADOL)

In this course, teacher candidates develop and present numerical processes integral to assessing student knowledge while promoting student learning. Teacher candidates will be expected to engage in analyses, design, and interpret a wide range of standardized and alternative approaches to assessing, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Student will learn how to engage students in discussions that focus on their thinking, on their reflection on their teaching, and on updating knowledge and skills in teaching.

CTGE 5308 Student Teaching: Adolescents Research and Reflective Practice (3 credits)

This course focuses on assessing a professional stance in regard to developing curriculum and instructional practices to work with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity, equity and social justice are recurring themes for discussion and reflection. In addition, this course requires fulfilling the requirements of the portfolio of the student to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5355 Curriculum Theories and Development (3 credits) (CURR THEORIES & DEVELPMT)

This course covers the objectives, theories, and practice issues and problems in relation to principles of learning, needs of students, and requirements of society; critical analysis of curriculum trends; and the role of the teacher in curriculum development.

CTGE 5357 Innovative Curriculum and Teaching Practices and Models (3 credits) (TCH LNG 2: ASSESS/PLAN)

Examine novel curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and learning of students and faculty; implications are drawn for continuing professional growth. In this course, candidates explore innovative teaching practices in order to reflect on the impact of their student teaching experience. They engage in collaborative practices of instructional rounds in schools and working collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student teaching experience. For candidates seeking 5-6 extension, some of these experiences will occur in those grade levels. (Prerequisite course: CTGE 5402)

CTGE 5404 Teaching and Learning with Diverse Adolescents: Content and Curriculum Innovation (TCH LNG 4: REL-F & INNOV)

This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course, candidates design and facilitate an innovative curriculum and instruction through instructional rounds and learning collaboratively at student work. This course is connected to a four days/week student teaching residency. (Prerequisite core courses include: CTGE 5402 and CTGE 5403)

CTGE 5405 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (TCH LNG 2: ASSESS/PLAN)

This course integrates the knowledge and processes of physics with physics teaching and learning. Teacher candidates develop and present numerical processes integral to assessing student knowledge while promoting student learning. Teacher candidates will be expected to engage in analyses, design, and interpret a wide range of standardized and alternative approaches to assessing, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to engage students in discussions that focus on their thinking, on their reflection on their teaching, and on updating knowledge and skills in teaching.

CTGE 5406 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (TCH LNG 3: DIFFER:INST)

This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course covers the objectives, theories, and practice issues and problems in relation to principles of learning, needs of students, and requirements of society; critical analysis of curriculum trends; and the role of the teacher in curriculum development.

CTGE 5460 Field Experience for Special Education (3 credits) (FLD EXPER SPEC EDU)

An initial student-teaching placement in a general-education classroom for teacher candidates in special education who are not certified in regular education. (Sequence C) Students are required to observe, model, and provide support in a classroom taught by a special education teacher.

CTGE 5505 Foundations of Language and Literacy Education (3 credits) (FOUNDATIONS OF LANGUAGE ED)

Focuses on systems of language, relationships between speech and writing, and the variation within and across languages. It covers comprehension, written language, learning environments, teacher and memory, reading comprehension, and writing development. It covers the types of interpersonal relationships. It develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5506 Foundations of Language and Literacy Education in Inclusive Classrooms (3 credits) (INSTR CHLD W/DISABIL)

Focuses on systems of language, relationships between speech and writing, the variation within and across languages. It
covers cognitive dimensions—perception and memory, reading comprehension, and writing processes—as well as their interrelationships through the lenses of the history and structure of the English language, and of language development in the classroom.

CTGE 5531 Language and Culture in Adolescent English Language Arts (3 credits) (ADOLESC ENT CTGE 5531) (TCHG ASSESS ADOL LIT ENG ED)

This course will focus on ways to work with English language learners and English language arts teachers to develop an understanding of the varying needs of our students in either the traditional or alternative programs. 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 small and whole groups of students.

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

This course provides an introduction to schools and school practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class focuses on various interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as 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 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—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5548 Integrated Instruction 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—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5579 Social Studies Curriculum (3 credits) (SOC ST CURRIC)

This course will focus on various interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as 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 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—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5590 Introduction to Historical Thinking (3 credits)

This course will focus on various interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as 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 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—from framing goals and objectives to implementing the curriculum in middle and high school settings.
for programming and instruction for English language learners will be discussed.

CTGE 5585 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practice (3 credits) (OBSESS ASSES DOCU EC)  
This course will introduce major child development theories and perspectives, and different assessment tools for observing and documenting child development and learning, including the principles and practices for instruction for young children will be discussed.

CTGE 5581 Bilingual Curriculum Materials Workshop (3 credits) (BIL CURR MATERIALS)  
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 (3 credits) (BIL/ESL CUR DEV: ADULT ED)  
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 CLRM)  
Application and evaluation of teaching approaches, strategies, and technologies in bilingual/second-language classrooms with pupils of limited English proficiency (LEP). Supervised student teaching of a minimum of 180 hours and clinical analysis by students and supervisors.

CTGE 5585 English as a Second Language for Adults (3 credits) (ADULT ESL)  
This course focuses on the specific needs educators encounter 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.

CTGE 5590 Strategies for Teaching Adults (3 credits) (STRATEGIES TCBS ADULTS)  
This course is designed to provide the student with a variety of strategies, methods, and techniques for teaching an adult client in a variety of environments.

CTGE 5591 Program Development and Evaluation: Adult Education (3 credits) (PDM EVL CONTIN ED)  
This course is designed to provide an understanding of strategies and methods affecting program development in continuing education. The focus is on the planning, implementation, and evaluation of the program process.

CTGE 5593 Fundamentals of Adult Education (3 credits) (FUNDATIONS OF ADULT ED)  
The purpose of this course is to provide students with a background in 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 Programs (3 credits) (HUMAN REL: ADULT ED & HRD)  
Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are maturation, stress, conflict, and improvement of human relations skills.

CTGE 5595 Techniques for Teaching Effective Communication to Adults (3 credits) (TECHN Q TCH COMM: ADULT ED)  
This course is designed to help educators explore how to use present and emerging technology in their classrooms and for their personal and professional development. There are four major emphases in the course: personal computer skills development, interpersonal communication and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5592 Computer Applications and Distance Education (3 credits) (INTERNet APPL & DIST LNR)  
This course will focus on innovative, effective, and manageable applications of the Internet and distance-education technologies in the classroom. The primary emphasis will be on integrating Internet resources, distance learning, and related activities into the curriculum, as well as considering the issues that arise when comparing distance and local instruction.

CTGE 5592 Adult Development and Adult Learning Theory (3 credits) (ADULT DEV & LRNG THEORY)  
Provides an understanding of theories and practical strategies in adult development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 5595 Foundations of Adult Education (3 credits) (FOUNDATIONS OF ADULT ED)  
This course explores the historical, institutional, and social foundations of some of the strategies associated with funding. Participants consider their personal philosophy of adult education and present and future implications for becoming effective practitioners.

CTGE 6000 Developing Emerging Literacy (3 credits) (DEVEL EMERGING LITERACY)  
This course is designed for children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical understandings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children will learn the role of literacy development, as well as family literacy, is also covered.

CTGE 6002 Beginning Literacy Development in Inclusive Classrooms (3 credits) (BEG LIT DEV CLASS)  
The focus of this research-based reading and writing strategies for classroom teachers, K-3. The focus is on understanding the underlying processes and support strategies for young children in transition from spoken to written language, the development of phonemic awareness, the importance of sound-spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and spelling for the construction of meaning. The course will introduce participants to the principles of early childhood programs for young children with learning differences.

CTGE 6004 Instructional Practices for Writing Across the Curriculum (3 credits) (WRT K-6 CURR)  
This course will provide teachers of literacy the opportunity to examine writing as a process and to develop instructional practices that may lead to growth in all students’ writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006 Instructional Practices for Writing Across the 5-12 Curriculum (3 credits) (WRT 5-12 CURR)  
This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students’ writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing processes and to propose revisions to the programs to make them more effective.

CTGE 6008 Critical Literacy, Inquiry, and Literacy for Adults (3 credits) (LIT INQ LIT CHILD)  
Explains how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics with adults. Examines the use of the discipline—literature, social sciences—as a springboard to provide the content for the inquiry and the communication systems—language, art, music, mathematics, movement, and performance provide the processes through which the content is encountered.

CTGE 6010 Critical Literacy, Inquiry, and Literacy for Adults (3 credits) (LIT INQ LIT ADOL)  
This course explores how inquiry and literacy can be used as tools for promoting critical thinking for the critical examination of various issues and topics with adolescents.

CTGE 6012 Assessment and Development of Literacy Processes: Birth to Grade 6 (3 credits) (LIT PROC B-6)  
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individuals’ reading and writing achievements 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 learners’ reading and writing processes and proficiencies. Includes 25 hours of supervised practical experience on site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6019 Philosophy and Critique of Research in Early Childhood Education (3 credits) (PHIL CRIT RES IN CURR)  
Examination of the principles for the design of early childhood education research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of bias.

CTGE 6092 Research in the Teaching Process (3 credits) (RES IN THE TCHNS PROC)  
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 6195 Theory and Practice in the Teaching Process (3 credits) (THEORY TCHNS CURR TECH)  
A critical review of conflicting curriculum theories and advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6200 Special Topics in Educational Technology (0 to 3 credits) (SPEC TOPICS EDTCHN)  
This course explores the use of various technologies in teaching and learning. Discussions of and practice with technologies is in service of developing content learning.

CTGE 6201 Developing Digital Literacies (1 credit) (DEV DIGITAL LITERACIES)  
This course explores the use of various digital literacies, including the use of multimedia technologies in teaching and learning. Discussions of and practice with technologies is in service of developing digital skills that students must develop to succeed in school and beyond.

CTGE 6203 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-based, diverse communities designed to contribute to the resources available for STEM educators.

CTGE 6261 Technology in Reading, Writing, and Language (0 to 3 credits) (MEDIA LITERACY TECHNOLOGY)  
The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics considered will be: computers as aids in record keeping, computerized tutorials, and computer simulations. Students will also conduct technology-based instructional activities, as well as create technology-based materials.

CTGE 6262 Application of Computers in Special Education (0 to 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 wide range of special needs and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265 Emerging Issues in Technology (3 credits) (EMERG ISS IN TCHNS)  
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
CTGE 6401 Teaching and Assessing Composition Adolescents (3 credits) (TCH & ASSESS COMP ADOL)

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.

CTGE 6400 Language for School Learning: Implications for Reading and Writing Programs (3 credits) (LANG SCH LNR: RD/WRT PGKS)

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 instructional strategies to improve learning of students at all levels of education.

CTGE 6401 Teaching the Structure of the English Language (3 credits) (TCH STRUC OF ENGLISH)

An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills. In addition, the course examines the relationship between language and 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) (TCH & ASSESS COMP ADOL)

This course focuses on the teaching of writing in middle and high school English classes. Topics covered include theories of writing and writing instruction, assessment of writing and instructional practices in the teaching of composition.

CTGE 6415 Teaching and Assessing Reading and Literature Adolescents (3 credits) (TCH & ASSESS READ LIT)

In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy 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 adolescents to read a wide range of literatures, and to plan instruction for reading and the study of literature 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 6495 Communications Media and Education (3 credits) (COMMUNICATNS MEDIA & ED)

CTGE 6500 Interdisciplinary Perspectives on Literacy; Linguistic and Cognitive Development (3 credits) (COG/LING DIM LITERACY)

The course focuses on the literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, 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/ DEV DIM LITERACY)

Focuses on the sociocultural dimension of literacy (group uses of literacy, literacy as a tool for knowledge and power, the developmental 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 discover 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)

As a culminating experience in the language and literacy program, students engage in weekly seminars focusing on exploring personal and professional philosophies and priorities. Students will explore approaches to evaluating, organizing, and enhancing literacy programs. Teaching assignments will be presented, and students will create plans for improving the literacy experience for all students. Examination of 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 6558 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 human relations and collaborative practices.

CTGE 6593 Administration and Supervision of Literacy and Language Programs (3 credits) (ADM & SOP/RDG/LANG PDM)

The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on improving reading programs.

CTGE 6608 Literacy Institute (3 credits) (LITERACY INSTITUTE)

This course covers important and emerging topics such as literacy 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) for teaching geometry. Emphasis will be on developing the student's ability to develop and deliver educational software along multiple dimensions. An additional goal involves familiarization with mathematical connections and integrating through a direct-manipulation style of interaction.

CTGE 6781 Instructing Bilingual Special Education Students (3 credits) (INSTRUCT BILING SPECL ED)

This course provides a broad overview of the diversity of variables that influence the instruction of bilingual students. Special emphasis will be placed on the role of language in instruction, the role of English in education, literacy in both languages, and the education of the bilingual student.

CTGE 6794 Social Studies Scope and Sequence (1 credit)

This one-credit course prepares candidates to develop a year-long sequence of instruction in one or more 5-12 interdisciplinary areas. Students will gain pedagogical knowledge and learn to plan instruction to include: historiographic and other social studies specific skills, critically relevant connections, common core skills, the arts, Reggio, and other standards-based topics, and essential questions and enduring understandings.

CTGE 6810 Sociopolitical Dimensions of Education (3 credits) (SOCIOPOLITICAL DIMNONS EDUC)

This course introduces students to various pedagogical theories and leads to an understanding of how they may relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of “teachers” and “students”? Are there power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated by “teachers”? Who is privileged? Who is disadvantaged?

CTGE 6899/92 Internship in Curriculum and Teaching (3 or 6 credits) (INTERN IN CURR/TCHG)

Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 7190 Statistics and Quantification Design (3 credits) (STAT/QUANT DESIGN)

This course focuses on the design of experiments, the analysis of variance, and statistical designs. Focus is on the choice of designs and analysis of data collected, and the interpretation of results. Emphasis is on the analysis of variance and statistical tests of significance. Students will learn the basic concepts of descriptive and inferential statistics and will apply these concepts to the analysis of data and interpretation of results, including the selection of appropriate statistical tests. The course also covers the use of statistical software for data analysis.

CTGE 7191 Introduction to Qualitative Inquiry in Education (3 credits) (INTRO QUAL INQ)

This course covers the process of qualitative research and writing as these influence and result from cognitive activities. Implications for evaluating the process of reading and writing as activities for increasing learning.

CTGE 7194 Language Development (3 credits) (LANGUAGE DEVELOPMENT)

An introduction to theories and research of process of language development, language learning, and language acquisition, particularly those related to the study of language learning, language, and literacy.

CTGE 7220 The Dynamics and Dimensions of Teaching (3 credits) (DYNAMICS & DIMNS OF TCHG)

The course will explore, define, and test knowledge and skills relative to the phenomena of teaching, approaches to teaching, and results of research on teaching. Students will examine their own teaching practices relative to their philosophical/belief systems.

CTGE 7326 Problems and Issues in Early Childhood Education (3 credits) (ED/ EM/ Hierarch PDM)

Examination of the concerns that affect the 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 Curriculum (3 credits) (ADV SEM: CURRICULUM SPEC ED)

Focuses on an appropriate conquering of children, adolescents, and young adults with disabilities. Focus will be on the curriculum evaluation and instructional strategies for students with disabilities.

CTGE 7491 Reading and Writing as Psycholinguistic Processes (3 credits) (RD/WRIT AS PSYCHOLING PROC)

Current research on reading and writing processes as these influence and result from cognitive activities. Implications for evaluating the process of reading and writing as activities for increasing learning.

CTGE 7494 Language Development (3 credits) (LANGUAGE DEVELOPMENT)

An introduction to theories and research of process of language development, language learning, and language acquisition, particularly those related to the study of language learning, language, and literacy.

CTGE 7495 Language and Cognition (3 credits) (LANGUAGE AND COGNITION)

An examination of the relationship between language and cognitive development and relationships of language and instruction. 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 7496 Sociolinguistics: Language and Reading Analysis (3 credits) (SOCIOLING: SOCIO LING)

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 instruction.

CTGE 7568 Advanced Practicum in Special Education (3 credits) (ADV PRACTICUM: SPEC EDUC)

Practicum for candidates who are students designed to prepare for supervisory roles and for curriculum special consultants; emphasis on giving professional practice and the clinical training in a variety of classroom settings.

CTGE 7570 Advanced Study on Problems and Issues in Special Education (3 credits) (ADV STY: PLS/BSC SPEC ED)

This course focuses on problems and issues in special education related to the development of educational programs for 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) (RESEARCH ISSUES & POLICY TRENDS SPEC ED)

Critical evaluation 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 classrooms and schools as a basis for their own field-based research.

CTGE 7591 Evaluation and Testing in Literacy (3 credits) (EVAL TEST LITERACY)
Analysis and evaluation of current tests in evaluating the major requirements for the course will be the construction of a new instrument to measure some part of the reading process.

CTGE 7595 Teacher Leadership, Supervision, and Professional Development (3 credits) (TCHR 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) (COGS 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 neurobiological methods. The course includes implications 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 7654 Ethnography of Educational Settings (3 credits) (ETHNOG ED SETTING)
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 7649 Theory and Current Research in Bilingual Education (3 credits) (THEORY/RES IN BILING ED)
Examination of curriculum development, models, trends, and theories in bilingual, bicultural education and allied fields; analysis, critique, and evaluation of educational research pertaining to the educational development of the bilingual/bicultural student. Prerequisites: (1) a basic course in research; and (2) a course in linguistics, for example, CTGE 5546, CTGE 7847.

CTGE 8101 Advanced Research in Curriculum and Teaching (3 credits) (ADV RESEARCH CURR & TCHG)
Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110/11 Dissertation Seminar in Language, Literacy, and Learning (3 to 6 credits) (DISSESSN SEMNAR: 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 & TCHG)
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 requirements.

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.)

CTGE 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 adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate student’s adviser. Registration only that demonstrates the student’s ability to do doctoral work. Prerequisites: permanent matriculation status.

EDGE 0201 Child Abuse Identification and Reporting Workshop (0 credits) (CHILD ABUSE IDENTIFICATION TRNG)
EDGE 0220 Drug, Alcohol, and Tobacco Training (0 credits) (DRUG/ALCOHOL ABUSE INSTR TRNG)
EDGE 0230 Schools Against Violence Education Workshop (0 credits) (SCH VIOLENCE PVRT TRNG)
EDGE 0250 Health and Physical Education Training (0 credits) (HEALTH & P.E. INSTR TRNG)
EDGE 0666 Maintenace of Matriculation (0 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 6500 Issues and Trends in American Education (3 credits) (ISSUE/TRND IN AMER EDUC)
The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6501 Race and Multicultural Education in American Society (3 credits) (RACE MULTICULT EDUC)
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 life of society.

EDGE 6504 Instructional Design (3 credits) (INSTRUCTIONAL DESIGN)
This course introduces the design skills in determining consumer learning needs by conducting needs analyses and following a five-step model of instructional design: specifying performance and instructional objectives, determining content requirements, selecting learning strategies 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 6505 Consulting Skills (3 credits) (CONSULTING SKILLS)
Students develop the skills involved in each phase of the consultation process: contacting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for information. This course prepares students for different types of client—consultant relationships and for the multiple roles they may play during a consultation.

EDGE 6226 Design of Interactive Learning Systems (3 credits) (DESIGN INTERACT LARN)
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 cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisites: PSGE 5220 or consent of instructor.

EDGE 6280 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 computer technology with the existing structure and culture of the schools.

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

EDGE 8001 Doctoral Research Apprenticeship (0 credits) (DOCT RESIDENCY SEMINAR)
A seminar for 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 adviser. Registration only by approval of professor directing study, chairman of the student’s division, and director of graduate studies.

EDGE 9995 Doctoral Maintenance of Matriculation (0 credits) (DOCTORAL MAINTENANCE)
EDGE 9999 Dissertation Mentoring (0 credits) (DISSERTATION MENTORING)
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 counseling 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 PSYCH:PSYCH)

PSGE 0730 Master’s Comprehensive Exam/Assessment in Psychology of Bilingual Students (0 credits) (MSE COMPS PSYCH:BIL STU)

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

PSGE 0805 PD/Advanced Certificate Comprehensive Exam/Assessment in Counseling (0 credits) (PD COMPS COUNSELING)
Comprehensive exam or assessment for PD advanced certificate program in counseling.

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

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

PSGE 0900 PD/Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION)
During the Spring or 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 COMP5 COUNC PSYCH I - CLINICAL PSYCH) Part one of the doctoral comprehensive exam or assessment for Ph.D. 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 Ph.D. 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 III) 

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

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

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

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

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

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

PSGE 5310 Psychological Factors in Young Children with Disabilities (2 credits) (PSY FACTORS YOUNG CHILD W/DISBIL) This course provides an overview of the characteristics of disabilities and disabilities in children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models designed to provide students with knowledge, base and skills for interventions.

PSGE 5320 Psychology 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, psychological, and character development of children from age 12 to 18 years old, their learning abilities and processes; and individual, social, and other environmental factors affecting their learning and development.

PSGE 5321 Foundations of Educational Psychology (3 credits) (FOUNDATION OF ED PSY) Introduction to the field of educational psychology. Basic concepts of learning, motivation, individual differences, as well as the design, measurement and use of instrumentation to analyze educational programs. The special developmental and educational needs of pre-kindergarten, elementary, and secondary school students.

PSGE 5331 Psychology of Classroom Organization and Management (1 credit) (PSY CLAS ORG MGT) The study of teacher–pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.

PSGE 5336 Psychology of Child Development and Learning (3 credits) (PSYCH CHLD DEVEL LRNG) 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 5338 Human Development and Learning: Pre-K-K Grade 2 (3 credits) (HUMAN DEV LEK-2) 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 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 physical, psychological, and sociocultural factors affecting their learning and development.

PSGE 5505 Psychology of Learning Disabilities (3 credits) (PSY OF LRNG DISABILITIES) Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual abilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620 Introduction to Counseling (3 credits) (INTRO COUNSELING I) An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active-listening skills. Prevention and remediation of addictions are addressed. Must be taken with PSGE 5622.

PSGE 5621 Foundation of Professional Counseling and Consultation (3 credits) (FOUND PROF CONSULT & 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 5623.

PSGE 5622 Pre-Practicum in Counseling (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 (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 5628 Psychology of Motivation (3 credits) (PSYCH OF MOTIVATION) Study of the influence of individual differences on motivation and behavior, with particular emphasis on intrinsic and extrinsic motivation. Students will apply various theories of motivation to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 5640 Development of the Creative Person (3 credits) (DEVEL CREATIVE PERSON) Study of the influence of developmental and individual differences factors on the creative person; psychodynamic and life-growth theories of the creative personality; family influences; biology and creativity; sensitivity and mental health; the patterns of creativity productivity; assessment of creative potential.

PSGE 5650 Cognitive and Instruction I: Foundations and Basic Processes (3 credits) (COGNITION & INSTRUCTION I) Historical and current perspectives on the nature of mind and their relation to current psychological theories and research on cognition. Analysis of basic processes underlying perception and understanding—instructional implications will be discussed. Pre-requisite: PSGE 5630.

PSGE 5659 Cognitive and Instruction II: Problem Solving (3 credits) (COGNITION & INSTRUCTION II) Analysis of cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influence on problem solving will be discussed. Pre-requisite: PSGE 5630.

PSGE 5660 Introduce to Applied Cognition (3 credits) (INTRO APPLIED Cognition) The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 5661 Applications of Behavior Analysis in Educational Settings (3 credits) (APPL BEHAV ANALY ED STG) Theory and application of psychological principles to classroom and academic behavior in classrooms and other educational settings.


PSGE 6301 Psychology of Child Development (3 credits) (PSYCH OF CHILD DEVELOPMENT) Theory and research on child development including prenatal through adolescent stages. For teachers and early childhood specialists, this course provides foundation knowledge about the physical, intellectual, and emotional development of children. Applications to learning in and adjusting to school settings are stressed.

PSGE 6302 Psychology of Adolescent Development (3 credits) (PSY OF ADOLESCENT DEVLMNT) Theory and study of developmental and learning processes of the adolescent years. This course examines the cognitive, psychological, and character development of children from age 12 to 18 years old; and adulthood; their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 6304 Problem Solving and Creativity (3 credits) (PSY OF PROB SOLV/CREATIVITY) Definitions of problem solving and creativity; theories and research on creative problem-solving process. Principles and procedures to increase creative thinking. Pre-requisite: PSGE 6320 or permission of instructor.

PSGE 6320 Motivation and Emphasis on understanding emotional and control processes responsible for motivating
selected behavior. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6323 Psychology of Classroom Management (3 credits) (PSY OF CLASSROOM MGMT)
Individual and collective behavior of children in the classroom, and the role of the teacher in establishing a classroom environment and promoting the classroom as an effective learning environment.

PSGE 6324 Environments for Managing Challenges Across the Life Span (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 classrooms must be developed 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 psychosocial and cognitive vantage point. 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: inquiry into the field of educational 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 psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6346 Consultation with Families (3 credits) (CONSULTATION FAMILIES)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6565 Media and Technology: Applications to Instruction (3 credits) (MEDIA/TECH APPR INSTR)
Study of major computer and video applications in instructional systems in which technology plays a major role. Students will design, develop, and test a technological design.

PSGE 6601 Understanding the Individual (3 credits) (UNDERSTANDING THE INDIVID)
Study of social and cultural factors that influence the creative processes and creativity production. Creative problem solving in groups; group generation techniques; leadership and creativity; cultural stereotypes, motivation, and creativity.

PSGE 6602 Human Development (3 credits) (HUMAN DEVELOPMENT)
This course examines the processes of human development through the life span. Topics of psychosocial development are emphasized, as are the effects of the environment on the creative processes and creativity production. Multicultural and sociological factors on human development are included.

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits) (MULTICULT ISSUES IN PSY)
The focus of this course is on multicultural and social-disability issues affecting the practice of psychology. Students will be exposed to a number of multicultural and clinical assessment techniques; the use of multicultural assessment and history-taking techniques; and the multicultural and sociological factors that influence the creative processes and creativity production. Multicultural and sociological factors on human development are included.

PSGE 6604 Addressing the Clinical and Cultural Realities of HIV Disease (1 credit)
This course is designed for psychologists, school counselors, social workers, psychotherapists, HIV/AIDS volunteers, graduate students in human service programs, and other mental health professionals. Students will receive the latest information about HIV/AIDS and people living with the disease. In addition, they will have the opportunity to practice HIV/AIDS-related counseling skills, identify potential barriers to effective practice, address HIV/AIDS-related grief, and expand their knowledge of mental health networks and related services.

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 an individual, group, and system level. The course focuses on evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature—on specific counseling interventions—to develop a proposal for a counseling intervention program and design a plan for evaluation. Prerequisites: PEGE 5620, 5622, 5624, and permission of the instructor.

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 throughout the life span. It is part of PEGE 6602 – PEGE 6607 counseling module, and may be taken independently. Special emphasis is placed on assessment of professional counselors 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 for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objectivity and motivation as related to the creative processes and creativity production. Multicultural and sociological factors on human development are included.

PSGE 6610 General Psychopathology (3 credits) (GENERAL PSYCHOPATHOLOGY)
This course will provide a comprehensive overview of psychopathology. The course begins with an introduction to the concepts of psychology and the history of the discipline. Theories 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 exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical understanding of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought that characterized the discipline. The place of counseling, vocational, multicultural and social-justice-oriented psychology will be emphasized.

PSGE 6630 Group Counseling (3 credits) (GROUP COUNSELING)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PEGE 6632. Prerequisites: PEGE 5620 and PSGE 6607.

PSGE 6632 Pro-Practitioners in Groups (3 credits) (PRE-PRACTICUM IN GROUPS)
The course is an experientially focused group counseling course in which students participate as both group members and leaders. Must be taken with PEGE 6630. Prerequisites: PEGE 5620 and PSGE 6622.

PSGE 6640 Career Counseling (3 credits) (CAREER COUNSELING)
Theories, research, and processes of career development are studied. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 6622.

PSGE 6642 Practicum in Career Counseling (3 credits) (PRACTICM, CAREER COUNSEL)
Focus is on assessment techniques and methods of career development. A case study approach is used. Prerequisites: PSGE 6640. 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 begins with an introduction to the history of the discipline. Theories 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 exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical understanding of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought that characterized the discipline. The place of counseling, vocational, multicultural and social-justice-oriented psychology will be emphasized.

PSGE 6650 Ethics and Professional Issues in Counseling (3 credits) (ETHIC/PROF ISS COUNSEL)
An integrating seminar in which the role and function of counselors in society are explored. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations governing counselors facing the client are also studied. Must be taken with PSGE 6652. Prerequisites: PSGE 5620, 5624, 5630, 5632-63, 6630, 6632, 6602, and 6672.

9695
This is a field course (spring only) for master's students in mental health counseling. Students function as mental health counselors 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 their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6654 Field Experience in Counseling II (3 credits) (FIELD EXP IN MENTAL HEALTH)

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

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

This course is offered as 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 their adviser. 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 CONC PRAC)

This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse populations. 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 6673  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 7270 Advanced Personality Assessment Seminar (3 credits) (ADVPersonality Assessment Seminar)

This course is designed to be a terminal training graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account will be reviewed. It will extend the prior knowledge of bilingual assessment and test construction to include specific methods and tools utilized in bilingual assessment, such as assessment of language proficiency, determining if a difficulty is due to language proficiency versus disability, utilization of translations and informal and informal bilingual assessment techniques. Prerequisites: PSGE 7508 or certification as a school psychologist. Students must be fluent in a language other than English.

PSGE 7246 Advanced Intervention Seminar: Preschool Intervention (3 credits) (ADV SEM INTERVENTION)

This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7249 Practicum or Fieldwork in Clinical Supervision (3 credits) (CLIN SUPV SCH PSYCHOL)

This course is 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 actual school psychologists in a number of schools over a two-laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7250 Advanced Intervention Seminar: Educational Intervention (3 credits) (ADV SEM INTERVENTION)

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

PSGE 7232 The Neuropsychology of Learning Disabilities (3 credits) (NEUROPSY OF LING DISOR)

A survey of the biological bases of learning disorders. Topics include study and trends of disorders of motor and sensory pathways, perception and attention, and implications of hemispheric specialization for school learning. Prerequisites: PSGE 7429.

PSGE 7243 Advanced Intervention Seminar: Therapeutic Intervention (3 credits) (ADV SEM 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 7456 Evaluation of Psychological Services Delivery Programs (3 credits) (EVAL OF PSY SERV DELG)

This course introduces students to various counseling psychology delivery systems and program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and 6706.

PSGE 7458 Professional Internship in School Psychology I (3 credits) (PD INTERN IN SCH PSY I)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7448, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For professional diploma students only.

PSGE 7459  Professional Internship in School Psychology II (3 credits) (PD INTERN IN SCH PSY II)

A continuation of PSGE 7448.

PSGE 7462 Professional Internship in School Psychology II (3 credits) (PD INTERN IN SCH PSY II)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7448, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional students.

PSGE 7480 Professional Internship in Bilingual School Psychology I (3 credits) (PD INTERN IN BILING SCH PSY)

A continuation of PSGE 7480.

PSGE 7481 Professional Internship in Bilingual School Psychology II (3 credits) (PD INTERN IN BILING SCH PSY II)

A continuation of PSGE 7480.
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 Ph.D. degree students).

PSGE 7492 Doctoral Internship in School Psychology II (3 credits) (PHD INTERN SCH PSY II)
A continuation of PSGE 7490.

PSGE 7500 Clinical Practicum in School Psychology (3 credits) (CLIN PRACTM BIL SCH PSY)
Supervised pre-interdisciplinary 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) (CLIN PRACTM BIL SCH PSY)
Supervised pre-interdisciplinary field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502 Consultation Practicum in School Psychology (3 credits) (CONSULT PRACTM SCH PSY)
Supervised pre-interdisciplinary field experience in delivering consultation services in schools, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503 Consultation Practicum in Bilingual School Psychology (3 credits) (CONSULT PRACTM BIL SCH PSY)
Supervised pre-interdisciplinary 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 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 Ph.D. degree 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 (5 credits) (SCH PSY EXT I)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external 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 (5 credits) (SCH PSY EXT II)
A continuation of PSGE 7510.

PSGE 7520 Doctoral Externship in School Psychology (1.5 credits) (DOCTORAL 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 one’s skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be kept in keeping with the school psychology program goals.

PSGE 7525 Counseling Psychology Internship (3 credits) (COUNSELING PSY INTERNSHIP)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7530 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 7569 Advanced Personality Assessment (3 credits) (ADV PERSONALITY ASSESS)
This course is designed to enable students to develop basic skills in projective assessment techniques with children, adolescents, and adults. An applied orientation will be assumed; yet, one based on personality, affective processes, and developmental theories. Sociocultural aspects of personality assessment will be integrated into the theoretical literature in the area of family interactions.

PSGE 7570 Advanced Measurement and Appraisal in Counseling (3 credits) (MSMT/APPRSL FOR COUN)
An in-depth study of factors relating to valid test interpretation in professional settings. Experience in administering, scoring, and interpreting objective measurements. Personality, interest, attitude, and aptitude issues related to differential diagnosis, alternative methods of assessment, and actuarial analysis are studied. Prerequisite: PSGE 6702.

PSGE 7571 Assessment of Adult Intelligence (3 credits) (ASSESS OF ADULT INTEL)
Study of adult intelligence in human beings 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 measures, including the WAIS-R. Prerequisite: PSGE 7605.

PSGE 7572 Assessment in Personality (3 credits) (ASSESS OF PERSONALITY)
The course consists of an in-depth study with basic skills in objective and projective assessment techniques with children, adolescents, and adults. Sociocultural aspects of personality assessments will be integrated. Students will gain experience with administering, scoring, interpreting, and report writing.

PSGE 7615 Adult Psychopathology (3 credits) (ADULT PSYCHOPATHOLOGY)
The course provides an overview of the assessment, course content, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined, and diagnostic issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students, this course is required.

PSGE 7620 Theories of Counseling (3 credits) (THEORIES OF COUNSELING)
Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the relationship among the models. Recent integrative efforts are explored.

PSGE 7630 Psychology of Small Groups (3 credits) (PSYCH OF SMALL GROUPS)
The principles of group membership 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 for research on the family, and includes an analysis of the relevant research. Prerequisite: PSGE 7630.

PSGE 7638 Family Dynamics and Counseling (3 credits) (FAMILY DYNAM COUNSEL)
Techniques and strategies of family and marriage intervention applied in supervised sessions involving demonstrations and role playing. Permission of the instructor required. Prerequisite: PSGE 5622.

PSGE 7639 Theories of Family Intervention and Counseling (3 credits) (THRY FAMILY INTER/COUN)
An in-depth study of the major approaches to working with couples and families. Recent developments in couple enrichment and education will be considered, in addition to the theories and strategies of family counseling.

PSGE 7640 Psychology of Career Development (3 credits) (PSYCH OF CAREER DEVELOPM)
A critical analysis of theories and research concerning career development. Application of psychodynamic theories to the consideration of development of diverse persons are studied. Prerequisite: PSGE 5622 or equivalent.

PSGE 7649 Clinical Supervision and Counseling in Consultation Psychology (3 credits) (SUPERV CONSULT PSY)
Theory and research in clinical supervision. Prerequisite: PSGE 7655 or 7635.

PSGE 7654 Doctoral Practicum in Counseling Psychology I (3 credits) (DOC PRACT PRACT I)
Closely supervised practicum in counseling psychology requiring a minimum of 112 hours of face-to-face supervision. 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 Psychology II (3 credits) (ADVANCED PRACTicum II)
This is the second semester of practicum in counseling psychology for students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7661. Prerequisite: PSGE 7661.

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

PSGE 7667 Internship in Counseling Psychology (3 credits) (INTERN IN COUNSELING I)
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 7668 Internship in Counseling Psychology II (3 credits) (INTERN IN COUNSELING II)
Enrollment in this course constitutes the second semester of the internship requirement that is described in PSGE 7667.

PSGE 7669 Internship in Counseling Psychology III (3 credits) (INTERN IN COUNSELING III)

PSGE 7670 Issues in Counseling and Personnel Services (3 credits) (ISS IN COUNSEL PER SERV)
An in-depth study of the issues, developments 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 7670 Qualitative Research Methods in Counseling Psychology (3 credits) (QUAL METH IN COUN PSY)
Qualitative research methods useful in the evaluation of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7711 Psychometric Theory (3 credits) (PSYCHOMETRIC THEORY)
Classical and modern test 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 TLCHG 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 PSYCH)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8899 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 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 nonprofit 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 6357 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 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.
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
4Westchester 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