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A Brief History of the Graduate School of Education

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

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

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

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

Women were provided unencumbered opportunity to pursue advanced degrees at this coeducational school. The impact on women was significant: By 1921, women received five of nine doctorates awarded by the school, and by 1936, 16 of 22 AB degrees, three of seven BS degrees and 12 BS in education degrees. Fordham’s location in Manhattan was strategic and successful. Housed in the newly completed Woolworth Building, then the world’s tallest skyscraper, it had a prestigious address; it was also easily accessible by all modes of transportation. Over time, programs of study were offered during the day, in the evening, on Saturdays, and during the summer session to accommodate the needs of its teacher-students.

In 1938, Fordham’s Teachers College was formally renamed the School of Education, and the Department of Education became the Graduate Department of the School of Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Graduate School of Education, as a part of Fordham University, 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-ACATE; 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.

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, Conference of Directors of School Psychology Programs, Council of Graduate Departments of Psychology, Metropolitan Council of Educational Administration Programs, New York State-ACATE; Trainers of School Psychologists, and University Council for Educational Administration.

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

Graduate School of Education Westchester Campus

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

TL20 HigherEd

The Graduate School of Education has adopted a comprehensive assessment platform, TL20 HigherEd, through which assessment data are collected, stored, and reported. TL20, 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. TL20 provides a platform for faculty to communicate with students, issue assignments, and post syllabi and other course documentation. In addition, faculty may issue portfolios and field experience binders, and make assessments—including annotations to videos—an in conjunction with field personnel. After completing their assignments, portfolios, and field-experience binders, students can readily access final assessments made by instructors or field supervisors via TL20. Students are required to purchase a TL20 account for the duration of their program at a cost of $100. In order to manage student and faculty accounts uniformly, all user accounts will only use Fordham email addresses for correspondence.

Libraries

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

The William D. 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, newsagents (index to major U.S. newspapers), education (ERIC index, both current and pre-1983), U.S. Government documents index, Peterson’s College Guide, and Westchester County indexes. Also available are LEXIS-NEXIS, a database of full-text information sources (newspapers, journals, documents, transcripts, reports, etc.), Primary Search, a full text of 50 children’s magazines; and MAS Ultra-Scholar 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
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 achieving 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 accepted for admission or current students who would like Fordham to accommodate a disability are encouraged to contact the director of disability services at 212-817-0655 or 212-636-6242.

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 tight-compatible computers. The center also 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 programs, 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 students' 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) places student teachers at various school sites in New York City and in the metropolitan area. Most boroughs 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 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 who will be used for teacher certification purposes. OFEA also offers a Teacher Education Support Desk to provide additional help for student education students. OFEA and the Teacher Education Support Desk 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 practicum experiences for students in Fordham's doctoral 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 prekindergarten educational services for school-aged children with learning problems. The center's 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-referrals.
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 community center for young children from birth to age five. The center provides services and support to teacher candidates, students, faculty, and parents to help them achieve their professional goals. Counselors are available to address topics including career decision-making, resume and cover-letter preparation, interviewing, job search techniques, and job-search strategies. For more information, please call 212-636-6240 or 718-817-4350.

The Counseling Center
The Counseling Center at Lincoln Center offers a wide range of personal development programs and workshops, including time and stress management, study skills development, loss and bereavement, and personal development groups and workshops, including time and stress management. Additional drop-in hours are offered in several off-campus sites throughout the city. For more information, call 212-636-6205 or 718-817-3652.

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 preparation, interviewing, job search techniques, and job-search strategies. For more information, please call 212-636-6240 or 718-817-4350.

Barnes & Noble University Shops
Barnes & Noble University Shops are located on the street level of the Lowenstein building at the Lincoln Center campus and at the Rose Hill campus, with Internet access for the Westchester campus. The shops sell textbooks and supplies, Fordham-imprinted clothing, gifts, trade books, and computer software, and provide special-order services and student buyback for textbooks. The shops have extended hours at the beginning of each semester, including Saturdays. For more information, call 212-636-6080.
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 forthom.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 Ph.D. and M.S. 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 gse.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: In addition to the program-specific criteria, all applicants must have earned a minimum cumulative GPA of approximately 3.5 (B+) (as noted above). 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 Ph.D. and M.S. 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 gse.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: In addition to the program-specific criteria, all applicants must 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 test. TOEFL School Code: 2252.

Exceptions include:

• native English speakers from Canada, Great Britain, Ireland, Australia, New Zealand, Bermuda, Jamaica, Trinidad, Barbados, and the West Indies;

• those international students who have successfully completed and been granted an undergraduate or graduate degree at an accredited college or university in the United States.

Minimum Test Scores: The following scores are the recommended minimum test scores* for English Language Proficiency for admission to the Graduate School of Education:

• IELTS*: 7 for General Test Score, no subtest can be lower than 6
• TOEFL*: 577 for paper test, 90 for Internet-Based (IBT) test

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

Additional Review of English Language Proficiency

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

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

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

Proof of Immunization: New York state law requires all students born on or after January 1, 1957, to have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. To comply with this law, accepted students must submit proof of immunization signed by a physician or other health official. Students who fail to provide proof of immunization are not permitted to register for classes. In addition, students must either have the meningococcal vaccine or sign a waiver declining the vaccine. If you have questions regarding immunization, call the Fordham University Health Center at 212-636-7140.

Admission to the Five-Year Integrated Track for Fordham Undergraduates

See page 52 in this bulletin for more information.
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.

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

Admission Procedures

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

Applicants are encouraged to register online at fordham.edu/gse to attend information sessions for more information about programs and procedures.

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). All applications and procedures are required to be completed by the time of application.

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.

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). All applications and procedures are required to be completed by the time of application.

Important Dates

• Application Deadlines: Fall only.
• Start Dates: March 1
• Application Requirements:
  - Supplemental materials deadline: April 1

Admission Procedures

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). All applications and procedures are required to be completed by the time of application.

Important Dates

• Application Deadlines: Fall only.
• Start Dates: March 1
• Application Requirements:
  - Supplemental materials deadline: April 1

Graduate School of Education scholarships but can apply for graduate assistant positions if enrolled full-time (at least 12 credits).

Requirements for applications from persons who are from countries other than the United States are shown below. Required application materials for non-U.S. applicants include:

- the completed online application;
- recommendation letters and application fee;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support; and
- transcript evaluations from World Education Services 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. English admission procedures require an evaluation of prior educational experience to document equivalency to a U.S.-credited 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 Fordham University 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

Tutorial course per credit $1,302

Doctoral Residency Seminar $1,302

PhD Internship PSGE 7667/8 (two semesters) $1,302

College Teaching Internship PSGE 8100 (two semesters) $1,302

Fees and Other Charges

General University fee $90

Technology access fee $25

Application fee (online) $70

Auditing fee (tuition per credit) $1,302

Copyright of dissertation (optional) $55

Fieldwork/practice insurance (one-time fee) $60

Late registration fee (matriculated students only) $250

Campus Tools for Higher Education (TK20) (one-time fee) $100

Late payment fee: Minimum of $15 or 1.5 percent per month on outstanding balance, whichever is greater $300

Maintenance of matriculation fee (regular) for each fall or spring semester master’s students not registered for course work from matriculation to graduation $900

Disability mentoring $3,906

Dissertation seminar $3,906

Dissertation mentoring $3,906

Doctoral maintenance of matriculation $4,000

Disability mentoring $4,000

Disability assignment training workshop EDGE 0201 $65

Schools Against Violence Education Training Workshop $85

Second Comprehensive Exam $200

Second Comprehensive Exam if not registered for a course $500

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.

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) $1,302

Technology Access fee (two semesters) $250

Books and supplies $1,000

Total (exclusive of special fees and living expenses) $32,628

Refund Policies and Procedures

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

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

New students who want to withdraw the acceptance of our offer of admission are required to write a letter stating that they want to withdraw from GSE. Letters should include date of withdrawal, student ID number, and program name. Letters can be paper copy or emailed from Fordham email accounts. Letters should be directed to the admissions office at gse_admissions@fordham.edu.

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

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

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

The refund calculation is based on the following:

• First-time 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, SEOR, other Title IV aid, other federal aid, Fordham grants and scholarships, TAP, other aid. Any additional monies will be returned to the student.

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

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

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>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>60%</td>
<td>40%</td>
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<tr>
<td>Prior to fourth week of term</td>
<td>45%</td>
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<td>Prior to fifth week of term</td>
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<tr>
<td>Prior to sixth week of term</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Federal Aid

Graduate Assistantships

A limited number of graduate assistantships are awarded each year to qualified individuals who have been admitted to one of the degree programs in the Graduate School of Education. The awards are made in recognition of academic achievement, special competencies, or academic potential. Assistantships provide opportunities for academic and professional development, as well as financial benefits. Full-time students in any degree program may apply. Assistantship awards provide tuition remission for courses. The awards carry with them the obligation to contribute to the Graduate School of Education through work in one of the School’s offices, or on a special project or assignment. Consequently, student teaching requirements preclude assistantship eligibility. The due date for applications is February 1 for the following academic year. Applications for renewal of assistantships are due February 1 as well.

Assistantship applications are included in admissions applications and are also available from the admissions office at Martin Hall, 45 Columbus Avenue, Room 207; the Office of Teacher Education at our Westchester campus in West Harrison; or online at fordham.edu/gse. See assistantship applications for further details, or call 212-636-6400 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 002722. School-based financial support is offered by the Graduate School of Education through the scholarship and grant programs described below. Students may apply to more than one funding source, but they can receive support from only one source at a time. For prospective students, applications for scholarships and grants for fall, spring, and summer terms must be submitted with the completed program application used for admissions decisions, unless otherwise noted. New accepted doctoral students will be notified of the scholarship or grant award in their admissions acceptance letters if they are eligible. For continuing students, applications for renewal of scholarships and grants are due February 1, unless otherwise noted. The scholarship and grant programs are competitive, and a limited number of awards will be made each year.

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

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

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

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

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

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

Payment Plan

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

• Ten monthly payments (for full-year plans)
• Five monthly payments (for term-only plans)
• Everyone qualifies
• Low-cost enrollment fee
• Sponsors will be able to view their account 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.
• Maintain active term matriculation status (from term admitted to term graduated).
• Students must complete the course of study within five years for ADV, ADVN, MS, MSE, MST degree programs and within eight years for EdD or PhD degree programs.

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

Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the Unsubsidized loan is $20,500. Students who plan to borrow the Unsubsidized loan must complete the electronic loan request form at fordham.edu/finaid/staffordloansrequest. The Graduate PLUS loan can be requested at fordham.edu/finaid/graphics. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines. Interest begins to accrue on these loans at the time of disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid. Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session at studentloans.gov. The counseling sessions provide loan terms as well as the borrower’s rights and responsibilities. Federal loans can be decreased during the year.

The Cost of Attendance is an amount used to determine your maximum financial aid eligibility for an academic year. The COA consists of standard school expenses (tuition, fees, and books) and an estimate of a student’s standard living expenses (housing, food, transportation, and other miscellaneous expenses). Students may receive aid/loans up to their COA. If a student is enrolled in other degree requirements (dissertation, comprehensive exam preparation, etc.) with a credit equivalency that will raise enrollment to at least half-time, s/he can file an enrollment certification to become eligible for federal loans. This certification must be processed by academic records before students can receive funds.

Private Educational Loans

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

Academic Policies and Procedures

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

All academic programs are designed in keeping the standards articulated in the Conceptual Framework of the Graduate School of Education and are aligned with professional and state standards.

Academic Discipline

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

Reserved Rights of the University

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

Maintenance of Matriculation

In order to maintain matriculated status, students must be continuously registered for all semesters (excluding summer) from the semester they begin their programs until they graduate. To maintain matriculation, students must be registered for one of the following: coursework, dissertation seminar, dissertation mentoring, doctoral residency, or EDGE 0666 Maintenance of Matriculation (for master’s level) or EDGE 9995 (for doctoral level). Students must register for EDGE 0666 Maintenance of Matriculation for the semester in which they take comprehensive examinations, if they are not registering for other coursework during that semester. Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without obtaining a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student’s records will be evaluated in terms of admission and program requirements then in effect. 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).
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. An exemption to their division chairperson. An exemption permits the 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. Additional academic records and performance assessments may be required, depending on the course.

Time Limits
All requirements for the division chairperson and adviser, and submission of a grade of Incomplete ("incompletes") before they convert to administrative F grades. See also Leaves of Absence and School Policy regarding cancellation of classes for inclement weather.

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

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

Grades
The following grades are used to indicate student performance and achievement: A, A-, B+, B, B-, C+, C, C-. Examinations, including final examinations, are administered at the end of each term. The grades of A or higher are used to award credits. The grades of A, A-, B+, B, B-, C+, C, C-, and D are used to indicate satisfactory performance. The grades of F, D, and W are used to indicate unsatisfactory performance. The grades of S, Satisfactory; U, Unsatisfactory; P, Pass; and F, Fail are used to evaluate student work in dissertation seminar courses, that are not open to auditors. Application by letter should be made to the division chairperson, 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 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.

All course accepted for transfer was completed. All doctoral students must complete a minimum of 45 credits beyond the master’s degree at the Graduate School of Education.

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

Professional Diploma and Advanced Certificate Requirements

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

Comprehensive Assessments: Comprehensive, end-of-program assessments (comps), such as the development of a professional portfolio, the completion of comprehensive 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 the administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student’s matriculation will be terminated.

Doctoral Degree Requirements

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

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

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

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

Comprehensive Qualifying Examinations: After being approved for the residency apprenticeship, doctoral candidates may 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 members and the dissertation chairperson to determine the future of their studies.

Dissertation Seminar: After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar. Students may register to retake 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 members and the dissertation 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.

The number of credits required for a professional diploma or 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, 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.

All course accepted for transfer was completed. All doctoral students must complete a minimum of 45 credits beyond the master’s degree at the Graduate School of Education.

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

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

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

Comprehensive Qualifying Examinations: After being approved for the residency apprenticeship, doctoral candidates may 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 members and the dissertation chairperson to determine the future of their studies.

Dissertation Seminar: After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar. Students may register to retake 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 members and the dissertation 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 committee determines a dissertation is complete, it is submitted for oral defense (EDGE 0990) and then format review (EDGE 0999). Candidates must pass a final oral defense focusing on their dissertation and field of study. Award of the doctorate requires the satisfactory defense of the dissertation and the final approval of the dissertation document, including format review.

On completing the dissertation and in anticipation of the oral examination, doctoral students must register for EDGE 0999 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.
**Title IX Coordinator and 504 / ADA Compliance Officer**

Anastasia Coleman
or TitleIX@fordham.edu.
646-428-3800.
or contact the OCR’s New York office at ocr.newyork@ed.gov or
Building, 400 Maryland Avenue SW, Washington, DC 20202-1100.
prohibits discrimination on the basis of sex in education programs
harassment, sexual assault/rape, exploitation, and other sexual
The Director of Institutional Equity and Compliance is the
harassment, and will take appropriate steps to remedy the effects
discrimination. The University’s compliance officer for all forms of discrimination
The University does not discriminate on the basis of race,
color, creed, religion, age, sex, gender, national origin, marital
or parental status, sexual orientation, citizenship status, veteran
status, disability, genetic predisposition, carrier status, or any other base
prohibited by law.
This policy is strictly enforced by the University, and all
violations receive prompt and appropriate corrective action.
The University will take steps to prevent discrimination
and harassment, to prevent the recurrence of discrimination
and harassment, and will take appropriate steps to remedy the effects
of discrimination.
The 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.

**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 or activities of the University 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.

Applicants who have been accepted for admission or current students who are seeking accommodation for a disability should contact the director of disability services at one of the following locations:
- Lincoln Center Campus | 14 Columbus Ave., Room 106
- Westchester Campus | 914-367-3000
- Rose Hill Campus | 10457; Phone: 718-817-4300.

**Reserved Rights of the University**

The University reserves the right, at its discretion, at any time, to deny matriculated status, to cancel a student’s registration, to refuse to award academic credit, or to deny or rescind a certificate or a degree in accordance with the University statutes and its academic policies.

Applications for admission or current students who are seeking accommodation for a disability should contact the director of disability services at one of the following locations:
- Lincoln Center Campus | 14 Columbus Ave., Room 106
- Westchester Campus | 914-367-3000
- Rose Hill Campus | 10457; Phone: 718-817-4300.

**Family Educational Rights and Privacy Act (FERPA) Policy**

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

- The right to inspect and review the student's education records within 45 days of the day the University receives a written request for access. A student should submit a written request to the Office of Academic Records/Fordham University Enrollment Group at the Rose Hill campus, the Lincoln Center campus, or the Law School registrar, if applicable, a written request that identifies the record(s) he/she wishes to inspect. The Office of Academic Records-Enrollment Group will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. A student may ask the University to amend a record that he/she believes is inaccurate or misleading. The student should write the University registrar, or the Law School registrar, clearly identifying the part of the record he/she wants changed, and specifically why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when he/she is notified of his or her right to request a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One of the exceptions that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff), a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer), or other outside parties under the direct control of the University with respect to the use and maintenance of education records on a person serving on the Board of Trustees; or a student serving on an official committee, such as 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 seeks or intends to enroll, the University may disclose educational records without the student's consent.

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

Family Policy Compliance Officer | U.S. Department of Education
400 Maryland Avenue, W| W| Washington, D.C. 20202-4605

**Disclosure of Campus Security Policy and Campus Crime Statistics**

While every effort has been made to provide accurate and current information, the School of Education guarantees the right to withdraw or modify, without notice, any policies, procedures, fees, programs of study, academic calendar, courses, faculty, or other items listed in this bulletin, or to make any other changes it considers necessary or desirable. Statements made in this bulletin are for informational purposes only. Students are responsible for learning and following all program-related criteria, including deadlines and graduation requirements and procedures. For additional information, write or call the Office of the Dean or the chairperson of the division in which the program of interest is offered.

**In Athletics Ethics Disclosure Act**

In accordance with the Equity in Athletics Disclosure Act, effective July 1, 1996, information regarding the intercollegiate athletics program is available for review upon request to the Director of Athletic Administration, Fordham University, Gym, Bronx, N.Y. 10458, Phone: 718-817-4300.

**Ability to Benefit Program**

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 office of the official that administers FERPA is:

Family Policy Compliance Officer | U.S. Department of Education
400 Maryland Avenue, W| W| 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 Registrar or Law School Registrar in writing to have such information withheld in writing. Additional information can be found at fordham.edu/institutes/2625
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, and 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 generates knowledge and promotes inquiry and excellence.

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

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

Coordinator: Kristen Hawley Turner, PhD
Office: Room 1120A
Phone: 646-312-8766
Professors: Broust, Cho, Craven, Jackson, McCray, Blumberg, Bolgatz,
Associate Professors: Zhang

Admission Requirements

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

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

By the end of their 12th semester in the Graduate School of Education, 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;
Advanced Quantitative Methods (3 credits)
Advanced Seminar in Interdisciplinary Foundations of Interdisciplinary Research Core (18 credits)
Requirements are as follows:

• Develop and defend a dissertation. The coursework must be taken from any GSE division with approval from an adviser.
• Complete a minimum of a one-year independent research project (3 consecutive semesters)
• Develop and defend in an oral examination an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR Faculty

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

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

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

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

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

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

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

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

Contemporary Literacies
The goal of this specialization is to prepare candidates for careers as instructional leaders and researchers in a variety of educational settings. While in the program, students will consider multiple perspectives on what it means to be literate in the contemporary world by exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, media literacy, critical literacy, and language study (e.g., sociolinguistics, psycholinguistics). By making connections between the 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 examine 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. Intrinsically 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 She-Bischoff, PhD
Office: Room 1102A
Phone: 212-636-6450
Distinguished Professors: Baratta (Retired), Currans (Retired)
Professors: Barch (Emeritus), Bousar, Cachelle (Emeritus), Hughes (Emeritus), Holley (Emerita), Urey (Emeritus), Vins (Emeritus), Zhang
Associate Professors: Bolgatz, Cho, Craven, Ness, Nevaria-Latoi, Rodriguez, Turner
Assistant Professors: Bondie,
Clinical Faculty: Bisberg, Caballero, Huber, Maldonado, S-Bischoff
Office of Field-based Accountability: Ilia
Office of Alternative Teacher Certification: Pogue
Adjunct Faculty: Appel, Borgnino, Donovon, Ilia, El Frank-Dana, Evans, Ferreri, Fusaro, Gerson, Kelley, Kustodt, Krivstil, Lamb, Laura, Lee, J. Mather, R. Mather, McHale, Mazz, Bottello, Schneider, Selby, Valenio, Watson

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

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

Childhood Education Programs
• Childhood Education
• Childhood Special Education (dual certification)
• Bilingual Childhood Education (certification and bilingual extension)

Childhood Education with Middle School Extension

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

Adolescence Special Education
• Students with Disabilities 7-12 Generalist

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

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

The Advanced Teacher Education Programs
• Childhood Special Education
• Early Childhood Education
• Early Childhood Special Education
• Literacy Education Birth-Grade 6
• Literacy Education Grades 5–12

TESOL Advanced Certificate Programs
• 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 degree and nondegree programs in initial and advanced teacher education.

The initial teacher education programs (ITE) are for persons preparing to become teachers for the first time or who are seeking initial certification. The programs have been designed to meet the needs of those programs for college graduates who have strong academic backgrounds in the liberal arts and sciences and who want to pursue certification in the arts, sciences, and social sciences. The programs are designed for persons preparing for teaching as a second career, as well as those who are recent college graduates. These programs lead to Fordham endorsement for initial teacher certification in New York state.

A broad array of initial teacher education programs is offered for college graduates, who have strong academic backgrounds in the liberal arts and sciences and who want to pursue certification in the arts, sciences, and social sciences. These programs for college graduates have been designed to meet the needs of those programs for college graduates who have strong academic backgrounds in the liberal arts and sciences and who want to pursue certification in the arts, sciences, and social sciences. In addition, the Division of Curriculum and Teaching offers a program in teaching English to speakers of other languages, for persons who are not seeking a teaching certificate (TESOL Track 2). The programs reflect our commitment to the study of contemporary issues in curriculum and teaching and to the solution of educational problems through excellence in teacher education using a reflective practitioner model. With continuous individual advisement, candidates pursue programs of study that prepare them to address current educational challenges and to act in leadership roles. Interdisciplinary and intersubdisciplinary program components provide a flexible basis for meeting candidates’ professional needs and goals.

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

The ITE programs are based on the reflective practitioner model with cohorts designed to enhance reflection on learning and teaching. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice. Graduates of the programs are highly qualified teachers who respect individuals in a multicultural/multilingual society, excel in academic disciplines, acquire a broad knowledge base, demonstrate concern for others, manage their time and part-time options at the Lincoln Center campus.

In addition, a 9- to 12-credit Middle Childhood Extension option is also available for candidates in any of the five programs leading to childhood education certification. This option enables graduates to teach a subject in grades 7 to 12. The following courses are scheduled late in the day; however, final student teaching requires a full-time commitment during the regular school year. Candi...
Program of Study

EGUE 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 5230 Framework for Educating All Young Children (3 credits)
CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)
CTGE 5233 Early Learning Through Play (3 credits)
CTGE 5234 Family, Community, and All Young Children (3 credits)
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5850 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices (3 credits)
PSGE 5310 Psychological Factors in Young Children with Disabilities (3 credits)
CTGE 5575 Assessment Strategies for Young Children with Disabilities (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 5200 Student Teaching Seminar: Issues in Reflective Practice (0 credits)
CTGE 5201 Student Teaching Seminar: Issues in Reflective Practice (3 credits)
CTGE 0707 Early Childhood Education Portfolio (0 credits)

Early Childhood Special Education (dual certification)

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

NYSED 25483/25488, HEGIS 0080

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

Childhood Education Programs

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

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

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

In addition, a 9- to 12-credit Middle School Extension option is also available for candidates in any of the five programs leading to childhood education certification. This option enables graduates to teach a content subject in grades 7 through 12, based on the discipline area for New York state’s undergraduate major or the equivalent. Other options offered are the TESOL advanced certificate and the bilingual extension programs. Each program has full and part-time options at the Lincoln Center campus.

Admission Requirements

Applicants to all childhood programs must meet the general requirements for admission to graduate study and the requirements for admission to initial teacher education programs on page 34-35. In addition, applicants for any of the childhood programs must have the following:

- an undergraduate degree in one of the liberal arts or sciences related to the areas of New York state certification standards, including English, American, or comparative literature; mathematics; an area of science; modern language; art; studio art; women’s studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written expression, and communication.

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English, as determined by fulfilling one of the following three options:

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

Childhood Education

Master of Science in Teaching Childhood Education (36 credits)

NYSED 25435/25444, HEGIS 0082

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

Program of Study

EGUE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
PSGE 5316 Psychology of Child Development and Learning (3 credits)
CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)
CTGE 5230 Framework for Educating All Young Children (3 credits)
CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)
CTGE 5233 Early Learning Through Play (3 credits)
CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5555 Reflective Practice and Field Experience I in an Inclusive Classroom (2 credits)
CTGE 5554 Reflective Practice and Field Experience II in an Inclusive Classroom (2 credits)
CTGE 0704 Early Childhood Education Portfolio (0 credits)

Childhood Education

Program of Study

EGUE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
PSGE 5316 Psychology of Child Development and Learning (3 credits)
CTGE 5247 Teaching Linguistically and Culturally Diverse Students (3 credits)
CTGE 5230 Framework for Educating All Young Children (3 credits)
CTGE 5232 Early Childhood Curriculum and Assessment (3 credits)
CTGE 5233 Early Learning Through Play (3 credits)
CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5555 Reflective Practice and Field Experience I in an Inclusive Classroom (2 credits)
CTGE 5554 Reflective Practice and Field Experience II in an Inclusive Classroom (2 credits)
CTGE 0704 Early Childhood Education Portfolio (0 credits)

Childhood Education

Program of Study

EGUE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
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CTGE 5233 Early Learning Through Play (3 credits)
CTGE 5234 Family, Community, and All Young Children (3 credits)

CTGE 5555 Reflective Practice and Field Experience I in an Inclusive Classroom (2 credits)
CTGE 5554 Reflective Practice and Field Experience II in an Inclusive Classroom (2 credits)
CTGE 0704 Early Childhood Education Portfolio (0 credits)
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.5070**: Childhood Education Portfolio (O 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

- **UEGE.5102**: Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
- **PSGE.5316**: Psychology of Child Development and Learning (3 credits)
- **CTGE.5245**: Children’s Literature in a Multicultural Society (3 credits)
- **CTGE.5247**: Teaching Linguistically and Culturally Diverse Students (3 credits)
- **CTGE.5534**: Beginning Reading and Writing in Inclusive Classrooms (3 credits)
- **CTGE.5548**: Literacy Across the Curriculum in Inclusive Classrooms (In 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.5070**: Childhood Education Portfolio (O credits)

**Multigrade (K-12) Program**

A unique, 36-credit comprehensive master’s degree program for individuals seeking to obtain initial certification in TESOL to be a teacher of students for whom English is not their first language is offered for full time and part-time students. This program is not available to individuals with an F-1 visa status. Individuals interested in a master’s degree in TESOL without initial teaching certification should refer to the TESOL (Track 2) program in the section on NonCertification Programs.

Teaching English to Speakers of Other Languages TESOL — Grades Pre-K–12

**Track 1**

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

NYSED 25424/25425, HEGIS 1508

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

Specific Admission Requirements

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

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

- **CTGE.5555**: Special Education Foundations: Past, Present, and Future (3 credits)
- **CTGE.5254**: Children’s Literature in a Multicultural Society (3 credits)
- **CTGE.5842**: Second Language Acquisition and Development (3 credits)
- **CTGE.5841**: Principles of Bilingual Education (3 credits)

**Process of Study**

**EDGE.6010**: Race and Multicultural Education

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

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

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

**CTGE.5842**: Second Language Acquisition and Development (3 credits)

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

**CTGE.6495**: Communication Media and Technology (3 credits)

**CTGE.6401**: Teaching the Structure of the English Language (3 credits)

**CTGE.5910**: Teaching the Structure of the English Language (3 credits)

**EDGE.6101**: Race and Multicultural Education

**CTGE.5212**: The Arts in Childhood Education

**CTGE.5254**: Children’s Literature in a Multicultural Society (3 credits)

**CTGE.5842**: Second Language Acquisition and Development (3 credits)

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

**CTGE.5945**: Communication Media and Education (3 credits)

**PSGE.5655**: Media and Technology: Applications in Instruction (3 credits)

**CTGE.5841**: Principles of Bilingual Education (3 credits)
Adolescence Education Programs

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

Each program requires a minimum of 30 or 36 credits (a major or equivalent) in the area of subject certification, as well as specific content prerequisites within the content area. In addition, candidates must have completed college-level study in the following general education core areas: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, literature, and written analysis and expression. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must complete the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Adolescence Biology

Master of Science in Teaching Adolescence Biology (36 credits)

NYSED 25526/25534, HEGIS 1905.01

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 in Biology 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 biology (or a related field, for example, biological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (1 credit)
CTGE 5563 Science Curriculum and Instruction (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 0210 Child Abuse Identification Training (0 credits)
CTGE 5275 Integrating Math, Science, and Technology Education (2 credits)
CTGE 5515 Special Education Foundations: Past, Present, and Future (2 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5634 Community Based Resources for Science (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Earth Science Education

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

NYSED 34419/34421, HEGIS 1917.01

This clinically-rich, 36-credit master’s degree program in adolescent earth science education prepares candidates to teach earth science 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 specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescent MST information session, is recommended.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (1 credit)
CTGE 5563 Science Curriculum and Instruction (2 credits)
CTGE 0709 Adolescence Education Portfolio (0 credits)
CTGE 2010 Child Abuse Identification Training (0 credits)
CTGE 5275 Integrating Math, Science, and Technology Education (2 credits)
CTGE 5515 Special Education Foundations: Past, Present, and Future (2 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5634 Community Based Resources for Science (3 credits)
CTGE 6201 Developing Digital Literacies (1 credit)
Adolescence Special Education Programs

Educating with Equity for Exceptional Adolescents

The Division of Curriculum and Teaching offers four programs to prepare educators for different roles in 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 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 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 human and social sciences (6 credits), humanities, a language other than English, scientific processes (6 credits), mathematical processes (6 credits), literature analysis (3 credits), and written analysis and expression (3 credits). Otherwise qualified candidates who lack coursework in specified areas may be admitted conditionally but must make up the content deficit prior to program completion.

Adolescence Mathematics

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

NYSED 28439/30606, HEGIS 17101.0

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

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

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
UEGE 5166 Collaboration and Co-Teaching in Classroom Learning Environments (2 credits)
CTGE 5272 Teaching and Assessing Science with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)

Adolescence Social Studies

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

NYSED 25529/25530, HEGIS 2201.00

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

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 5793 Topics in History, Geography, and Culturally Diverse Adolescents (2 credits)
CTGE 5555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5790 Introduction to Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5791 Social Studies Curriculum and Instruction (3 credits)
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
CTGE 5261 Teaching and Assessing Social Studies with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 6200 Special Topic in Educational Technology (1 credit)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Physics

Master of Science in Teaching Adolescent Physics (36 credits)

NYSED 25528/25532, HEGIS 1902.01

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

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

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 5793 Topics in History, Geography, and Culturally Diverse Adolescents (2 credits)
CTGE 5079 Adolescent Education Portfolio (0 credits)
UEGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5790 Introduction to Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5791 Social Studies Curriculum and Instruction (3 credits)
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
CTGE 5261 Teaching and Assessing Social Studies with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 6200 Special Topic in Educational Technology (1 credit)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Mathematics

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

NYSED 28439/30606, HEGIS 17101.0

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

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

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents (2 credits)
CTGE 5793 Topics in History, Geography, and Culturally Diverse Adolescents (2 credits)
CTGE 5079 Adolescent Education Portfolio (0 credits)
UEGE 5155 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communities (2 credits)
CTGE 5790 Introduction to Historical, Philosophical, and Multicultural Foundations of American Education (3 credits)
CTGE 5791 Social Studies Curriculum and Instruction (3 credits)
CTGE 5547 Literacy and Learning Across the Curriculum (3 credits)
CTGE 5402 Teaching and Learning with Diverse Adolescents 2: Assessment & Planning (2 credits)
CTGE 5261 Teaching and Assessing Social Studies with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 5403 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (3 credits)
CTGE 6200 Special Topic in Educational Technology (1 credit)
CTGE 5404 Teaching and Learning with Diverse Adolescents 4: Reflection & Innovation (2 credits)
CTGE 5793 Topics in History, Geography, and Economics (3 credits)
CTGE 6794 Social Studies Scope and Sequence (2 credits)
CTGE 6201 Developing Digital Literacies (1 credit)

Adolescence Physics

Master of Science in Teaching Adolescent Physics (36 credits)

NYSED 25528/25532, HEGIS 1902.01

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

Master of Science in Teaching Exceptional Adolescents (36 credits)

Students with Disabilities 7-12 Generalist

NYSED 34666/34675, HEGS 0808.00

This clinically-rich, 36-credit master’s degree program in adolescence special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing 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 5-8 extension.

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)

NYSED 5547 Literacy and Learning Across the Curriculum (3 credits)

CTGE 5170 Teaching Mathematics to All Learners with Disabilities (3 credits)

CTGE 5157 Teaching English Language Arts and History in Inclusive Adolescence Classrooms (3 credits)

CTGE 5156 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)

CTGE 5400 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)

Master of Science in Teaching General and Exceptional Adolescents (Dual Certification) (45 credits)

NYSED 34666/34675, HEGS 0808.00

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

Dual-Certification Content-Core Requirements

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

Adolescence Biology 7-12, Students with Disabilities 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 chemical 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, and atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

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

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

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

Program of Study

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)

NYSED 5547 Literacy and Learning Across the Curriculum (3 credits)

CTGE 5170 Teaching Mathematics to All Learners with Disabilities (3 credits)

CTGE 5157 Teaching English Language Arts and History in Inclusive Adolescence Classrooms (3 credits)

CTGE 5156 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)

CTGE 5400 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (3 credits)

Master of Science in Teaching General and Exceptional Adolescents (Dual Certification) (45 credits)

NYSED 34666/34675, HEGS 0808.00

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

Dual-Certification Content-Core Requirements

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

Adolescence Biology 7-12, Students with Disabilities 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 chemical 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, and atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

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

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

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

Program of Study

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)

NYSED 5547 Literacy and Learning Across the Curriculum (3 credits)

CTGE 5170 Teaching Mathematics to All Learners with Disabilities (3 credits)

CTGE 5157 Teaching English Language Arts and History in Inclusive Adolescence Classrooms (3 credits)

CTGE 5156 Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits)

CTGE 5400 Teaching and Learning with Diverse Adolescents: Differentiated Instruction (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 placing special emphasis on children with disabilities in preschool and the primary grades. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with disabilities and lead to New York state certification as a teacher of Children with Disabilities in Early Childhood Education.

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

Program of Study
CTGE 6192 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6157 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)
CTGE 5421 Planning Instruction for 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)
CTGE 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6350 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)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6350 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)

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 6192 Research in the Teaching Process (3 credits)
CTGE 6330 Communication Supported by Technology and Arts (3 credits)
CTGE 6157 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)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
CTGE 6350 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)

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 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 5159 Assessment of All Children with Disabilities (3 credits)
CTGE 5161 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 6340 Contemporary Interventions for Struggling Readers and Writers (3 credits)
CTGE 6300 Developmental Delays in Young Children and Early Intervention (3 credits)
CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits)
The program is organized to students to enroll in specific experiences in a faculty-determined sequence: specifically CTGE 6500, typically the first course in the program, precedes CTGE 6517, CTGE 6518 precedes CTGE 6519. CTGE 6516 is the final course in the program, taken with at most one elective course. Students are required to confer with their faculty advisor each semester during advance registration.

Program of Study

Required courses (30 credits)

CTGE 0161 Reading, Writing, and the Arts (3 credits)
CTGE 5864 Teaching Reading and Writing to English Language Learners (3 credits)
CTGE 6261 Computers in Reading, Writing, and Social Studies (3 credits)
CTGE 7593 Administration and Supervision of Literacy Programs (3 credits)
CTGE 6402 Reading, Writing, and Literature in ESL Classrooms Pre-K-K-12 (3 credits)

Literacy Education (Grades 5 through 12)

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

NYSED 25425/25424, 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 literacy 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-practitioner model and theory-driven practice. Course programs for part-time and full-time students are available. Forty five hours of practice experience is required for a 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/professional 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 5223 Practicum for In-Service Teachers (3 credits)

Bilingual Education

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

Admission Requirements

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

• Hold New York state initial/provisional 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) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence)

• In the language other than English, as demonstrated by fulfilling one of the following three options: (1) taking and obtaining a passing score in the ACTFL Language Test (oral and written) in the target language; (2) documentation in transcripts of having completed undergraduate studies in the target language; (3) agreeing to complete successfully two courses in the target language

• Candidates who did not take a special education foundation course prior to admission must take a foundation course concurrently with required courses for the extension program.
**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
  *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 5547** Principles of Bilingual Education (3 credits)
- **CTGE 5842** Second Language Acquisition and Assessment (3 credits)
- **CTGE 5844** Development of Communication Skills in the Native and Second Language (3 credits)
- **CTGE 5851** Bilingual Curriculum Materials Workshop: Content Areas (3 credits)
- **CTGE 5852** 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**

- **NYSED 34013/34014, 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. The 15-credit program leads to an endorsement for an extension to the special education certification to teach bilingual 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:

- **CTGE 5842** Second Language Acquisition and Assessment (3 credits)
- **CTGE 6401** Teaching the Structure of the English Language (3 credits)
- **CTGE 5845** Integrating English Language Arts Across the Content Areas in the ESL Classroom (3 credits)
  *Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

**Middle Childhood Extension Programs**

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

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

- **NYSED 25436/25448, HEGIS 5503.00**

**Admission Requirements**

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

**Certificate in Middle Childhood English 7-9 (12 credits)**

- **NYSED 25436/25446, HEGIS 5503**

**Admission Requirements**

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

**Certificate in Middle Childhood Social Studies 7-9 (12 credits)**

- **NYSED 25437/25447, HEGIS 5503**

**Admission Requirements**

- **PSGE 5302** Psychology of Adolescent Development and Learning (3 credits)
- **CTGE 5260** Teaching and Assessing Social Studies (3 credits)
- **CTGE 5547** Literacy Across the Curriculum (3 credits)
- **PSGE 5302** Psychology of the Adolescent Development and Learning (3 credits)

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

- **NYSED 25440/25450, HEGIS 5503**

**Admission Requirements**

- **PSGE 5302** Psychology of Adolescent Development and Learning (3 credits)
- **CTGE 5260** Teaching and Assessing Social Studies (3 credits)
- **CTGE 5547** Literacy Across the Curriculum (3 credits)
- **PSGE 5302** Psychology of the Adolescent Development and Learning (3 credits)
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.5165 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 face-to-face hours with students with disabilities.

Pre-K to 12 Extension Program
Advanced Certificate in Teaching English to Speakers of Other Languages (15 credits)

NYSED 32677/32792, HEGIS 1508.00/0899.50

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

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 degree in education but does not lead to initial certification.

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

• a copy of New York State initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) 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
• candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Text (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 for paper test, 90 for Internet based (IBT) test
  - IELT: 7 for General Test Score; no sub-test can be lower than 6

Program of Study
Professional Core (12 credits)
3 credits in curriculum theory:

CTGE.6195 Theory and Practice in Curriculum and Teaching (3 credits)

3 credits in cultural diversity from among:
CTGE.6810 Sociopolitical Dimensions of Diversity (3 credits)
CLGE.6340 Designing, Implementing, and Evaluating Curricula and Programs (3 credits)

3 credits in individual diversity from among:
CTGE.6555 Special Education Foundations: Past, Present, and Future (3 credits)
CTGE.5247 Teaching the Structure of the English Language (3 credits)

3 credits in research from among:
PGSE.5203 Research in qualitative methodology (3 credits)
CTGE.6192 Research in the Teaching Process (3 credits)

TESOL — Not for Teaching Certification (Track 2) Non-Certification Programs
Master of Science in Teaching English to Speakers of Other Languages (33 credits)

NYSED 25422/25420, HEGIS 1500.00

This 33-credit Master of Science degree program in teaching English to speakers of other languages is designed for persons who want to develop expertise in teaching English to speakers of other languages but are not pursuing a state teaching certificate. It is appropriate for those who work in adult, corporate, or community education, and for international educators preparing to teach English as a foreign language. Specific admission requirements: In addition to the general admission and completion requirements for master’s-level graduate study listed on pages 12 and 34 to 35, candidates must have the following:

• a 30-credit major or concentration in English language arts, social studies, science, technology, or mathematics
• candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Text). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
The Graduate School of Education offers a Five-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Qualified students receive early admission during junior year to a graduate program that results in a 36- or 45-credit master’s degree (MST) after the fifth year. After completion of all program requirements, students are eligible for institutional recommendations for New York State initial teacher certification.

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

Early advising and coordination are important features of the integrated track. Students declare interest as early as freshman year and apply to GSE in the spring semester of junior year for early admission. Core and major courses should be chosen with the advice of both the University and Graduate School of Education advisors. 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

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

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about requirements for each certification and major can be obtained from the coordinator of the Five-Year Integrated Track at 212-636-7546. To meet all requirements for the baccalaureate degree and a master’s degree, candidates work closely with their Fordham undergraduate advisers and the GSE adviser.

- **Master of Science in Teaching**
  - Early Childhood Education; Early Childhood Special Education; Childhood Education Special Education; Early Childhood/Childhood Education; Bilingual Childhood Education; Teaching English to Speakers of Other Languages, and Adolescence Education (English, Social Studies, Mathematics, Biology, Physics, or Chemistry)

- **Five-Year Integrated Teacher Education Program (BA/BS/MST)**

  - **Admission Requirements for the Five-Year Integrated Teacher Education Program**
    - Students must apply for admission to the Five-Year Integrated Teacher Education Program during the fall semester of their junior year.
    - Students must submit a completed application to the Graduate School of Education.
    - Students must meet the admission requirements for the Five-Year Integrated Teacher Education Program.
    - Students must receive a letter of recommendation from a Fordham University faculty member.
    - Students must achieve a minimum grade point average of 3.0 (B or better) in their junior year.

- **NYS 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

  - completed the coursework and examinations required by the New York State Department of Education
  - passed the New York State Teacher Certification Examination (NYSTCE) in the content area(s) required for certification
  - achieved a pass rate of 70% or higher on the NYSTCE
  - completed the required field experiences
  - completed the required professional experience
  - completed a portfolio of teaching evidence
  - completed a minimum of 100 hours of field experience
  - completed a minimum of 40 hours of clinical experience
  - completed a minimum of 10 hours of student teaching
  - achieved a pass rate of 70% or higher on the NYSTCE
  - passed the NYSTCE in the content area(s) required for certification
  - completed the required professional experience
  - completed a portfolio of teaching evidence
  - completed a minimum of 100 hours of field experience
  - completed a minimum of 40 hours of clinical experience
  - completed a minimum of 10 hours of student teaching

- **Graduate School of Education**

  The Graduate School of Education offers a wide range of graduate programs in education, including special education, bilingual education, and childhood education. The programs are designed to prepare students for careers in education at all levels, from early childhood to higher education. The programs are offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Teacher Certification Programs for Fordham Undergraduate Students**

  The Graduate School of Education offers a range of teacher certification programs for Fordham undergraduate students. These programs are designed to prepare students for careers in education at all levels, from early childhood to higher education. The programs are offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **BA/BS/MST Program**

  The BA/BS/MST Program is a five-year integrated teacher education program that provides students with an opportunity to earn a bachelor’s degree and a master’s degree in five years. The program is designed to prepare students for careers in education at all levels, from early childhood to higher education. The program is offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Graduate School of Education Advisement**

  The Graduate School of Education offers a range of graduate programs in education, including special education, bilingual education, and childhood education. The programs are designed to prepare students for careers in education at all levels, from early childhood to higher education. The programs are offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Fordham University Advisement**

  Fordham University offers a range of graduate programs in education, including special education, bilingual education, and childhood education. The programs are designed to prepare students for careers in education at all levels, from early childhood to higher education. The programs are offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Five-Year Integrated Teacher Education Program**

  The Five-Year Integrated Teacher Education Program is a five-year program that provides students with an opportunity to earn a bachelor’s degree and a master’s degree in five years. The program is designed to prepare students for careers in education at all levels, from early childhood to higher education. The program is offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Master of Science in Teaching**

  The Master of Science in Teaching program is a one-year program that provides students with an opportunity to earn a master’s degree in teaching. The program is designed to prepare students for careers in education at all levels, from early childhood to higher education. The program is offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.

- **Five-Year Integrated Teacher Education Program (BA/BS/MST)**

  The Five-Year Integrated Teacher Education Program (BA/BS/MST) is a five-year program that provides students with an opportunity to earn a bachelor’s degree and a master’s degree in five years. The program is designed to prepare students for careers in education at all levels, from early childhood to higher education. The program is offered on both the Lincoln Center and Westchester campuses, providing students with a variety of options to meet their educational goals.
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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Professors: Cattaro, Marcus, Tetenbaum
Associate Professor: McCray
Clinical Faculty: Lee
Visiting Professor: Huang
Field Supervisor: Kaminsky
Senior Secretary: Negron

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.

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 afternoon and evening 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 15-credit, five-course program specifically for those seeking to qualify for the New York State Education Department’s School District Leader (SBL) certification. Courses meet on weekends with the exception of the district-level internship. This is considered a part-time program.

New York State School Building Leader Certification

Our master’s program in educational administration and supervision is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates of this two-year program will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools as well. Given the individual background, education, and experiences of each candidate, prospective students must consult with their respective state education department to determine whether they must 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 view these requirements. Currently, NYSED requires that candidates for School Building Leader take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educational All Students (DASA) workshop, complete the mandated Dignity for All Students Act (DASA) workshop, complete the Students Act (DASA) workshop. The Division of Educational Leadership, Administration, and Policy also offers an accelerated one-year master’s program in educational administration (AMPLE) for highly motivated and capable individuals. This program is offered as a cohort model beginning in July followed by intensive weekend courses and a full-year internship. In order to seek NYSED school building certification, applicants to this accelerated program should already have a minimum of two years of paid, full time teaching experience in order to meet the three-year teaching requirement at the time of application for SBL certifications. In addition to the official online GISL application, there is a supplemental application requirement for applicants to this rigorous program. Contact the division for additional information.
admissions requirements:

as well as the following program-specific requirements for admission to graduate the advanced certificate program in school District Leadership must meet the general requirements for programs in administration and supervision, and the requirements for the Master of Science in education in administration and supervision.

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 SBL certification, complete a year-long, 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 29020/29022, HEGIS 0827.00

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

- ASGE.5119. Fundamentals of Educational Administration and Supervision (3 credits)
- ASGE.5322. School Law (3 credits)
- ASGE.5325. School Finance (3 credits)
- ASGE.5333. Professional Development (3 credits)
- ASGE.5361. Strategic Planning/Change (2 credits)
- ASGE.5461. Critical Issues in Administration and Supervision (3 credits)
- ASGE.5520. Internship I (required of candidates seeking SBL certification) (3 credits)
- ASGE.5521. Internship II (required of candidates seeking SDL certification) (3 credits)
- ASGE.6461. Perspectives on Leadership (3 credits)
- ASGE.6470. Program Evaluation and Research (3 credits)
- ASGE.7050. Comprehensive Assessment Examination (0 credits)

Catholic and Faith-Based Educational Leadership

For more than 40 years, the Center for Catholic and Faith-Based Educational Leadership has been a leader in providing pioneer and leader of significant research, and the Center for Catholic and 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.

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 following requirements for admission to graduate study in the Graduate School of Education:

- 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 meet the requirements for programs in administration and supervision, and complete the specified program of study below.

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 following requirements for admission to graduate study in the Graduate School of Education:

- 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 meet the requirements for programs in administration and supervision, and complete the specified program of study below.

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

Catholic and Faith-Based Educational Leadership

For more than 40 years, the Center for Catholic and Faith-Based Educational Leadership has been a leader in providing pioneer and leader of significant research, and the Center for Catholic and 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.

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 following requirements for admission to graduate study in the Graduate School of Education:...
Doctoral Programs

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

Administration and Supervision

Doctor of Education in Administration and Supervision (57 credits)

NYSED 0607, 14372; HECIS 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 appropriate administrative experience in an educational institution
- possess appropriate professional administrative certification
- possess a master’s degree, including fundamental and intermediate courses equivalent to those required by the division
- have earned a minimum graduate grade point average of approximately 3.5 (B+ or better)
- have earned satisfactory scores on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
- provide two reference reports
- demonstrate satisfactory command of oral and written English

- show proof of immunization against measles, mumps, rubella, and meningitis
- show evidence of academic ability, effective communication skills, leadership potential, and serious purpose of study
- demonstrate the student’s ability to do doctoral work.

If the admissions committee determines that a deficiency exists in one or more areas of prior graduate study or in the applicant’s background, the committee will specify prerequisites that must be fulfilled by the student for admission to the doctoral program. Prerequisites must be completed prior to permanent matriculation.

Completion Requirements

Students are admitted to the EdD program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their adviser, program coordinator, chairperson, and division faculty in dissertation seminar. As part of the matriculation review process in the Division of Educational Leadership, Administration, and Policy, students must write a qualifying paper during the semester in which they complete 12 to 15 credits of coursework satisfactorily and demonstrate satisfactory progress toward permanent matriculation status.

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

- complete the prescribed program of study, including a minimum of 45 credits beyond the master’s degree, under the direction and approval of an advisor
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (0 credits), which meets monthly (Seminar students are required to work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral work)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 0901)
- complete ASGE 8750, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for EdD candidates, which facilitates student-faculty interaction in the development of a dissertation proposal for the EdD (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
- develop and successfully defend an oral examination on original dissertation research related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- all requirements for the doctorate within eight years of initial registration for the program

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 6339 Administration of Post-Secondary Education (3 credits)
- ASGE 6460 Critical Issues in Administration and Supervision (3 credits)
- ASGE 6531 Clinic for School Administrators (1.5 to 3 credits)
- ASGE 7322 Economics and Finance of Education (3 credits)
- ASGE 7333 Data Analysis and Accountability (3 credits)
- ASGE 7428 Seminar in Leadership (3 credits)
- ASGE 7429 Social Theory and Educational Institutions (3 credits)
- ASGE 7430 Political Factors in Administration and Supervision (3 credits)
- ASGE 7431 Administration and Supervision Seminar (3 credits)
- ASGE 7432 Seminar in Organizational Theory (3 credits)
- ASGE 7435 Strategic Thinking, Planning, and Implementation (3 credits)
- ASGE 7440 Seminar in Organizational Behavior (1 to 3 credits)
- ASGE 7442 Leading Organizational Change (3 credits)
- ASGE 7444 Leading a Learning Organization (3 credits)
- ASGE 7458 Seminar in Organizational Culture (1 to 3 credits)
- ASGE 7488 Seminar in Ethics and Social Justice (3 credits)
- ASGE 7601 Philosophy of Education (1 or 3 credits)
- ASGE 8421 Urban Education: Problems and Policy (3 credits)
- ASGE 8623 Impact of Prejudice on Minority Groups in America (3 credits)
- ASGE 8750 Dissertation Seminar: EdD (3 credits maximum toward degree) (3 credits)

Other requirements:

- EDGE 8001 Doctoral Residency Seminar (0 credits)
- ASGE 8901 Comprehensive Assessment Exam (0 credits)
- ASGE 8999 Proposal Acceptance (0 credits)

Church and Faith-Based School Leadership

Doctor of Philosophy in Administration and Supervision (57 credits)

NYSED 06066, HECIS 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
• have earned a minimum grade point average of approximately 3.5 (B+ or better)
• show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
• demonstrate satisfactory command of oral and written English
• provide two references
• have earned a satisfactory score on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
• provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements

Students are admitted to the PhD program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their advisor, program coordinator, chairperson, and division faculty in dissertation seminar. As part of the matriculation review process in the Division of Educational Leadership, Administration, and Policy, during the semester in which students complete 12 to 15 credits, they must demonstrate satisfactory performance on the matriculation—qualifying paper and satisfactory progress in the first 12 to 15 credits of coursework, which lead to permanent matriculation status.

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

Program of Study

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 6331</td>
<td>Educational Management and Policy (3 credits)</td>
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<tr>
<td>ASGE 6359</td>
<td>Administration of Post-Secondary Education (3 credits)</td>
</tr>
<tr>
<td>ASGE 6461</td>
<td>Critical Issues in Administration and Supervision (3 credits)</td>
</tr>
<tr>
<td>ASGE 6531</td>
<td>Clinic for School Administrators (3 credits)</td>
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<tr>
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<td>Economics and Finance of Education (3 credits)</td>
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<tr>
<td>ASGE 7333</td>
<td>Data Analysis and Accountability (3 credits)</td>
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<tr>
<td>ASGE 7428</td>
<td>Seminar in Leadership (3 credits)</td>
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<tr>
<td>ASGE 7429</td>
<td>Social Theories and Educational Institutions (3 credits)</td>
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<tr>
<td>ASGE 7430</td>
<td>Political Factors in Administration and Supervision (3 credits)</td>
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<td>ASGE 7435</td>
<td>Strategic Thinking, Planning, and Implementation (3 credits)</td>
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<tr>
<td>ASGE 7439</td>
<td>Advanced Seminar for Nonpublic School Administrators (3 credits)</td>
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<tr>
<td>ASGE 7440</td>
<td>Seminar in Organizational Behavior (3 credits)</td>
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<tr>
<td>ASGE 7442</td>
<td>Leading Organizational Change (3 credits)</td>
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<tr>
<td>ASGE 7448</td>
<td>Seminar in Ethics and Social Justice (3 credits)</td>
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<td>ASGE 7450</td>
<td>Seminar in the Spirituality of Leadership (3 credits)</td>
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<tr>
<td>ASGE 7601</td>
<td>Philosophy of Education (3 credits)</td>
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<tr>
<td>ASGE 7621</td>
<td>Urban Education: Problems and Perspectives (3 credits)</td>
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<tr>
<td>ASGE 7623</td>
<td>The Impact of Prejudice on Minority Groups in America (3 credits)</td>
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<tr>
<td>ASGE 7627</td>
<td>History of Education (3 credits)</td>
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<tr>
<td>ASGE 7630</td>
<td>Urban Sociology and Education (3 credits)</td>
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<tr>
<td>ASGE 7671</td>
<td>Historical and Descriptive Research (3 credits)</td>
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<tr>
<td>ASGE 8620</td>
<td>Advanced Statistics in Administration and Supervision (3 credits)</td>
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<tr>
<td>ASGE 7721</td>
<td>Research in Educational Administration (3 credits)</td>
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<tr>
<td>ASGE 7731</td>
<td>Research in Educational Administration II (3 credits)</td>
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<tr>
<td>ASGE 8605</td>
<td>Directed Research in Administration and Supervision (3 credits)</td>
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<tr>
<td>ASGE 8751</td>
<td>Field Research in Administration and Supervision (3 credits)</td>
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<tr>
<td>ASGE 8771</td>
<td>Research in Educational Administration (3 credits)</td>
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<tr>
<td>ASGE 8781</td>
<td>Dissertation Seminar: PhD (3 credits maximum toward degree) (3 credits)</td>
</tr>
</tbody>
</table>

Collateral Component (12 credits)

The 12 credits of collateral study compose the program’s social science component. Candidates in the Church and Faith-Based School Leadership Program may take courses for their collateral component in the Graduate School of Religion and Religious Education. Four courses (12 credits) in religious education are required; however, students with an advanced degree in this area may substitute a combination of other courses, with an adviser’s approval.

Other Requirements:

- EDGE 8001 Doctoral Residency Seminar (0 credits)
- ASGE 0901 Comprehensive Assessment Exam (0 credits)
- ASGE 0990 Permanent Matriculation (0 credits)
- ASGE 0999 Proposal Acceptance (0 credits)

Counseling and School Psychology Programs

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—

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

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

Chair: Anthony Cancelli, EdD
Office: Room 1008
Phone: 212-636-4640 or 4641
Professors: Cancelli, Esquivel, Hennessey, Houst, Jackson, Kneit, Penosetto, Rabinozitz, Weiner (Emeritus)
Associate Professors: Blumberg, Brobst, Chen, Ding, Harris, Park-Taylor, Zusho
Clinical Faculty: D’Omoeno, Kiraly, Larancara
Adjunct Faculty: Aaronson, Doherty, Fontan, Galley, Grimes, Haubner, Kang, Klaver, Kugler, Maier, Ng, Patelu, Selby, Sumida, Teta, Wynne

Assistant Professor: Takooshian, Whitten II

Director of Field-Based Experience and Accountability: Elizabeth Casey

Programs in counseling and school psychology develop knowledge and expertise for individuals for positions in Pre-K–12 schools, for psychological services to children in health-service settings, for academic and research careers, and for independent psychological practice.

General Requirements

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

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner.

All PES students in the division must file for evaluation for permanent matriculation status the semester after they have completed their first 12 to 15 credits at Fordham.

Admission to any of the PES programs also obligates students to uphold the appropriate ethical standards of the professional organizations, such as the American Psychological Association, and professions for which students are preparing.

Credit for previous graduate work may be granted depending upon its relevance to the student’s program at Fordham. The following minimum number of credits must be completed in the Fordham Graduate School of Education: 24 for all master’s programs; 24 beyond the master’s for all professional programs; 45 beyond the master’s for doctoral degree programs. With approval, students may take some of these credits in other schools of Fordham University. Exemptions from any courses will follow existing GSE procedures.

Students who are certified school psychologists when they enter the Fordham school psychology doctoral program may be exempted from some of the practice-related coursework, but they are expected to enhance their skills by completing at least 60 graduate-level credits at Fordham.

All PES students must pass a comprehensive examination before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Doctoral Core (51-57 credits):

All doctoral students in PES must complete courses in the following six areas. Courses highlighted by an asterisk must be satisfactorily completed prior to sitting for the PhD comprehensive examination.

Cognitive/Affective Aspects of Behavior (3 credits)
- PSGE 6372 Psychology of Cognition and Affect

Social Aspects of Behavior (3 credits)
- PSGE 6345 Social Psychology

Biological Aspects of Behavior (3 credits)
- PSGE 7435 Foundations of Neuropsychology
Counseling Psychology Programs

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

Master of Science in School Counseling (60 credits)
NYSED 28351/14369, HEGIS 0826.01

The MSEd program in school counseling is designed to prepare school counselors who will work in mental health clinics, community mental health centers, hospitals, nonprofit counseling agencies, college and university counseling centers, and corporate mental health services (e.g., employer assistance programs, personnel departments, mental health support units) and are eligible to open independent private practices after licensure.

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

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

Program of Study
This 60-credit program includes 54 credits in five basic areas and a two-semester school counseling internship. Students must complete a total of 15 credits in the areas outlined below:

Area I: Foundations of Counseling (12 credits)

Area II: Understanding the Individual (6 credits)

Area III: Working with Groups (6 credits)

Area IV: Career Development and Counseling (6 credits)

Area V: The Counselor: Role and Function (9 credits)

Area VI: Professional Issues (21 credits)

Field Experiences

Bilingual Extension Option (15 credits)

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

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

• provide two reference reports
• have earned a minimum undergraduate grade point average of 3.0 (B or better)
• possess a baccalaureate degree from an accredited college or university
• show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
• have earned a minimum undergraduate grade point average of 3.3 on a 4.0 scale
• provide two reference reports
• demonstrate satisfactory command of oral and written English
• provide proof of immunization against measles, mumps, meningitis, and rubella

Program of Study
This 60-credit program includes 54 credits in five basic areas and a two-semester school counseling internship. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course):
Comprehensive 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 a one-year on-site, supervised internship completed during the first and spring (PSGE 6651 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:

PSGE 6650 Ethical/Professional Issues in Counseling (3 credits)
PSGE 6651 Field Experience I in Mental Health Counseling I (240 hours 2 days per week or 300 hours 2.5 days per week) (3 credits)
PSGE 6655 Field Experience I in Mental Health Counseling II (320 hours 2 days per week) (3 credits)
PSGE 6656 Multicultural Counseling (3 credits)
PSGE 6653 Field Experience II in Mental Health Counseling (240 hours 2 days per week or 300 hours 2.5 days per week) (3 credits)
PSGE 6679 Theories of Family Intervention and Counseling (3 credits)

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

NYSED 86174, HEGIS 2004.00
The PhD degree program in counseling psychology is based on the scientist-practitioner model and is fully accredited by the American Psychological Association (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 in professional settings)
• complete 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 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 in case 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 PSGE 8001 (0 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

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

Comprehensive Assessment (0 credits)

PSGE 8999 Dissertation Seminar (required)

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

Full-time Internship (0 credits)
PSGE 7667/68/69 Internship in Counseling Psychology I, II and III (0 credits)

A one-year, full time APPIC internship must be completed. The internship must be completed 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.

Dissertation Seminar

PSGE 8999 Dissertation Seminar (required)

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

Comprehensive Assessment (0 credits)

PSGE 8999 Dissertation Seminar (required)

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

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School Psychology Programs

The mission of Fordham’s school psychology programs is to educate professional psychologists who are capable of linking knowledge gained through psychological science to educational efforts in contemporary society. The programs aim to vary psychological training and education, to facilitate the educational and social-emotional development of children in urban settings, especially children from 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 from its psychologists and educators. 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 may hinder their ability to do so. The students and graduates of Fordham’s school psychology programs are expected to be grounded in research and guided in their professional conduct 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.

Fordham University’s public school psychology programs are fully accredited by the American Psychological Association and approved by the New York State Board of Professional Examiners in Psychology as bilingual school psychologists. The bilingual program offers an opportunity to 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. University supervision. Doctoral students are required to complete an additional 200 hours of pre-internship field experiences.

The school psychology programs require at least 750 internship/externship hours in a school setting.

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

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

Doctoral students are strongly encouraged to seek an internship accredited by the American Psychological Association (APA). If obtained through the APA, match is conducted by the APA. The APA offers an internship, they must be matched with a doctoral-level psychologist in any of the psychological specialties recognized by the APA.

Professional Diploma Programs

There are two professional diploma (PD) programs in school psychology at Fordham University. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to certification as a school psychologist. The second program, the program in School Psychology, leads to certification as a school psychologist for all programs. It offers training to prepare students who are bilingual with a specialization in working with culturally and linguistically diverse children and families.

Current, the bilingual PD program offers a bilingual 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 the New York State Education Department for certification as a school psychologist if he or she is a U.S. citizen.

The bilingual program is designed for students who wish to be bilingual and work with bilingual and multicultural populations. It is an integrated training program for students who are bilingual and work with bilingual and multicultural populations.

The program offers an integrated training program for students who are bilingual and work with bilingual and multicultural populations.

Admission Requirements

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements of the Fordham University School of Education or defend their dissertation at Fordham University. They must have completed the required coursework, the students must have completed the required coursework, the School of Education.

For the Professional Diploma Program in School Psychology, the following criteria must be met:

- Complete the required coursework.
- Complete an end-of-program comprehensive assessment.
- Successfully complete a required internship or field experiences.
- Complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham University with the approval of an adviser (credit for previous graduate work is granted only upon receipt of the program to the relationship between the programs); and
- Maintain a minimum overall grade point average of 3.25 (between B and B+).
Intervention (15 credits)
- PSGE 6331 Applications of Behavioral Analysis in Educational Settings (3 credits)
- PSGE 7422 Instructional Consultation (3 credits)
- PSGE 7423 Therapeutic Interventions in Schools (3 credits)
- PSGE 7446 Theories of School-Based Consultation (3 credits)
- PSGE 7620 Theories of Counseling (3 credits)
- Professional Role (3 credits)
- PSGE 7442 Role and Function of the School Psychologist (3 credits)
- Research (3 credits)
- PSGE 5203 Introduction to Research (3 credits)
- Bilingualism in Education (6 credits with guidance to meet NYSED certification requirements)
- CTGE 5841 Principles of Bilingual Education (3 credits)
- CTGE 7843 Second Language Proficiency (3 credits)
- CTGE 7844 Language and Educational Assessment in Multiple Language Settings (3 credits)
- PSGE 6401 Seminar in the Psychology of Bilingual Students (required) (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- PSGE 7425 Advanced Seminar in Intervention: Bilingual School Psychology (3 credits)
- PSGE 7426 Advanced Seminar Assessment Bilingual Assessment (required) (3 credits)
- Fieldwork (15 credits)
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7482 Professional Diploma Internship in Bilingual School Psychology I (3 credits)
- PSGE 7483 Professional Diploma Internship in Bilingual School Psychology II (3 credits)
- PSGE 7501 Clinical Practicum in Bilingual School Psychology I (3 credits)
- PSGE 7503 Consultation Practicum in Bilingual School Psychology (3 credits)
- Cognate (9 credits)
- PSGE 6332 Psychology of Cognition and Affect (3 credits)
- PSGE 6417 Developmental and Intellectual Disabilities (3 credits)
- PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits)

Fieldwork (15 credits)
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7482 Professional Diploma Internship in Bilingual School Psychology I (3 credits)
- PSGE 7483 Professional Diploma Internship in Bilingual School Psychology II (3 credits)
- PSGE 7501 Clinical Practicum in Bilingual School Psychology I (3 credits)
- PSGE 7503 Consultation Practicum in Bilingual School Psychology (3 credits)
- Cognate (9 credits)
- PSGE 6332 Psychology of Cognition and Affect (3 credits)
- PSGE 6417 Developmental and Intellectual Disabilities (3 credits)
- PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits)
- Urban Education (6 credits)
- EDGE 6100 Issues and Trends in American Education (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- PSGE 7500 Clinical Practicum in School Psychology (3 credits)
- PSGE 7425 Advanced Seminar in Intervention: Bilingual School Psychology (3 credits)
- Professional Diploma (PD) Program in Bilingual School Psychology (66 credits)
- Education Program for English Language Learners and English as a Second Language (3 credits)
- Electives (6 credits under advisement)
- Comprehensive Assessment (0 credits)
- PSGE 0810 Professional Practice in School Psychology Comprehensive Assessment (0 credits)
- Professional Diploma (PD) Program in Bilingual School Psychology (66 credits)
- NYSED 8391H, HEGIS 2099.00
- Program of Study
- Assessment (9 credits)
- PSGE 7402 Personality Assessment (3 credits)
- PSGE 7418 Non-Biased Assessment and Decision Making (3 credits)
- PSGE 7508 Cognitive Assessment (3 credits)
- PSGE 7402 Personality Assessment (3 credits)
- PSGE 7418 Non-Biased Assessment and Decision Making (3 credits)
- PSGE 7508 Cognitive Assessment (3 credits)
- Cognate (9 credits)
- PSGE 6332 Psychology of Cognition and Affect (3 credits)
- PSGE 6417 Developmental and Intellectual Disabilities (3 credits)
- PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits)
- Urban Education (6 credits)
- EDGE 6100 Issues and Trends in American Education (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- PSGE 7426 Advanced Seminar Assessment Bilingual Assessment (required) (3 credits)
- Fieldwork (6 credits)
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- Research (3 credits)
- PSGE 5203 Introduction to Research (3 credits)
- PSGE 5210 Statistical Methods in Psychology and Education (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- Comprehensive Assessment (0 credits)
- PSGE 5735 Master’s Comprehensive Assessment (portfolio assessment) (0 credits)
- Program of Study
- Multicultural Core (3 credits)
- EDGE 6101 Race and Multicultural Education in American Society (3 credits)
- PSGE 6401 Seminar in Psychology of Students (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- Master’s degree programs offered through the school psychology program are:
  - Educational Psychology: Educational Evaluation and Intervention
  - Psychology of Bilingual Students
  - Therapeutic Interventions
- Admission Requirements
  - Application to one of these three MSEd programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the PD in school psychology. Enrollment in one of these programs is sufficient for admission to a master’s program. Applicants do not need to be bilingual for admission to the MSEd in the psychology of bilingual students. However, students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students. To apply, students need to complete an interprogram application form, which is available from the division or dean’s office.
- Completion Requirements
  - Complete the MSEd in the psychology of bilingual students, or therapeutic interventions, or the MSEd in educational psychology—educational evaluation, students must
  - Complete the prescribed study of program, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD
  - Maintain a minimum overall grade point average of 3.25 (B or better)
  - Complete an end-of-program comprehensive assessment
- Master of Science Degree in Educational Psychology: School Psychology Specialization in Educational Evaluation and Intervention (39 credits)
- NYSED 14862, HEGIS 2099.00

Program of Study
- Multicultural Core (3 credits)
- EDGE 6101 Race and Multicultural Education in American Society (3 credits)
- PSGE 6401 Seminar in Psychology of Students (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- PSGE 6372 Psychology of Cognition and Affect (3 credits)
- PSGE 6320 Psychology of Motivation (3 credits)
- PSGE 6308 Cognition and Instruction I (3 credits)
- PSGE 7456 Evaluation of Psychological Services Delivery (doctoral only) (3 credits)
- ASGE 6720 Program Evaluation and Research (3 credits)
- CTGE 6270 Data, Inquiry, and Technology (3 credits)
- CTGE 5245 Children’s Literature in a Multicultural Society (3 credits)
- CTGE 5534 Beginning Reading and Writing (3 credits)
- Assessment and Intervention (15 credits)
- PSGE 6371 Applications in Applied Behavior Analysis (3 credits)
- PSGE 7445 Theories of School-Based Consultation (3 credits)
- PSGE 7442 Instructional Consultation (3 credits)
- PSGE 7418 Non-Based Assessment and Decision Making (3 credits)
- PSGE 7426 Advanced Seminar in Intervention: Instructional Interventions (required) (3 credits)
- Fieldwork (6 credits)
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- Research (3 credits)
- PSGE 5203 Introduction to Research (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- Master of Science Degree in the Psychology of Bilingual Students (39 credits)
- NYSED 93920, HEGIS 2099.00

Program of Study
- Master’s Core (6 credits)
- EDGE 6101 Race and Multicultural Education in American Society (3 credits)
- EDGE 6101 Race and Multicultural Education in American Society (3 credits)
- PSGE 6311 Application of Behavioral Analysis in Educational Settings (3 credits)
- PSGE 7423 Therapeutic Interventions in Schools (3 credits)
- PSGE 7445 Theories of School-Based Consultation (3 credits)
- PSGE 6300 Cognition and Instruction I (3 credits)
- ASGE 6720 Program Evaluation and Research (3 credits)
- CTGE 5534 Beginning Reading and Writing (3 credits)
- Assessment (3 credits)
- PSGE 7418 Non-Biased Assessment and Decision Making (3 credits)
- Intervention (12 credits)
- PSGE 6371 Application of Behavioral Analysis (3 credits)
- PSGE 7445 Theories of School-Based Consultation (3 credits)
- PSGE 7442 Instructional Consultation (3 credits)
- PSGE 7418 Non-Based Assessment and Decision Making (3 credits)
- PSGE 7426 Advanced Seminar in Intervention: Instructional Interventions (required) (3 credits)
- Fieldwork (6 credits)
- PSGE 7429 Integration of Assessment Techniques (3 credits)
- PSGE 7502 Consultation Practicum in School Psychology (3 credits)
- Research (3 credits)
- PSGE 5203 Introduction to Research (3 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (3 credits)
- Cognate (3 credits)
- PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits)
Fieldwork (6 credits)
PSGE.7500 Clinical Practicum in School Psychology (3 credits)
PSGE.7502 Consultation Practicum in School Psychology (3 credits)

Comprehensive Assessment (0 credits)
PSGE.0720 Master’s Comprehensive Assessment (portfolio assessment) (2 credits)

Doctoral Program

Doctor of Philosophy in School Psychology

The Doctor of Philosophy in School Psychology program is open to individuals who have already state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with students in the theories of consultation and practice.

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:

• 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 graduate 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
• Earn 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 once they complete 12 to 15 credits and PSGE 7900 Proseminar.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and the National Association of School Psychologists. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete the PhD in school psychology, students must:

• Complete a predoctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs
• Complete the prescribed program of study, including a minimum of 90 credits beyond the baccalaureate or 45 credits beyond a master’s degree in school psychology or a collateral field. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits must be taken at Fordham University.
• Maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
• Complete a two-semester doctoral 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 a one-year doctoral residency seminar (two consecutive semesters and one summer), including participation in the PSGE 8801 (0 credits) Research Apprenticeship, which includes seminars as well as a research apprenticeship under the supervision of a faculty member of the faculty;
• Complete comprehensive assessments covering the psychology core, research core, and professional practice;
• Complete the three-credit PSGE 8999 Dissertation Seminar, including the preparation and oral defense of an original dissertation proposal under the direction of a mentor and committee faculty;
• Develop and defend in an oral examination an original dissertation in thearea of school psychology;
• Complete all the requirements for the degree within eight years of initial registration in the program.

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

Cognitive/Affective Aspects of Behavior

PSGE 6312 Psychology of Cognition and Affect (3 credits)

Social Aspects of Behavior

PSGE 6335 Social Psychology (3 credits)

Biological Aspects of Behavior

PSGE 7435 Foundations of Neuropsychology (3 credits)
PSGE 7444 History and Systems of Psychology/Ethical Issues in Psychology (3 credits)

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

Doctoral Research Core (12-21 credits)

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

PSGE 5210 Statistical Methods in Education and Psychological Measurement (3 credits)
PSGE 6702 Fundamentals of Educational and Psychological Measurement (3 credits)
PSGE 7210 Experimental Design (required) (3 credits)
PSGE 7211 Correlational Design and Analysis (required) (3 credits)
PSGE 7213 Application of Multivariate Techniques in Education and Psychology (required) (3 credits)
PSGE 7711 Psychometric Theory (required) (3 credits)
PSGE 7900 Proseminar (required) (0 credits)

Advanced Studies

Exceptional Developmental Differences (6 credits)
PSGE 6417 Developmental and Intellectual Disabilities (required) (3 credits)
PSGE 6418 Emotional Disorders of Children and Adolescents (required) (3 credits)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE.7502</td>
<td>Consultation Practicum in School Psychology (3 credits)</td>
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<tr>
<td>PSGE.7520</td>
<td>School Psychology Externship (2 credits)</td>
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<tr>
<td>PSGE.7462</td>
<td>Supervision (3 credits)</td>
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<td>PSGE.7442</td>
<td>Upcoming Practicum in School Psychology (3 credits)</td>
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<td>PSGE.7456</td>
<td>Program Evaluation (3 credits)</td>
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<td>PSGE.6311</td>
<td>Professional Issues (3 credits)</td>
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<td>PSGE.7442</td>
<td>Professional Issues (3 credits)</td>
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<tr>
<td>PSGE.7429</td>
<td>Fieldwork and Internship (16.5 credits)</td>
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<tr>
<td>PSGE.0810</td>
<td>Fieldwork and Internship (16.5 credits)</td>
</tr>
<tr>
<td>PSGE.7442</td>
<td>Fieldwork and Internship (16.5 credits)</td>
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Student 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)
- PSGE.7462: Supervision (3 credits)
- PSGE.7442: Upcoming Practicum in School Psychology (3 credits)
- PSGE.7456: Program Evaluation (3 credits)
- PSGE.0810: Professional Practice in School Psychology 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)

- 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)

- 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)

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- PSGE.7492: Doctoral Internship in School Psychology II (3 credits)
- PSGE.7500: Clinical Practicum in School Psychology (3 credits)
The prefixes used for Graduate School of Education courses are:

ASGE Administration and Supervision
CLGE Contemporary Learning
EDGE Interdisciplinary Research
UEGE Urban Education

The numbering system is the key to the course levels, specifically:
- 5000 series Graduate courses and institutes
- 6000 series Graduate coursework institutes
- 7000 series Advanced graduate courses
- 8000 series Seminars and guided tutorials
- 9000 series Special courses and process registrations

Frequently Offered Courses

Administration and Supervision ASGE Courses

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

ASGE 6070 Master’s Comprehensive Exam/Assessment (0 credits) (MASTERS COMPASS) Master’s comprehensive exam or assessment for programs leading to a Master’s degree.

ASGE 6080 Doctoral Comprehensive Exam/Assessment (0 credits) (DOCTORAL COMPASS) Doctoral comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 6099 Proposal Acceptance (0 credits) (PROPOS ACCEPTANCE) Make application during the semester the dissertation proposal is completed.

ASGE 5112 Fundamentals of Educational Administration and Management (3 credits) (FUND OF EDUC ADMIN & MGMT) 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 curriculum as part of their studies.

ASGE 6034 Funding and Grants (3 credits) (FUNDING AND GRANTS) This course analyzes the technical skills of grant writing, data gathering’s affect on fund sources, and the politics of grant-proposal submission.

ASGE 5902 Management of Continuing and Adult Education Programs (3 credits) (MGMGT CONTIN & ADULT ED PRGMS) This course is designed to provide an understanding of current business 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, AFTRA, OSHA, fair- 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 TO A & S) Course provides 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 6310 Instructional Leadership (3 credits) (INSTRUC LEADSHIP) Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop protocol for curricula development.

ASGE 6312 Organizational Behavior (3 credits) (ORG BEHAVIOR) Focuses on social/psychological forces influencing the behavior of the individual. Topics include motivation, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6313 Groups in Organizations (3 credits) (GRPS/ORGS) 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 6504 Leading in a Diverse Society (3 credits) (DIVERSE SOCIETY) Provides understanding and knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa. Explores concepts, issues, and differences related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the social community, and proposes solutions to meet challenges of a diverse society.

ASGE 6224 The Superintendent (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; community 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 6226 Organization of Community Relations Programs (3 credits) (ORG OF COMM RELS PGMS) Studies the role of school administrators in developing school-community and home-school programs, and the involvement of school and community personnel in a program to further the educational aims of the community.

ASGE 6227 Cases and Simulations in Administration and Supervision (3 credits) (CASES SIMULA & 5) The course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership development.

ASGE 6240 School Financial Accounting (3 credits) (SCH FIN ACCCTS) This course is designed to provide students with a fundamental 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 services, financial statement preparation and presentations, internal control procedures, and relationships with auditing agencies.

ASGE 6241 Management of Schools Information Systems (3 credits) (MNGMT 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 information system needs; financial, human resources, and administrative decision-making; the implications of interactive and non-interactive computer systems; and mainframe and PC-based applications for school district reporting and management needs.

ASGE 6245 Financial Management of Nonpublic Schools (3 credits) (FIN MGMT NONPUB SCH) This course examines the finances of nonpublic schools, and explores challenges involved in generating, monitoring, and managing funds in nonprofit institutions.

ASGE 6246 Management of Funded Programs (3 credits) (MGMGT OF FUND PROGRAMS) Consideration of the management of government, and managing externally funded programs in settings such as school districts, colleges and universities, and nonprofit organizations.

ASGE 6231 Administration of Personnel (3 credits) (ADMIN OF PERSONNEL) Basic personnel functions in school administration. Recruitment, selection, orientation, compensation, personnel development, and legal issues related to employee welfare provisions, and collective negotiations.

ASGE 6232 School Finance (3 credits) (SCHOOL FINANCE) Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6233 School Business Administration (3 credits) (SCH BUSINESS ADMIN) The principles and practices of business administration in the fields of teacher personnel, plant, supplies, equipment, and student funds in elementary and secondary schools.

ASGE 6235 School Law (3 credits) (SCHOOL LAW) The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; interrelationships of the school and the state. The interrelationships of the school board and municipality, as well as labor laws.

ASGE 6320 Assessment of Personnel Performance in Educational Institutions (3 credits) (ASSESS PERSONNEL PERFORM) The examination and application of principles and practices in evaluation processes to personnel employed in educational systems. Strategies for implementing evaluation processes are included.

ASGE 6321 Shaping Educational Policy (3 credits) (SHAPING EDUCATIONAL POLICY) A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislative influencing education. The examination of political and regulation for analysis of issues, problem solving, and leadership development.

ASGE 6322 Planning/Change (3 credits) (PLANNING/CHANGE) Students learn to look at the internal and external environments of schools and consider the challenges and constraints, to understand stakeholders’ investments in maintaining or changing the school mission, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6343 Historical and Descriptive Research (3 credits) (HIST & DESCRIP 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, planning, and policy making, and personnel policies and practices in the day-to-day administration and long-range planning of higher education. Examples of issues will be drawn from the unique and common roles and goals of community colleges, senior colleges, and universities in the United States.

ASGE 6461 Critical Issues in Administration and Supervision (3 credits) (CRITICAL ISSUES IN A & S) Synthesis of understanding and emerging issues in administration and supervision, including retribution, 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 and issues of an urban or suburban school. Application must be submitted to the division chairperson 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 issue or problem.

ASGE 6541 Perspectives on Leadership (3 credits) (PERSPECTIVES ON LDRSHIP)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620 Advanced Statistics in Educational Leadership, Administration, and Policy (SEM: STAT IN ASGE)
Covers statistical inference and prediction in research in educational leadership, administration, and policy.

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

ASGE 7322 Economics and Finance of Education (3 credits) (ECON & FINANCE OF ED)
Course studies the efficacy 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 predictability of stability in school finance, and the productivity of schools in relation to 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 & ACCCTLY)
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus helping educators accountable for results. Students will also analyze and share data in a “data cycle” format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

ASGE 7426 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 7427 Social Theories and Educational Administration (3 credits) (SOC THRY EDUC INSTIT)
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 the Administration and Supervision (3 credits) (POLITICAL FACTORS IN A & S)
The study of the effects of coalitions, local political systems, and power and authority as they relate to the restructuring and leading educational systems.

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

ASGE 7432 Seminars in Organizational Theory (3 credits) (SEM: ORGANIZATIONAL THRY)
Focuses on applications of organizational theories to the field of education with the theories of Weber, Argyris, McGregor, Etzioni, and others. The course is designed to engage in field research that tests the theories of the field. This seminar will also focus on aligning the organization behind the vision.

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

ASGE 7446 Seminar in Organizational Culture (3 credits) (INTRDISCPLN FOUND OF TUBE)
This course focuses on the nature of organizational culture: how it comes into being, how it affects our ability to change a culture. Students discuss the development of norms, values, and behaviors in an organization. This course will also focus on the informal processes that help define the organizational life and culture. This course is designed to develop research problems or projects for their doctoral studies.

ASGE 8750 Dissertations Seminar: Educational Leadership, Administration, and Policy (3 credits) (DISS SEM: AEGE – EDI)
Seminar for advanced Doctor of Education candidates. Students present their research ideas and progress in completing a dissertation proposal. The seminar provides information, stimulation, and support for students who plan to engage in field research activities. The seminar’s focus is on the development of a specific research project.

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

ASGE 7442 Leading Organizational Change (3 credits) (LEAD ORG CHANGE)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students’ organizational settings. The emphasis will be on developing practical tools for creating and managing transformation—vision, mission, and strategic plan for change, as well as techniques for aligning the organization behind the vision.

ASGE 7450 Seminar in the Spirituality of Leadership (3 credits) (SEM SPIRIT OF LDRSHIP)
This seminar will focus on the nature of spiritual leadership in the work of building community within organizations. The course will explore spirituality as it basically relates to education. The course will explore how spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building and maintaining community with educators, families, organizations, and cultures.

ASGE 7530 Clinical Practice in Administration and Supervision (3 credits) (CLIN PRCTC IN A & S)
This course provides students with applied field experiences designed to work out solutions to problems of practical concerns.

ASGE 7531 Advanced Qualitative Research (3 credits) (ADV QUALITATIVE RESEARCH)
This course offers students the opportunity to engage in field research that tests the theories of the field. This seminar will also focus on aligning the organization behind the vision.

ASGE 7533 Research in Administration and Supervision (3 credits) (RESEARCH IN A & S I)
Focuses on the nature of educational research. Includes the application of various research methods to the study of educational problems. Emphasis is placed on the practical aspects of research.

CLGE 6100, 6101, 6102, 6103, 6104 Special Topics in Contemporary Learning and Interdisciplinary Research (3 credits) (SPECIAL TOPICS)
Designed for students conducting research problems or projects for their doctoral studies.

CLGE 6120 Foundations of Interdisciplinary Research (3 credits) (INTERDISC RES II)
This two-hour seminar is designed for graduate students in psychology, education, and other qualitative methods.

CLGE 6142 Foundations of Interdisciplinary Research II (3 credits) (INTERDISC RES I)
This two-hour seminar is designed for graduate students in psychology, education, and other qualitative methods. The seminar will focus on qualitative research techniques, data collection, and analysis.

CLGE 6900 Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)
Enrollment to document dissertation proposal is completed.

CLGE 6910, 6102, 6103, 6104 Special Topics in Contemporary Learning and Interdisciplinary Research (3 credits) (SPECIAL TOPICS)
Designed for students conducting research problems or projects for their doctoral studies.

Contemporary Learning

CLGE Courses

CLGE 8900 Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)
Enroll in this course to demonstrate satisfactory progress completing 2 to 15 credits toward a degree or permanent matriculation status.

CLGE 8999 Proposal Acceptance (0 credits) (PROPOSAL ACCEPTANCE)
Enrollment to document dissertation proposal is completed.

CLGE 8910, 6102, 6103, 6104 Special Topics in Contemporary Learning and Interdisciplinary Research (3 credits) (SPECIAL TOPICS)
This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language. By exploring historical and contemporary issues, this course will enable graduate students to create a more holistic understanding of language policies and what constitutes effective educational communities. The multiple contexts where many languages intersect and the impact of such interaction on culture and language 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.

This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and issues around 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 television, social development during adolescence, and transitions in cognitive performance during adulthood. Special emphasis will be placed on the ramifications of these issues for contemporary learning among child and adult students.

This course explores the form and function of arguments in writing and discourse. The course will address questions of the nature and philosophy of science with special emphasis on scientific argument, (2) explore relationships between argument and the nature of critical thinking, (3) investigate theoretical and philosophical frameworks and methods to analyze and plan argument and evaluation. Students will also learn how to conduct a meta-evaluation. 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 conduct their evaluation using a variety of measurement tools to collect data from all stakeholders 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.

This course will focus on how to assess the effectiveness of educational service delivery systems, both in schools and in other human service settings. Students develop facility in methods to measure, assess, and analyze the impacts of educational programs. Students will also learn how to conduct a meta-evaluation. 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 conduct their evaluation using a variety of measurement tools to collect data from all stakeholders 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.

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This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language. By exploring historical and contemporary issues, this course will enable graduate students to create a more holistic understanding of language policies and what constitutes effective educational communities. The multiple contexts where many languages intersect and the impact of such interaction on culture and language 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.

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The course further reviews the empirical, and applied work on resilience to the environmental contexts that support those who do well “despite the odds,” and on human strengths, rather than deficits. As sciences as the fields have become focused, resilience has become popularized in social sciences. Human beings have an amazing capacity... Is it helpful? Or does it impede learning? How...
supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where divergent views are welcome, and accommodations and modifications of learners with disabilities are considered. Students will complete 10 hours of fieldwork focused on students with disabilities.

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

This course will prepare students in special education to design, implement, and evaluate intervention strategies and instructional changes in multicultural settings through the use of positive behavior intervention and support, functional behavioral analysis, behavior event 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 5780: Assessment of All Learners with Disabilities (3 credits) (ASSESS LRNRS W/DISABIL)

Exams assessments used to determine eligibility for special education and responsiveness to instruction, including norm-referenced assessments, criterion-referenced assessment tasks, and curriculum-based assessments. Learn how to design tests for specific purposes and specifically for evaluating students' literacy skills, mathematics skills, behavior, and intellectual skills. Learn diagnostic techniques and project in which multiple assessment methods are used to evaluate an at-risk student or student with special needs in the language or communication domain, and make recommendations for services and instruction. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5757: Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (3 credits) (ELA/SOC STU INCLUD ADOL CLRM)

Learn strategies for resolving dilemmas of learner differences when planning curriculum content, instruction, 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 the arts, technology, and assistive technology to support differentiated instruction. Establish equitable grading policies, monitor IEP goals, teach struggling readers and writers, and provide 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, communication, 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 5756: Teaching Math and Science in Inclusive Adolescence Classrooms (3 credits) (MTH/SCI INCLUD ADOL CLRM)

Learn strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for math 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 provide accommodations and modifications of curriculum and testing specific to teaching the subject areas of math and science. Plan curriculum for a diverse learning community, considering learning processes, motivation, communication, 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 (1 credit) (FLEK REF-PR FRA)

This continuous enrollment seminar and series of field placements focus on issues in teaching practices. Field experiences progress from observation to guided practice with small and whole groups of students. 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 teacher practice can be discussed and evaluated in practice.

CTGE 5201: Student Teaching Seminar: Issues in Reflective Practice (0-3 credits) (STUDENT TEACH SEM)

A continuing enrollment seminar and series of student-teaching placements focus on issues in schools in practice. Student-teaching experiences progress from guided practice with small and whole groups of students to full responsibility for ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical reflection through which teacher practice can be discussed and evaluated in practice.

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 5232: Teaching the Arts in Childhood Education (1 credit) (THEART/THRD & PRACT-CHILD ED)

Introduction to creating and implementing 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 5233: Early Learning Through Play (3 credits) (EARLY EARLY TRH PLHY)

This course focuses on current trends in teaching and assessing early childhood development, and in the theory and practice of appreciating and producing drama, movement, music, 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 5232: 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 MTH NAD/CHILD)

This course is designed to introduce adult learners to teaching mathematics to children, with a focus on using current research findings and classroom experiences as tools for reflective practitioners, and to develop effective teaching practices. The course is designed to help learners develop an understanding of the needs of children with disabilities, and to provide strategies for supporting their learning.

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

The course is designed to help learners develop an understanding of the needs of children with disabilities, and to provide strategies for supporting their learning.

CTGE 5231: Workshop in Early Childhood Education (3 credits) (WKSHPK EARLY CHILD ED)

Explore diverse theories and principles relevant to teaching practices in early childhood. Participants will critically analyze recent concepts, theories, and practices in developing a science of early childhood education. The course is designed to help learners develop an understanding of the trends and issues facing the specific field of early childhood education, and to provide strategies for supporting their learning.

CTGE 5245: Children’s Literature in a Multicultural Society (3 credits) (CHILD LIT MULTICULT CLRM)

Issues of equity and justice are explored through literature. Adult and children’s literature are used to examine the concept of “cultural equity” and the roles of educators in the making of research on literature and other instruction methods and strategies. Course activities provide a basis for the development of instructional design and the assessment of teaching, learning, and instruction practices. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5270: Teaching and Assessing a Multicultural Society (3 credits) (TCHS ASSESS BIO-ADOL)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and application of instruction and assessment strategies for a secondary biology course is emphasized using research-based strategies to create effective instruction and for the development of competence in the practice of science teaching. The course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. Students will complete 10 hours of fieldwork focused on students with disabilities.
interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience, we will engage in dialogue, investigation, analysis, and reflection of specific projects that integrate math, science, and technology in secondary school. The course will culminate in teams of students developing an MST integration project to be utilized in their own teaching practice.

CTGE 5279 Contemporary Science Education (3 credits) (C/I/STEM SCIENCE-CD)

This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine paid, current, and emerging issues affecting science education.

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

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

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

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

CTGE 5283 Teaching and Learning Math in the Middle Grades (3 credits) (TCH MATH: MIDDLE SCH)

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

CTGE 5284 Teaching and Learning Foundational Topics and Math (3 credits) (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) (TCGH 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 using the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling problems will be woven into each content topic to further develop and examine mathematical practices.

CTGE 5286 Teaching and Assessing Mathematics: Adolescents (3 credits) (TCGH ASSESS MATH: ADO)

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.

CTGE 5290 Teaching Physics to Adolescents (3 credits) (TCGH PHYSICS TO ADO)

This course introduces a variety of instructional and assessment strategies for teaching physics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing physics classes.

CTGE 5291 Teaching and Assessing Physics: Adolescents (3 credits) (TCGH ASSESS PHYSICS: ADO)

This course is designed for in-service and pre-service teachers to deepen their knowledge and understanding of physics content, teaching physics content, lifelong learning, and integrated programs.

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 instruction with students and colleagues in schools. Teachers 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, social justice, and social justice are recurring themes for discussion and reflection. In addition, this course examines reflective practices that will be woven into each content topic to further develop and examine research and reflective teaching practices.

CTGE 5303 Teaching and Learning with Diverse Adolescents 3: Differentiated Instruction (TCH LNS: 3: DIFFER INTL)

This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing social justice, reflective, and continuous professional growth. In this course, students will focus on understanding classroom dynamics and instruction. They engage in collaborative practices in instructional rounds in schools and collaborating collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience.

CTGE 5355 Curriculum Theories and Development (3 credits) (CURR TCH CURR THEOR)

This course covers the objectives, theories, and practice issues and problems in relation to interdisciplinary teaching, and of learners, and of language development in. 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 using the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling problems will be woven into each content topic to further develop and examine mathematical practices.

CTGE 5350 Teaching Linguistically and Culturally Diverse Adolescents (3 credits) (TCGH LING/CULT DIVERSE ADO)

This course highlights instructional approaches that promote 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 and language learners are addressed. The course will examine language acquisition and development, as well as the impact of the English language on the progress of English language learners.

CTGE 5357 Innovative Curriculum and Teaching Practices and Models (3 credits) (CURR/TCH PRAC)

Examining 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 teacher education. The course emphasizes classroom teaching practice and the role of the teacher in the classroom.

CTGE 5401 Teaching and Learning with Diverse Adolescents: Development and Communications (3 credits)

This is the first of the four clinically based courses in which candidates will develop a professional stance in regard to understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice. This course focuses on understanding adolescent learning and teaching for social justice.

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

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5421 Planning Instruction for Young Children with Disabilities (3 credits) (NSTR CHLD W/DISABIL)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5422 Assessment of Young Children (3 credits) (ASSESS YOUNG CHLD)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5423 Development of Inclusive Settings for Young Children with Disabilities (3 credits)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5424 Teaching and Learning with Diverse Adolescents 4: Action Research & Innovation (TCH LNS: 4: RELF & INNOV)

This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing social justice, reflective, and continuous professional growth. In this course, candidates design and facilitate an innovative collaborative classroom experience. They engage in collaborative practices in instructional rounds in schools and collaborating collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience.

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5425 Planning Instruction for Early Childhood Educators (3 credits) (FLD EXPER SPEC ED)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5426 Field Experience for Special Educators (3 credits) (FLD EXP 4: CURRIC/LEAD)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5501 Foundations of Language and Literacy Education (3 credits) (FNDL LNCI)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

CTGE 5502 Foundations of Language and Literacy Education in Inclusive Classrooms (3 credits) (FNDL LNCI INCL)

This course is focused on understanding adolescent learning and teaching. It will enable students to structure physical and social environments, and to develop and implement instructional planning, and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.
covers cognitive dimensions—perception and memory, reading comprehension, and writing processes—as well as their interrelations with the development of the child. It also includes sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches, and instructional strategies.

CTGE 5844 Development of Communication Skills for English Language Learners (3 credits) (DEV COMM SKILLS ELL)
Practical approaches to development of language for learning in English as a second language, English language arts, sociolinguistic and psycholinguistic factors, and curriculum design. This course covers a theoretical and practical focus, which will prepare students for cross-cultural communication in mainstream classrooms.

CTGE 5845 Integrating English Language Arts Across the Content Areas in the ESL Classroom (3 credits) (TECH ENG LIT CUR & LING DIVERSE)
This course provides an overview of the English language arts academic learning standards, including core competencies, experiences, materials, and evaluation strategies. It includes strategies to integrate ESL standards in social studies, science, and mathematics.

CTGE 5846 Teaching English Literacy to Culturally and Linguistically Diverse Students (3 credits) (TEACH ENG LIT CUR & LING DIVERSE)
This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5840 Second Language Acquisition (3 credits) (SEC LANG ACQ)
This course will introduce students to second-language acquisition processes with emphases on teaching and learning. Areas addressed include second-language proficiency, sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches, and instructional resources for teachers.

CTGE 5841 Principles of Bilingual Education (3 credits) (PRINC BILINGU EDUC)
This course provides an overview of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to the world, themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5547 Literacy and Learning Across the Curriculum (RDOG-WRTG CONTENT AREA) (3 credits)
This course will focus on ways “with words” and how to best promote language usage and literacy development in schools and beyond. It will include linguistic systems/destination of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (3 credits) (BEGIN RDG WRTG: INCLUSIVE)
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as the role of assessment and instruction in that process. It will cover the theoretical and practical dimensions of emergent literacy and early reading development, and the interactions between meaning-based literacy activities and word-level reading and spelling. It also includes major events and trends in the field, and the approaches to reading and writing for young children at risk of reading failure because of learning differences.

CTGE 5536 Assessing and Developing Literacy in a Multicultural Society (3 credits) (TCH ASSESS ADLIT ENG ED)
This course provides an overview of the nature of second-language acquisition processes in the classroom, including observations and whole-class instruction, as well as an introduction to the role of the teacher in supporting the development of each student’s literacy. It will also cover the theoretical and practical aspects of teaching English as a second language in mainstream settings, as well as the role of the teacher in creating a supportive learning environment for all students, including those who are English language learners.

CTGE 5535 Classroom (3 credits) (REFL PRAC ST TCHG I)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which experience can be integrated with practical experiences. It will focus on several interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are introduced to reflective practitioners who draw from multiple models for 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. It will provide opportunities to explore strategies for assessing and improving reading comprehension and writing fluency, building academic language, and motivating adolescents to read and write.

CTGE 5554 Reflective Practice and Field Experience II in Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPER II)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which experience can be integrated with practical experiences. It will focus on several interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are introduced to reflective practitioners who draw from multiple models for 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. It will provide opportunities to explore strategies for assessing and improving reading comprehension and writing fluency, building academic language, and motivating adolescents to read and write.

CTGE 5552 Reflective Practice and Field Experience I in Inclusive Childhood Classroom (3 credits) (REFL PRAC FLD EXPER I)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which experience can be integrated with practical experiences. It will focus on several interconnected teaching strands: curriculum design, lesson planning, classroom management, classroom organization, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are introduced to reflective practitioners who draw from multiple models for 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. It will provide opportunities to explore strategies for assessing and improving reading comprehension and writing fluency, building academic language, and motivating adolescents to read and write.
This course will introduce major child development theories, and different assessment tools for observing and documenting child development and learning, similar to professional teaching and instruction for young children will be discussed.

CTGE 5851 Bilingual Curriculum Materials Workshop (2 credits) (BIL/CUR MAT—CONTENT AREA)

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

CTGE 5852 Bilingual/ESL Curriculum Development: Reading and Language (3 credits) (BIL/ESL CUR DEV: BILINGUAL)

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 5853 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 5855 English as a Second Language for Adults (3 credits) (ADULT ESL)

This course focuses on the specific needs educators encounter as they teach to 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 5900 Strategies for Teaching Adults (3 credits) (STRATEGIES TCHG ADULTS)

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

CTGE 5901 Program Development and Evaluation of Training Programs (3 credits) (PDM/DEV/EVAL CONTIN ED)

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

CTGE 5903 Foundations of Adult Education (3 credits) (FOUNDB ADULT EDUC)

This course explores the historical, social, and institutional foundations of the strategies associated with funding adult education and human resource development programs.

CTGE 5904 Human Relations in Adult Education and Human Resource Development (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 motivation, stress, conflict, and improvement of human relations skills.

CTGE 5905 Techniques for Teaching Effective Communication in Adult Education (3 credits) (THCN TCH COMM: ADULT EDUC)

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

CTGE 5906 Instructional Practices for Writing Across the Curriculum (3 credits) (WRIT K-6 CURR)

This course will provide teachers of literacy 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 lifespan. 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 5907 Critical Literacy, Inquiry, and Literacy for Adults (3 credits) (LIT INQ LIT CHILD)

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

CTGE 5910 Literacy Development in Inclusive Classrooms (3 credits) (LIT DEV INCL CLASS)

This course focuses on 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 phonic awareness, emphasizing spelling, the relationship between writing and reading, phonics, and the use of multiple cues systems in early decoding and spelling for the construction of meaning. The course will address instructional strategies for programs for young children with learning differences.

CTGE 5912 Assessment and Development of Literacy Processes: Birth–Grade 6, Practicum I (3 credits) (LIT PROC B–6)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing behaviors 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’ literacy development and proficienties. Includes 25 hours of supervised practicum experiences and may require assigned time only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 5911 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 5913 Research in the Teaching Process (3 credits) (RES IN THE TCHG PROCESS)

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

CTGE 5914 Theory and Practice in Curriculum and Teaching (3 credits) (THEORY PRAC CURR TCHG)

A critical review of conflicting curriculum theories 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 6010 Research and Practice for Struggling Readers and Writers: Grades 5–12, Practicum II (3 credits) (READ WRITE 5–12)

Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows the completion of CTGE 5914.

CTGE 6011 Critical Literacy, Inquiry, and Literacy for Adults (3 credits) (LIT INQ LIT ADOL)

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

CTGE 6011 Philosophy and Critique of Research in the Classroom (3 credits) (PHIL CRT RES IN CURR)

Examination of the principles for the design of research projects. Students will be trained to subject educational research to intensive analysis, defining all possible sources of error.

CTGE 6012 Research in the Teaching Process (3 credits) (RES IN THE TCHG PROCESS)

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

CTGE 6013 Research in the Teaching Process (3 credits) (RES IN THE TCHG PROCESS)

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

CTGE 6014 Theory and Practice in Curriculum and Teaching (3 credits) (THEORY PRAC CURR TCHG)

A critical review of conflicting curriculum theories 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 6020 Special Topics in Educational Technology (0 to 3 credits) (SPECIAL TOPICS TCHG)

This course explores the use of various technologies in teaching and learning. Discussion and practice in the use of educational technologies is in service of developing content learning.

CTGE 6021 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. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6022 Cyber Communities for STEM (1 credit) (CYBER STEM COMM)

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 learner and learner. Course participants will co-construct cyber-based discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6025 Technology in Reading, Writing, and Learning (4 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 covered will be: computers as aids in record keeping, tutorials, and simulated environments. Students learn about technology-based instructional activities, as well as create technology-based materials.

CTGE 6026 Application of Computers in Special Education (3 credits) (APPL OF CMPTR IN SPEC ED)

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

CTGE 6027 Emerging Issues in Technology (3 credits) (EMERGING ISSUES IN TECHN)

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 & DEV LIT INTERNAL)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered include theories of writing and reading instruction; assessment of writing and instructional practices in the teaching of composition.

CTGE 6451 Teaching and Assessing Reading and Literature Adolescents (3 credits) (TCH & DEV LIT READ)
In this course, students study the processes of assessing, 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 student development and comprehension, fluency, and 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 literacy and language program, students engage in weekly seminars focusing on reflective personal and professional philosophies and preferences. Students will explore approaches to evaluating, organizing, and enhancing literacy programs. Teaching and learning for the semester will result in the creation and presentation of a professional portfolio to a panel of evaluators.

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

CTGE 6499 Communications Media and Education (3 credits) (COMMUNICATNS MEDIA & ED)
Education examined as a communicating environment filled with formal and informal media-explicit and implicit messages involving educators as senders and receivers in a communications process.

CTGE 6500 Interdisciplinary Perspectives on Literacy; Linguistic and Cognitive Development (3 credits) (COG/LING DIM LITERACY)
The course focuses on the relationships between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). 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) (SICO/ DEV DIM LITERACY)
Focuses on the sociocultural dimension of literacy (group uses of language, literacy as a tool for knowledge and power, the developmental dimensions 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 student development and comprehension, fluency, and development of writing and reading instruction as teaching and learning processes in the teaching of composition.

CTGE 6781 Instructing Bilingual Special Education Students (3 credits) (INSTRUCT BILINGUAL SP ED)
Students will study the development of a variety of perspectives on conceptual foundations of bilingual education, approaches to instruction for students in English language minority status, and strategies for engaging students in meaningful learning experiences.

CTGE 6794 Social Studies Scope and Sequence (1 credit)
This one-credit course introduces candidates to develop a year-long sequence of instruction in one or more S-12 interdisciplinary areas. Students will gain pedagogical content knowledge and learn to plan instruction to include: historical perspectives and other social science studies, critical thinking skills and perspectives, connections, common core skills, the arts, Regents, and other standards-based topics, and essential questions and enduring understandings.

CTGE 6810 Sociopolitical Dimensions of Education (3 credits) (SOCIO POLITICAL DIMENSIONS EDUC)
This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schools 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”? Who is the power—particularly in the form of class, race, gender, and other social stratifications—and enacted, contested, and perpetuated in K–12 classrooms? Who is privileged? Who is disadvantaged?

CTGE 6892 Internship in Curriculum and Teaching (3 or 6 credits) (INTERNS IN CURR/TCHG)
Offered as a Guided Tutorial Course. Professional experiences in the schools or education-related off-campus internships, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor and agency director.

CTGE 6662 Teaching Geometric Concepts (3 credits) (COMPUT/MATH/SCI INST)
Students will be introduced to multimedia technologies and computer science to develop a year-long sequence of instruction in teaching geometric concepts. The course will focus on the use of multimedia technologies as tools for teaching (not as replacements, not as babysitters). The most effective tools to build cognitive theory into their tools. That incorporates cognitive theory are said to represent cognitive theories. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with multimedia and direct manipulation style of interaction.

CTGE 7194 Introduction to Qualitative Inquiry in Education (3 credits) (INTRO QUAL INQ)
In this seminar, students will examine the nature and character of qualitative inquiry tradition utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.

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

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

CTGE 7236 Problems and Issues in Early Childhood Education (3 credits) (PROBS & ISSUES ECED)
Examination of the concerns that affect practice and the child’s ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7350 Research Seminar in Language, Literacy, and Learning (3 credits) (PDM: RESEARCH POL ECED)
Current 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 CURR/SPEC EDUC)
Focuses on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Emphasis on curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education settings. Focus on theoretical and practical issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.

CTGE 7470 Seminar in Language Disorders in Special Education (3 credits) (ADM: SPEC DIS/COMM)
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.

CTGE 7490 Reading and Writing as Psycholinguistic Processes (3 credits) (RDG/WRTG AS PSYCHOL PROCESS)
This course focuses on the study of research on writing and reading processes as these influence and result from cognitive activities. Implications for teaching reading and writing as activities for increasing learning.

CTGE 7494 Language Development (3 credits) (LANGUAGE DEVELOPMENT)
An examination of children's language development during the early years of their lives. Emphasis on the process of language development, language learning, and language acquisition; particularly in the context of early childhood education.

CTGE 7495 Language and Cognition (3 credits) (LANGUAGE AND COGNITION)
An examination of the relationship between language and cognitive and development and relation to educational psychology 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) (SOCIOLINGUISTIC/DATA ANAL)
An examination of 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 PRACT/SP ED)
Practicum that allows special education students to be designed to design for supervisory roles and special curricula as a practicum in clinical teaching in a variety of classroom settings.

CTGE 7570 Advanced Study on Problems and Issues in Special Education (3 credits) (ADV STY/PLC ISSUES SP ED)
This course focuses on problems and issues in special education related to the delivery of educational services to school-aged children and 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) (ADM: ISSUES/PLC TRENDS SP ED)
An introduction to the study of research and critical issues in recent research in special education. Critique recent research tools and techniques in the field and relate
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 7091 Evaluation and Testing in Literacy (3 credits) (EVAT TEST LITERACY)
Analysis and evaluation of current tests in evaluating the major requirement for the course will be the construction of a new instrument to measure some part of the reading process.

CTGE 7595 Teacher Leadership, Supervision, and Professional Development (3 credits) (TCHR 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 neurological 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 7644 Ethnography of Educational Settings (3 credits) (ETHNOGS ED SETTINGS)
The cultures of educational settings are studied from participants’ perspectives to understand the effect of these interactions on learning. Published studies and procedures for designing and implementing ethnographically collected data are the focus of the course. Sites include schools, museums, libraries, playgrounds, and homes.

CTGE 7843 Second Language Proficiency (3 credits) (SCND LANG PROFIC/LING)
Survey of research on how students from diverse backgrounds acquire a second language; psycholinguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of instructor or advisor required.

CTGE 7844 Language and Educational Assessment in Multiple Language Settings (3 credits) (LANG/ED ASMT MLT LANG ST)
Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion- referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845 Curriculum Models: Bilingual/ ESL Programs (3 credits) (CURR MODELS: BIL/ESL PGMS)
The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.

CTGE 7849 Theory and Current Research in Bilingual Education (3 credits) (THEORY/RES IN BLING ED)
Examination of current 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) (DISSERT SEMINAR: LLL)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an appropriate 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 requirement.

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

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

EDGE Interdisciplinary Courses

EDGE 5201 Child Abuse Identification and Reporting Workshop (0 credits) (CHILD ABUSE IDENTIFICATION TRNG)
EDGE 0202 Drug, Alcohol, and Tobacco Training (0 credits) (DRUG/ALCOHOL ABUSE INSTR TRNG)
EDGE 0230 Schools Against Violence Education Workshop (3 credits) (SCH VIOLENCE PVNT TRVG)
EDGE 5205 Health and Physical Education Training (0 credits) (HEALTH & P.E. INSTR TRNG)

EDGE 6666 Maintenance of Matriculation (0 credits) (MAINTENANCE OF MATRICULATION)

EDGE 0990 Dissertational Oral Defense (0 credits) (DISSERTATION ORAL DEFENSE)

EDGE 6620 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 methodologies for integrating computer technology with the existing structure and culture of the schools.

EDGE 6888 Practicum in Creative Studies (3 credits) (PRACT CREATIVE STUDIES)
Experiences of creative problem-solving in an educational setting or training setting. Development and implementation of a persona partial project concerned with education and training in arts, crafts, and technologies.

EDGE 9001 Doctoral Research Apprenticeship (0 credits) (DOCT RESIDENCY SEMINAR)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: permanent matriculation status.

EDGE 9990 Independent Study (0 credits) (INDEPENDENT STUDY)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: permanent matriculation status.

EDGE 9995 Doctoral Maintenance of Matriculation (0 credits) (DOCTORAL MAINTENANCE)
EDGE 9999 Dissertation Monitoring (0 credits) (DISSERTATION MENTORING)
Consultation with mentor and dissertation committee on defense of completed dissertation work.

Psychology PGSE Courses

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

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

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

PGSE 0730 Master’s Comprehensive Exam/Assessment in Psychology of Multicultural Students (0 credits) (MSE COMPS PSYCH BIT TRU)

PGSE 0735 Master’s Comprehensive Exam/Assessment in Educational Psychology (0 credits) (Masters COMPS)

PGSE 0810 PD/Advanced Certificate Comprehensive Exam/Assessment in Counseling (0 credits) (PD COMP COUNSELING)
Comprehensive exam or assessment for PD advanced certificate program in counseling.

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

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

PGSE 0900 PD/Permanent Matriculation Status (0 credits) (PERMANENT MATRICULATION STATUS)
Continuing the student demonstrates satisfactory progress completing 12 to 15 credits, which leads to permanent matriculation status.
PSGE 6323 Psychology of Classroom Management (3 credits) (PSY OF CLASSROOM MGMT) Individual and collective behavior of children in the classroom, and of the teacher in establishing, maintaining, and changing the classroom as an effective learning environment.

PSGE 6324 Environments for Managing Challenging Behavior (3 credits) (ENVIRON MANAGE BEHAV) Students will explore myriad ways of planning and managing learning environments for all students, including those with disabilities as well as at-risk students. Students will learn to establish a safe learning environment structured to facilitate students’ academic and behavioral success. Various approaches to classroom management and positive behavioral interventions and supports will be discussed.

PSGE 6325 Psychology of Media (3 credits) (PSYCH OF MEDIA) This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychological viewpoint. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337 Advanced Educational Psychology: Instructional Design (3 credits) (ADV ED PSY: INSTR DES) Theories and models of instructional design. Application of educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6322 or permission of instructor.

PSGE 6338 Design and Evaluation of Creativity Programs (3 credits) (DESIGN/EVAL, CREATIVITY PGM) Design, development, and evaluation of educational programs designed to foster creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341 Psychology of Personality and Individual Differences (3 credits) (PSY OF PERS & INDIV DIFFS) Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 6322 or permission of instructor.

PSGE 6345 Social Psychology (3 credits) (SOCIAL PSYCHOLOGY) Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups, and organizations, and social change.

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

PSGE 6401 Seminar in the Psychology of Bilingual Students (3 credits) (SEM PSYCH BILINGUAL STUDENTS) This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the accommodation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417 Developmental and Intellectual Disabilities (3 credits) (DEV INTEL DIS) This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Retts Disorder, Aspergers Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by presenting relevant research and through course discussions.

PSGE 6418 Emotional Disorders of Childhood and Adolescence (3 credits) (EMOT DIS: CHILD/ADOL) Survey of causes and consequences of emotional problems and implications for educational planning. The major psychiatric diagnostic categories of emotional disorders will be studied, as are the effects of social and cultural factors on emotional development.

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

PSGE 6465 Media and Technology: Applications to Instruction (3 credits) (MEDIA/TECH APPR INSTRUCT) Study of major computer and video applications in instructional systems in which technology plays a major role. Students will design, test, and develop a technological design.

PSGE 6601 Understanding the Individual (3 credits) (UNDERSTANDING THE INDIV) Study of physiological, psychological, and sociological factors influencing human behavior, with an in-depth case study of an individual required.

PSGE 6602 Human Development (3 credits) (HUMAN DEVELOPMENT) This course covers the developmental process of human development through the life span. Themes of psychosocial development are emphasized, as well as how they are manifested throughout the life span. Application of these principles to assessment and intervention. Multicultural and feminist perspectives on human development are included.

PSGE 6603 Multicultural Issues in Professional Psychology (3 credits) (MULTICULT ISSUES IN PSY) The purpose of this course is to provide psychologists, counselors, and school personnel with the requisite knowledge for working with a number of diverse racial, ethnic, and cultural backgrounds. Includes discussion of cultural assessment and vocation, as well as a number of racial/ethnic and special populations are included.

PSGE 6604 Addressing the Clinical and Cultural Health of HIV+ (3 credits) This course is designed for psychologists, school counselors, social workers, psychotherapists, HIV/AIDS volunteers, graduate students in human services programs, and other mental health professionals. Students will receive the latest information about HIV/AIDS and people living with the disease. In addition, they will be exposed to the opportunity to practice HIV/AIDS-related counseling skills, identify potential barriers to effective practice, address HIV/AIDS-related grief, and expand their knowledge of mental health networks and resources.

PSGE 6605 Counseling Program Development and Evaluation (3 credits) (COUNS PROG DEV & EVAL) The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychological, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature—through participation in counseling interventions—to develop a proposal for a counseling intervention program and design a plan for implementing and evaluating the proposal. Prerequisites: PSGE 5620, 5622, 5640, and permission of 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 through the life span. It is the part of the PSGE 6602 - PSGE 6607 counseling module, and students are expected to take all four courses. Professional counselors in a variety of settings. Multicultural and ethical issues are included 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 critical assessment in mental health counseling with an emphasis on objectivity, nonjudgmentality, and psychopathology. Students will be exposed to a number of assessment tools and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic terminology and multicultural assessment and structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content.

PSGE 6615 History and Systems of Psychology (3 credits) (HISTORY & SYSTEMS PSYCHOLOGY) This course will provide a comprehensive overview of the history of psychology. The course will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the approach presented by DSM IV. The course will cover adult psychiatric disorders (both Axis I and Axis II), the history of assessment and diagnosis, and the ethical implications of the major professional associations. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6645 General Psychopathology (3 credits) (GENERAL PSYCHOPATHOLOGY) This course will provide an overview of psychopathology. The course will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the approach presented by DSM IV. The course will cover adult psychiatric disorders (both Axis I and Axis II), the history of assessment and diagnosis, and the ethical implications of the major professional associations. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6647 Developmental and Intellectual Disabilities (3 credits) (DEV INTEL DIS) Must be taken with PSGE 6632, 6602, and 6702. Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6649 General Practicum in Counseling (3 credits) (PRACTICM, CAREER COUNSEL) Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6650 Ethics and Professional Issues in Counseling (3 credits) (ETHICS/PROF ISSUES) An integrating seminar in which the role and function of counselors in society are explored. Philosophical and psychological roots of counseling; the ethical and legal guidelines of the major professional organizations which shape the field and the ethical guidelines facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: PSGE 5620, 5622, 5640, and 6702.

PSGE 6652 Field Experience in Mental Health Counseling (3 credits) (FIELD EXP MENTAL HEALTH) This is the first field experience course (fall only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned and supervised, and specific to active learning in group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experience and their adviser. The course includes group supervision, case conceptualization, and specific to developing mental health counseling competencies. History of the major professional associations. Must be taken with PSGE 6641. Prerequisites: PSGE 5620, 5622, 5630, 6630-6632, 6640-6641, 6602, and 6607.

PSGE 6654 Psychotherapy of Personality (3 credits) (PSYCHOPA THERAPY) Theories and research related to the administration of counseling services, consultation, and the supervision processes are explored. Attention is given to counseling services in both public and private sectors.

PSGE 6655 Ethics and Professional Issues in Counseling (3 credits) (ETHICS/PROF ISSUES) Theories and research related to the supervision processes are explored. Attention is given to counseling services in both public and private sectors.
**PSGE 6653** Field Experience II in Mental Health Counseling (3 credits) (FIELD EXP I MENT HEALTH)

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

**PSGE 6665** Multicultural Counseling (3 credits) (MULTICULT COUN PRAC)

This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse groups. 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 6702** Fundamentals of Educational and Psychological Measurement (3 credits) (FUND OF ED/PSY MEASUREMENT)

Survey of measurement methods in education and psychology. Basic psychometric properties of tests, types of test development, types of tests, and evaluations of tests are studied.

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

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

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

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

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

Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected personality tests. The course includes the development of statistical reasoning skills. This course focuses on the use of personality tests in counseling psychology.

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

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

**PSGE 7428** 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 7429** Integration of Assessment Techniques (3 credits) (INTEGRAT OF ASSESS TECH)

Supervised pre-internship experience in the integrated use of psychodiagnostic tests; history; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagar School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Prerequisites: PSGE 7078, PSGE 7428, and PSGE 7418.

**PSGE 7430** The Neuropsychology of Learning Disorders (3 credits) (NEUROPSY OF LRNG DISOR)

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

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

Focuses on the scientific base of neuropsychology, and its purpose is to assist psychology students in the development of an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology. Prerequisites: PSGE 7429.

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

Survey of research and practice in school psychology, including educational and clinical consultation. Topics include school consultation, including consultation, including mental health, ecological/behavioral, and organizational consultation.

**PSGE 7452** Clinical Supervision of School Psychologists (3 credits) (CLIN SCH-PSY CHAR)

This course, conducted mainly as a practicum, analyzes the processes of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to other practitioners. This course is limited to two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

**PSGE 7466** Evaluation of Psychological Services Delivery Programs (3 credits) (EVAL PSY SVCS DELI)

This course is designed to provide evaluation of each program in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6707.

**PSGE 7467** Professional Diploma Internship in School Psychology (3 credits) (PD INTERN IN SCH PSY II)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7465, is equivalent to 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 7468** Professional Diploma Internship in School Psychology (3 credits) (PD INTERN IN SCH PSY I)

A continuation of PSGE 7460.

**PSGE 7469** Professional Diploma Internship in School Psychology (3 credits) (PD INTERN IN SCH PSY III)

A continuation of PSGE 7468.

**PSGE 7470** Professional Diploma Internship in School Psychology (3 credits) (PD INTERN IN SCH PSY IV)

A continuation of PSGE 7468.

**PSGE 7472** 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 7482** Professional Diploma Internship (3 credits) (THEOR SCH-BAS CONSULT)

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

**PSGE 7491** Theories of School-Based Consultation (3 credits) (THEOR SCH-BAS CONSULT)

The course provides an overview of the historical development of professional schools, including mental health, ecological/behavioral, and organizational consultation.

**PSGE 7492** Clinical Supervision of School Psychologists (3 credits) (CLIN SCH-PSY CHAR)

This course, conducted mainly as a practicum, analyzes the processes of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to other practitioners. This course is limited to two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

**PSGE 7495** Social Psychology (3 credits) (SOC PSY)

This course presents an advanced theoretical and empirical analysis of social psychology, emphasizing current research and theoretical perspectives.

**PSGE 7496** Psychological Aspects of Personal and Social Experience (3 credits) (PSY ASPECT PERSON SOC)

This course is an introduction to psychological aspects of personal and social experience, including theories and research on motivation, emotion, social cognition, social behavior, and personality.

**PSGE 7496** Multicultural Psychology (3 credits) (MULTICULT PSY)

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

**PSGE 7496** 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 7490  Doctoral Internship in School Psychology (3 credits)  (PHD INTERN SCH PSY II) Experience in providing school psychological services under qualified supervision, that, in conjunction with seminar, combined 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 (9 credits)  (PHD INTERN SCH PSY II) A continuation of PSGE 7490.

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

PSGE 7501  Clinical Practicum in Bilingual School Psychology (3 credits)  (CLINC PRACTM BIL SCH PSY) Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

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

PSGE 7503  Consultation Practicum in Bilingual School Psychology (3 credits)  (CONSULT PRACTM BIL SCH PSY) Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar 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 and supervision to doctoral students. This seminar is required for doctoral students. Prerequisite: PSGE 7506.

PSGE 7508  Cognitive Assessment (3 credits)  (COGNITIVE ASSESSMENT) This course is designed to provide participants 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 (9 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 formally 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 (9 credits)  (SCH PSY EXT II) A continuation of PSGE 7510. Prerequisite: permission from instructor.

PSGE 7520  Doctoral Externship in School Psychology (15 credits)  (DOCTOR EXTERNSHIP SCH PSY) This externship consists of a specified 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 in keeping with the school psychology program goals.

PSGE 7521  Counseling Psychology Externship (3 credits)  (COUNCIL PSY EXT I) These optional externship courses provide an opportunity for students in the counseling psychology program to enhance practice-related skills above and beyond those typically required in the program. Participants are supervised by a field supervisor at the externship setting.

PSGE 7609  Advanced Personality Assessment (3 credits)  (ADV PERSONALITY ASSESS) This course is designed to enable students to develop basic skills in projective assessment techniques with children, adolescents, and adults. An applied orientation will be assumed, yet based on personality, affective processes, and developmental theories. Socio-cultural aspects of personality assessment will be integrated into the critical literature in the area of family interactions.

PSGE 7610  Advanced Measurement and Appraisal in Counseling (3 credits)  (MISS APPRISL FOR COUN) An in-depth study of factors relating to valid test inference in professional settings. Experience in administering, scoring, and interpreting objective personality measures, interest, attitude, and aptitude. Issues related to differential diagnosis, alternative methods of assessment, and actuarial analyses are studied. Prerequisite: PSGE 7612.

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

PSGE 7612  Assessment in Personality (3 credits)  (ASSESS OF PERSONALITY) A continuation of PSGE 7611. The course is designed for students with basic skills in objective and projective assessment techniques with children, adolescents, and adults. Socio-cultural aspects of personality assessments will be integrated. Students will gain experience with administering, scoring, interpreting, and report writing.

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

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

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 approaches to family interaction and contemporary literature in the area of family interactions.

PSGE 7638  Family Dynamics and Counseling (3 credits)  (FAMILY DYNAM PSYCH) Techniques and strategies of family and marriage intervention applied in supervised sessions involving demonstrations and role playing. Permission of the instructor is 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 DEVELOPMENT) A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons is studied. Prerequisite: PSGE 7610 or equivalent.

PSGE 7649  Clinical Supervision and Counseling in Psychology Counseling (3 credits)  (SUPERV CONS COUN PSY CH) Theory and research in clinical supervision. Prerequisite: PSGE 7655 or 7663.

PSGE 7654  Doctoral Practicum in Counseling Psychology (3 credits)  (DOC PRACT COUN III INTEGRATIVE) This is the third semester of practicum for doctoral students in counseling psychology. Students engage in supervised practice of counseling psychology in a professional setting for a minimum of eight hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisites: PSGE 7652, 7653, and 7655.

PSGE 7657  Practicum in Supervision in Counseling Psychology (3 credits)  (PRACT SUPV COUN PSYCH) Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master’s-level trainees following the class period. Prerequisites: PSGE 7652 and 7655.

PSGE 7676  Supervision of Counseling Students (3 credits)  (SUPERV CONS PRACTM SCH PSYCH) Supervision of master’s-level trainees 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 internship requirement that is described in PSGE 7667.

PSGE 7669  Internship in Counseling Psychology III (3 credits)  (INTERN IN COUNSELING III) The second half of the internship requirement.

PSGE 7671  Issues in Counseling and Personnel Services (3 credits)  (ISS IN COUNSEL PER SERV) An integrated overview of current issues, developments, and ethics in counseling. Registration limited to professional diploma students. This course should be taken during the first semester of study.

PSGE 7680  Qualitative Research Methods in Counseling Psychology (3 credits)  (QUALITARY RESEARCH TECH) Qualitative research methods useful in the conduct 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 seminar. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student's ability to do independent research. Prerequisite: permanent matriculation status.

PSGE 8100 College Teaching Internship in Psychology and Services (3 credits) (COLLEGE TCHG INTERN: PES) 
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8310 Internship in Educational Psychology (3 credits) (INTERNSHIP IN ED PSYCH) 
Supervised work as an educational psychologist in an approved setting. On-campus seminars. Permission of the program faculty required.

PSGE 8321 Critical Issues in Educational Psychology (3 credits) (CRITICL ISSUES IN ED PSY) 
An integrative seminar on theory and research in educational psychology. Development of topics for research. Permission of program faculty required.

PSGE 8620 Seminar in Individual and Group Counseling (3 credits) (SEM INDIV & GROUP COUN) 
An in-depth analysis of the research literature and major constructions of the therapeutic process. Outcome assessment issues and effectiveness of specific methods will be explored from an integrative, theoretical perspective. Prerequisite: PSGE 7620.

PSGE 8640 Seminar in the Psychology of Career Development (3 credits) (SEM PSYCH OF CAREER DEV) 
A seminar for advanced students to review issues and research in vocational development and to plan for research projects in career development.

PSGE 8672 Social and Ethical Responsibilities in Counseling Psychology (3 credits) (SOCIAL/ETHICAL RESP: COUNS PSYCHO) 
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8999 Dissertation Seminar in Psychological and Educational Services (3 credits) (DISS SEMINAR: PES) 
Consultation with faculty on the development and conduct of dissertation research. Prerequisite: permission of program faculty.

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

Urban Education UEGE Courses

UEGE 3302 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 & PERP) 
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 analysis of selected innovations in American public and nonpublic education with an emphasis on use of the past to improve current practice.

UEGE 6330 Urban Sociology and Education (3 credits) (URBAN SOCIOLOGY AND EDUC) 
An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 6557 Educational Futures (3 credits) (EDUCATIONAL FUTURES) 
Provides an analysis of the methodologies and frameworks found in forecasting studies. Particular emphasis is placed on developing adaptive capabilities of current institutions devoted to education to meet future needs.

UEGE 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.
Administration and Faculty Including Their Research Areas

Graduate School of Education Administration

* Asterisk denotes Bere Merenti Award for 20 years of service. Dates in parentheses indicate initial year of appointment.
** Two asterisks denote Bere Merenti Award for 40 years of service.

Virginia Roach (2015) Dean. BA, Michigan State University; MAT, The Johns Hopkins University; EdD, University of Iowa; Educational Administration, Special Education, Leadership Development.

Nancy Gropper (2015) Interim Associate Dean for Academic Affairs; BS, University of Delaware; MA, Teachers College; EDI, Teachers College; Early Childhood Education, Gender Issues and the Implications for Education; Combating Teasing and Bullying; Clinical Observation of Children to Assessment and Plan Instruction.

Anita Bathistis (2016) Associate Dean for Educational Partnerships. BBA, CUNY (Baruch College); MS, CUNY (Hunter College); PhD, Fordham University: Arts in Education, Educational Media.

* Tammi Massom (1983) Assistant Dean for Administrative Services. BA, MSW, Fordham University: Counseling, School and Community Services; Psychological and Educational Services.

Linda Herbst (2007) Assistant Dean for Enrollment Services. BA, California State University, Dominguez Hills; MS, SUNY New Paltz.

Phdorsa Bondie (2010) Assistant Professor. BA, New York University; PhD, George Mason University: Curriculum and Teaching.


Karen Brecht (1997) Associate Professor. BA, University of North Carolina; MA, PhD, Teachers College, Columbia University: School Psychology, Learning Strategies, Parent Education.

Diana Calabrese (2003) Clinical Associate Professor. BS, City College, MS, Long Island University; MEd, EdD, Teachers College, Columbia University: Educational Administration, Bilingual/Multicultural Education, Childhood Education.

* Anthony Cancilli (1981) Professor. BS, St. Joseph’s University; MEd, West Chester State College (PA); EdD, Oklahoma State University: School Psychology, Behavioral Intervention, Consultation.

* Gerald Cattell (1994) Professor and Director of the Center for Catholic School Leadership and Faith-Based Education. (1998) BA, Merrimack; MS, CUNY (City College); MA, PhD, Pace University; EdD, Teachers College, Columbia University: Administration, Catholic School Leadership, Nonprofit School Policy.

Su-Je Cho (2003) Associate Professor. BA, Daegu University; MA, California State University; PhD, University of Illinois: Counseling Psychology, Counseling, Crime Prevention, Criminal Behavior, Human Development, Mental Health, Personality Assessment, Violence Prevention, Measurement, Mental Health, Youth, Deinstitutionalization, School Psychometrics.

* John H. Houck (1973) Professor. BS, MS, Bucknell University; PhD, Purdue University: Problem Solving and Creativity, Gifted, Talented, Teacher Education, Assessment and Evaluation, Statistics, Methods.


John Craven (2008) Associate Professor. BS, University of Connecticut; Storns; BS, Memphis State University; MS, University of Memphis; PhD, University of Iowa: Educational Leadership, Career Development, Assessment and Evaluation.

Yi Ding (2010) Associate Professor. BEd, Beijing Normal University; EdD, PhD, University of Illinois: Educational Psychology.

Mango Jackson (1999) Professor. BA, SUNY-Binghamton; EdD, SUNY-Buffalo; PhD, Stanford University: Career Development, Multicultural Counseling, Career Counseling, Stress and Coping in Human Lifespan Development.


* Mark A. Kratzer (1986) Professor. BA, SUNY-Binghamton; PhD, SUNY (Buffalo): Counseling Psychology, Gift and Loss Counseling, Stress Management, Health Psychology.

Zuzanna Kiraly (2007) Clinical Associate Professor and Director of The Rosa Hagen School Consultation and Early Childhood Centers. BA, MA, PhD, City College, New York University: Administration and Supervision, Family Involvement, Early Childhood Education.

Rosa A. Hagin (1979) Professor Emerita. BS, College of New Jersey (Trenton); MA, PhD, Fordham University: Educational Administration, Multicultural Education, Childhood Education.

* Abigail Harris (1987) Associate Professor. BA, University of Delaware; MA, State University of New York at Potsdam; PhD, Fordham University: Counseling Psychology, Counseling, Counseling Program Evaluation, Social Skills, School Psychology.

* James H. Homassy (1974) Professor. BA, MA, St. John’s University; PhD, New York University: Counseling Psychology, Counseling, Counseling Program Evaluation, Social Skills, School Psychology.

Toby J. Tetenbaum (1974) Professor. BA, Lehman College; MA, Adelphi University; PhD, Fordham University: Language, Literacy, and Learning; Instructional Technology, Field Supervision.

** Molly Ness (2006) Associate Professor. BA, The Johns Hopkins University; MEd, PhD, University of Pennsylvania: Development and Learning; Academic Success in School Settings; Social-Emotional Development.

** Aidan Neville-Torre (2005) Associate Professor. BA, University of Puerto Rico; MS, State University of New York at Albany; EdD, Harvard University: Educational Psychology, Diversity in Teacher Preparation, Practitioner Research, Literacy Development in English Language Learners.

Tanosh Patels Research Scholar. BA, College of the Holy Cross; MA, PhD, Fordham University.

Jomie Park-Taylor (2004) Associate Professor. BA, Westfield College; MA, Teachers College; PhD, Boston College: Acculturation, Immigrant Children’s Health and Mental Health, School-Based Interventions, Inter-Professional Collaborations.

Dolores Pogue (2004) Administrator Alternative Education Programs. BS, Howard University; MS, PhD, University of Pennsylvania: Administration Certification, Supervision, Special Education (Spoken and Written), Literacy Development.


** Mitchell Rabinowitz (1988) Professor. BA, SUNY (Albany); MA, University of California (Berkeley); MA, PhD, University of California (San Diego): Educational Psychology, Cognition, Educational Technology, Maturation.


** Diane Rodriguez (2004) Associate Professor. BS, Inter American University of Puerto Rico; MA, Pennsylvania State University; PhD, Fordham University: Language, Literacy, and Learning; Bilingual Special Education; English Learners with Disabilities; Teacher Preparation.

* Patricia Shon Missbach (2000) Associate Professor. MA, University of North Carolina; MA, University of Pittsburgh; PhD, University of Pittsburgh: Administration, Supervision, Teacher Education, Multicultural Education, Urban Education.

Arlene Molforno (2003) Clinical Professor. BA, Tulane University; MA, University of Connecticut; PhD, Fordham University: Reading Science, School Leadership, Multicultural Education, Urban Education.

** Molly Ness (2006) Associate Professor. BA, The Johns Hopkins University; MEd, PhD, University of Pennsylvania: Development and Learning; Academic Success in School Settings; Social-Emotional Development.

** Toby J. Tetenbaum (1974) Professor. BA, Lehman College; MA, Adelphi University; PhD, Fordham University: Language, Literacy, and Learning; Instructional Technology, Field Supervision.

** Molly Ness (2006) Associate Professor. BA, The Johns Hopkins University; MEd, PhD, University of Pennsylvania: Development and Learning; Academic Success in School Settings; Social-Emotional Development.

** Toby J. Tetenbaum (1974) Professor. BA, Lehman College; MA, Adelphi University; PhD, Fordham University: Language, Literacy, and Learning; Instructional Technology, Field Supervision.

Kristin Turner (2006) Associate Professor. BA, Hofstra University; MA, Columbia University; PhD, Rutgers University: Writing, Connection Between Talk and Writing, Argumentative Genre, Transfer of Knowledge.

** Thomas G. Vind (2010) Professor Emeritus and Associate Dean Emeritus. BS, Fordham University; MA, EdD, Columbia University: Teaching, Learning, and Assessment; Secondary Education.

** Max Weinier (1981) Professor Emeritus and Dean Emeritus. BA, University of Connecticut; MA, Trinity College (Hartford); PhD, Yale University.

Chun Zhang (2000) Professor. BA, Central China Normal University; MEd, Eastern Illinois University; PhD, University of Illinois at Urbana-Champaign: Families and Children from Culturally and Linguistically Diverse Services; Service Delivery to Young Children with Developmental Delays and their Families.


Adjunct Faculty

Susan Appel. Adjunct Instructor. BBA, College of the Holy Cross; PhD, Fordham University.

Gerard Beim. Adjunct Instructor. BS, Manhattan College; MS, PhD, St. John’s University.

Marc F. Bernstein. Adjunct Instructor. BS, New York University; MBA, New York University; PhD, New York University.

Anthony Biscone. Adjunct Instructor. BA, Fordham University; MS, Fordham University.

Teresa A. Bruno. Adjunct Instructor. BA, College of Saint Elizabeth; MA, Kean University; EdD, Seton Hall University.

Steven Chenoza. Adjunct Professor. BS, Trinity College; MA, SUNY/Empire State College; EdD, Dowling College.

Robert Collins. Adjunct Professor. BS, Queens College; MA, St. John’s University.

Kevin Corley. Adjunct Professor. PhD, Harvard University.

David Coppola. Professor. BS, Seton Hall University; STB, STM, St. Mary’s University; PhD, Fordham University.

Lynette Darmiento. Adjunct Professor. Cynthia Diaz-Burgos. Adjunct Instructor. BA, Syracuse University; MA, Brooklyn College; MA, John D. Rockefeller.

Meredith J. Donovan. Adjunct Instructor.

Jane Dorian. Adjunct Professor. BA, Lehman College, MA, Iona College; PD, Pace University; PhD, Fordham University.

Kathleen Evans. Adjunct Instructor.

Edward M. Fale. Adjunct Professor. BA, Fordham University; MA, SUNY New Paltz.

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Maps and Directions

Directions to the Lincoln Center Campus

By Car: Take the West Side Highway to the 57th Street or 79th Street exits. From the 57th Street exit, travel north on 10th Avenue and turn right onto 62nd Street. Travel one block and turn right onto Columbus Avenue. From the 79th Street exit, turn right onto West End Avenue. Proceed to 65th Street and turn left. Travel two blocks and turn right onto Columbus Avenue. Ask about discounted parking rates.

By Subway: Take either the A, B, C, D, or 1 train to the 59th Street/Columbus Circle stop. Walk west on 60th Street to Columbus Avenue.

By Bus or Train: Use the Port Authority bus terminal, Pennsylvania Station for Amtrak and the Long Island Railroad, or Grand Central Station for Amtrak and Metro-North commuter lines. Then follow subway directions above.

Lincoln Center Campus Address
Fordham University
Graduate School of Education
113 W. 60th St.
New York, NY 10023
Phone: 212-636-6406

Directions to the Westchester Campus in West Harrison

For detailed directions to the Westchester campus, please visit fordham.edu/directions

Westchester Campus Address
Fordham University
Graduate School of Education
2Westchester Campus
400 Westchester Ave.
West Harrison, NY 10604
Phone: 914-367-3230

* For detailed information regarding the Westchester campus in West Harrison, please visit fordham.edu/westchester