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

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

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

Women were provided unrestricted opportunity to pursue advanced degrees at this coeducational school. The impact on women was significant: By 1921, women received five of nine doctorates awarded by the school, and by 1926, 16 of 22 A.B. degrees, three of seven B.S. degrees and 12 B.S. 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.


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, Collegiate Association for the Development of Educational Administration—New York, 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, National Association of Women in Catholic Higher Education, National Catholic Educational Association, National Conference of Professors of Educational Administration, New York State-AACTE; Trainers of School Psychologists, and University Council for Educational Administration.

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

Our teacher preparation programs were among the first to be recognized by the U.S. Department of Education for excellence in teacher preparation, based largely on the documented successes of our graduates.
Teaching in New York State

Certification Programs: Many of the degree programs offered by the Graduate School of Education are registered with the New York State Department of Education for the purpose of enabling students to fulfill requirements for initial or professional teacher, counselor, or administrator certification. Fordham University will endorse for certification those students who fully meet entrance requirements and who satisfactorily complete all degree program requirements, including but not limited to specific coursework and student teaching, internships, or practica. To find out whether a specific program leads to certification, refer to its program description in this bulletin. Consult with the Admission Office and Financial Aid (33 West 60th St., Suite 207) at (212) 636-6400 before enrolling in a program if you have questions regarding requirements for initial or professional New York state certification.

New York State Teacher Certification Examinations (NYSTCE): New York State Department of Education (NYSED) requires teacher candidates to demonstrate competency in the content areas they will teach, as well as in teaching skills. Prospective candidates for certification as teachers for bilingual childhood education, early childhood education, early childhood special education, childhood education, and teachers of adolescence biology, chemistry, English, mathematics, physics, and social studies (grades 7–12) seeking initial certification are required to pass the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills—Written (ATS–W) and the Content Specialty Test (CST) for the area of their certification. Other assessments and examinations may be required for specific certification areas.

Graduates of Fordham’s early childhood, childhood, and adolescence initial teacher education programs are well prepared for these certification tests. The student-faculty ratio during supervised student teaching or teaching internships does not exceed eight to one. The table below shows data reported by the New York State Department of Education for students in the year 2010-2011 on the certification test results for those program graduates who took the certification examinations in New York City. In fact, there are critical shortages of highly qualified teachers. New York City estimates that a high percentage of classrooms are staffed by underqualified, noncertified instructional staff.

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<td>202, 100, 99</td>
<td>74, 100, 100</td>
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<tr>
<td>Content Knowledge — LAST</td>
<td>202, 100, 99</td>
<td>146, 100, 100</td>
</tr>
<tr>
<td>Professional Knowledge — ATS–W</td>
<td>35, 100, 99</td>
<td></td>
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<tr>
<td>Content Knowledge — LAST</td>
<td>33, 100, 99</td>
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New York State Certification Requirements: For additional information on current and new requirements, visit the New York State Department of Education website at www.nysed.gov.

Teacher Supply and Demand in New York State: According to the New York State Department of Education (NYS Supply and Demand Report, 2010-2011), the number of highly qualified teachers is not sufficient to meet the needs in all certification areas or geographic locations in New York State.

Detailed information regarding teacher supply and demand in New York State may be found online at www.highered.nysed.gov/oris/stats/tsd.
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 Ave. and West 60th St. 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, the Center for Educational Partnerships, and the Center for Technology in Education; 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 located just around the corner, at 33 West 60th St. The Rosa A. Hagin 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 Ave. in West Harrison, N.Y., 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 Masters Program in Educational Leadership (AMPED) is also offered at the Westchester campus. In addition, extension programs in selected areas are offered. The Westchester campus is home to both the Lower Hudson Valley Bilingual ESL Technical Assistance Center (BETAC) and to the Long Island/Westchester Bilingual and ESL Teacher Leadership Academy (BETLA), both administrated by the Center for Educational Partnerships at the Graduate School of Education.

Campus Tools for Higher Education
The Graduate School of Education has adopted a high-performance hardware/software platform, through which assessment data are stored and accessed reliably. The School has chosen an assessment and reporting system called Campus Tools for Higher Education that addresses the needs of our students, graduates, faculty, and School. Through Campus Tools for Higher Education, users have the ability to access the following features: course, program, and unit-level assessments; standards-based, reflective, electronic portfolios; tracking and management of field experience and clinical practice; data aggregation from student information systems; student advisement; centralized access to student records, assessments, transcripts, and program requirements; creation of reports for comprehensive analysis and accreditation support; powerful survey and collaboration tools for graduates, faculty, students, and communities; and easy storage, organization, and sharing of documents.

Students are able to collect, track, and retrieve information in one central, web-based location, as well as develop electronic portfolios or field-experience binders. Students are required to purchase access for the duration of their program. The cost is $100 for seven-year access. In order to manage student and faculty accounts uniformly, all user accounts will only use Fordham e-mail addresses for correspondence.

Regional Educational Technology Center (RETC)
The Regional Educational Technology Center (RETC) is dedicated to supporting, serving, and researching the professional development needs of educators. RETC has two locations: one is housed at the William D. Walsh Family Library on the Rose Hill campus, while the other is located just off the Rose Hill campus outside the Bathgate entrance on Fordham Road. RETC’s programs serve educators who work in grades K-12, adult education, and higher-education grade levels and contexts. RETC has professional development programs funded by the U.S. Department of Education (FIPSE/LAAP), Title IID–NCLB and New York State Education Department (EETT), the New York City Department of Education, and the Bronx Borough President’s Office.

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 15,500 periodicals and 19,000 electronic journals, and is a depository for United States Government documents. Fordham University Libraries own many special collections of rare books and manuscripts covering a variety of subjects, including Americana, Jesuitica, the French Revolution, and Criminology. The library also provides access to more than 60,000 electronic books.

The Walsh 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 Services. All of Fordham University Libraries' electronic books and databases are available in the Westchester Campus Library.

Online Public Access Catalog (OPAC): Fordham's OPAC provides access not only to the library collections on all campuses but also to Fordham Law and many other databases, including journals (index to academic and popular journals), ABI- INFORM, newspapers (index to major U.S. newspapers), education (ERIC index, both current and pre-1983), U.S. Government documents index, Peterson's College Guide, and Westchester County indexes. Also available are LEXIS-NEXIS, a database of more than 2,300 full-text information sources (newspapers, journals, documents, transcripts, reports, etc.); Primary Search, a full text of 50 children’s magazines; and MAS Ultra-School Edition, with full text of 460 journals and other documents designed for use in secondary schools. DIALOG searches are available from the reference departments at each campus, as well as OCLC (an international database containing more than 2 million bibliographic citations).

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

Document Delivery Services: Fordham libraries have access to two document delivery services. Through our participation in the Westchester Area Library Directors Organization library consortia, Fordham faculty and students may order copies of journal articles through UMI directly from any OPAC. Full-text, hard-copy articles are received within five minutes via a laser printer in each library.

Intra- and Interlibrary Loans: Fordham students and faculty may request material shelved at any Fordham library simply by filling out an intralibrary loan request. Books and journal articles are delivered to the requesting library within one to three days. Materials not available in any of the Fordham libraries may be requested through interlibrary loan from other colleges and universities around the country. Students wishing to use materials held neither by Fordham nor the New York Public Library, but owned by local libraries in the metropolitan area, may be issued a METRO access pass to member libraries. The general and special collections of many cultural and research organizations in the New York metropolitan area also are available. Exchange courtesies are maintained with the Library of Congress, Washington, D.C., and the New York State Library, Albany, N.Y.

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

Fitness Center
The fitness center at Fordham University's Lincoln Center campus is located on the second floor of the residence hall. The center is equipped with Nautilus machines, treadmills, stationary bicycles, and Stairmasters. The fitness center is free to all students, faculty, staff, and administrators with a valid Fordham ID. Lockers may be rented for $50 per academic year. For more information, call (212) 636-7100.

Support Services for Students with Disabilities
Fordham University will make reasonable accommodations and provide appropriate auxiliary aids and services to assist otherwise qualified individuals with disabilities in achieving access to its programs, 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 would like Fordham to accommodate a disability are encouraged to contact the director of Disability Services at (718) 817-0655 or (212) 636-6282.

Information Technology Facilities
Students and faculty can access the University's network 24 hours a day via modem, Internet, or the computer support centers at the Lincoln Center and Rose Hill campuses. The Lincoln Center Computer Center is located on the street level of the Lowenstein Building. The center has microcomputer rooms equipped with Apple Macintosh and PC-compatible computers. The terminals also allow 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, and dial-in lines are in operation for external access via modem.

On the Rose Hill campus, computer facilities are located in Dealy Hall. In addition, the Walsh Library has more than 450 computers for student and faculty 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.
Office of Field Education and Accountability and Teacher Education Support Desk
The Office of Field Education and Accountability (OFEA) places student teachers at various school sites in New York City and in the metropolitan area. For student teachers in New York City, OFEA arranges fingerprinting services at the Lincoln Center campus with the New York City Department of Education. OFEA collects placement data on student teachers that will be used for teacher certification purposes. OFEA also offers a Teacher Education Support Desk to provide information to teacher 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, located on the eighth floor at 33 West 60th St., is a mental health agency providing clinical services to adolescents, adults, couples, and families. It is affiliated with the master’s program in mental health counseling and the doctoral program in counseling psychology, and serves as a primary training site for advanced students in those programs. The Institute offers a number of clinical services to clients, including individual counseling and psychotherapy, career counseling, group therapy, bilingual counseling (Spanish), and couples and family therapy. The Institute also provides consultation services to schools and mental health organizations, and offers ongoing professional development activities for mental health professionals in the community. For further information, please call (212) 636-7754, or visit our website at www.fordham.edu/gse/psi.

The Rosa A. Hagin School Consultation Center
The Rosa A. Hagin School Consultation Center, located on the eighth floor at 33 West 60th St., provides psychoeducational services for children in public and nonpublic schools with learning problems. The center’s services are designed to support school achievement and adjustment for all students, regardless of their school affiliation. The center also serves 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 the client.

The center serves as a supervised training facility for students in the school psychology programs. For further information, call (212) 636-6483, or visit www.fordham.edu/gse.

The Early Childhood Center
The Early Childhood Center located on the eighth floor at 33 West 60th St. is a multiservice community center for young children and their parents. The center specializes in the assessment and diagnosis of a variety of early childhood disorders, including mental retardation, autism, and developmental disabilities.

Services include screening or assessment of cognitive, achievement, behavioral, personality, or neuropsychological functioning; consultation with parents, children’s tutors, teachers, and other professionals; written reports of the findings of the assessment; consultation regarding educational placement and planning; documentation of academic support needs; and assessment and consultation for bilingual students. Referrals may be initiated by parents, teachers, and other professionals.

The center serves as a supervised training facility for students in the school psychology programs. The center also maintains a library of test materials for students in the Division of Psychological and Educational Services. For further information, call (212) 636-6483, or visit www.fordham.edu/gse.

Center for Educational Partnerships
The Center for Educational Partnerships adheres to the basic principles of applied research. The center’s mission is to provide services and assistance to teachers, administrators, students, and parents, as well as to education and government agencies designed to enable all children to achieve and succeed. For further information, e-mail edpartners@fordham.edu, call (212) 636-7729, or visit www.fordham.edu/gse.

Center for Catholic School Leadership and Faith-Based Education
The Center for Catholic School Leadership and Faith-Based Education is the hub of many significant educational, research, and service programs supporting individuals and institutions in the nonpublic sector. Through its outreach efforts, degree programs with the special focus on skilled leadership in nonpublic education are offered in several off-campus sites convenient to teachers and administrators in Catholic and other nonpublic schools. The center has developed and supports a network of administrators in nonpublic education to assist them in developing the special knowledge and skills needed to succeed and thrive in the nonpublic sector. These efforts complement the Graduate School of Education’s master’s, professional diploma, and doctoral programs with options focusing on educational leadership and issues in nonpublic education through which present and potential leaders pursue comprehensive study in administration and religious education. For information about these programs, see degree program descriptions for the Division of Educational Leadership, Administration, and Policy.

The center sponsors workshops, institutes, and conferences for nonpublic school administrators and supports research on topics of particular interest to the nonpublic sector. Individuals from Catholic, Protestant, Jewish, and independent schools and organizations
participate in the center’s programs. The center provides a unique opportunity for dialogue among these groups. For further information, call (212) 636-6420.

Center for Technology in Education
The Center for Technology in Education serves as a resource center in support of the academic programs of the Graduate School of Education. The center, located on the 10th floor of the Lowenstein building at the Lincoln Center campus, maintains a networked array of Macintosh and PC computers complete with CD-ROM, videodisk players, scanners, audio-digitizing equipment, VCRs, video-digitizing equipment, laser printers, and telecommunication technology. The center’s resources are devoted to three main areas: Tools for Teachers educates classroom teachers (and student teachers) in the effective application of technology to classroom instruction and attempts to develop their critical appreciation of the use of multimedia technology to achieve educational objectives; Silicon into Textbooks teaches master’s and Ph.D. students to design and develop interactive learning and assessment systems, instructional effectiveness, and usability (human-computer interaction issues) are equally emphasized; Advancing Technologies stresses research that increases either instructional effectiveness or usability of multimedia systems. The center is open for use by students and faculty daily, except when in use as a classroom for a technology-based course. The schedule is posted each semester. For further information, call (212) 636-7949.

Career Services
Career resources are available to students and alumni of the Graduate School of Education through Fordham’s Office of Career Planning and Placement. 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 skills, networking techniques, and job-search strategies. For more information, please call (212) 636-6225 or (718) 817-3725.

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

Barnes & Noble University Shops
Barnes & Noble University shops are located on the street level of the Lowenstein building at the Lincoln Center campus and at the Rose Hill campus, with Internet access for the Westchester campus. The shops sell textbooks and supplies, Fordham-imprinted clothing, gifts, trade books, and computer software, and provide special-order services and student buyback for textbooks. The shops have extended hours at the beginning of each semester, including Saturdays. For more information, call (212) 636-6080.

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

Graduate Housing
A limited number of studio and one-bedroom apartments are available for Fordham University graduate students. The apartments are located at 134 West 58th St. If you are interested in learning more about these apartments, visit the housing website at www.fordham.edu/Student_Affairs/Residential_Life/Lincoln_Center/Our_Residential_Office/Graduate_Housing/ or contact the Admissions Office at (212) 636-6400.
Enrollment Information

Admissions

Requirements for Admission to Graduate Degree Programs
Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and our website www.fordham.edu/gse 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 Ed.D. 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).

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

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

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

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 and/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 www.ielts.org or www.ets.org/toefl

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

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

Proof of Immunization: New York state law requires all students born on or after January 1, 1957, to have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. To comply with this law, accepted students must submit proof of immunization signed by a physician or other health official. Students who fail to provide proof of immunization are not permitted to register for classes. In addition, students must either have the meningococcal vaccine or sign a waiver declining the vaccine. If you have questions regarding immunization, call the Fordham University Health Center at (212) 636-7160.

Admission to the Five-Year Integrated Track for Fordham Undergraduates
See pages 51 to 54 in this bulletin for more information.
Requirements for Enrollment for Nondegree Graduate Study
We welcome you to register for classes as a nonmatriculated student. Here are some particulars that you should be aware of as a nonmatriculated student:

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

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: www.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.
• As a nonmatriculated student, you may not exceed more than 12 credits. Enrollment as a nonmatriculated student does not imply acceptance or eligibility to any degree program in the Graduate School of Education.
• Courses taken as a nonmatriculated student do not automatically count toward a graduate degree program.
• Nonmatriculated students are not eligible to take advanced-level courses (level 7000 or higher), courses requiring pre- or corequisites, independent studies, tutorials, field placement, practica, or those reserved for a cohort group.

Tuition and Fees
Nonmatriculated students pay the regular tuition rate plus the following additional fees:

University General Fee $90 per term, fall and spring only
GSE TK20 Assessment Fee $100 one-time-only fee, assessed at time of first registration
Technology Access Fee $100 per term, fall and spring only
Malpractice Fee $60 one-time-only fee assessed at time of registration

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 www.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 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 (see chart on page 13).

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 within one year of admission or request a deferment in writing. Requests are reviewed and approved pending faculty decision. Application materials of nonenrolled accepted students will be destroyed after three years.
### Application Deadlines

<table>
<thead>
<tr>
<th>Division</th>
<th>Program</th>
<th>Start Date</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Learning and Interdisciplinary Research (CLAIR)</td>
<td>Ph.D. in CLAIR</td>
<td>Fall Only</td>
<td>March 1</td>
</tr>
<tr>
<td>Curriculum and Teaching (C&amp;T)</td>
<td>All programs</td>
<td>Fall, spring, or summer</td>
<td>*Continuous review</td>
</tr>
<tr>
<td>Educational Leadership, Admin. and Policy (ELAP)</td>
<td>All Ph.D. and Ed.D. programs</td>
<td>Fall only</td>
<td>February 1: Early admission</td>
</tr>
<tr>
<td></td>
<td>All other programs</td>
<td>Fall, spring, or summer</td>
<td>March 1: Final deadline</td>
</tr>
<tr>
<td>Psychological and Educational Services (PES)</td>
<td>Ph.D. in Counseling Psychology</td>
<td>Fall only</td>
<td>December 15</td>
</tr>
<tr>
<td></td>
<td>Ph.D. in School Psychology</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>P.D. in School Psychology</td>
<td>Fall only</td>
<td>January 15</td>
</tr>
<tr>
<td></td>
<td>P.D. in Bilingual School Psychology</td>
<td>Fall only</td>
<td>March 1</td>
</tr>
<tr>
<td></td>
<td>M.S.E. in Counseling and Personnel Services</td>
<td>Fall only</td>
<td>February 1</td>
</tr>
<tr>
<td></td>
<td>M.S.E. in Mental Health Counseling</td>
<td>Fall only</td>
<td>February 1</td>
</tr>
</tbody>
</table>

*Continuous review programs have term deadlines of July 1 for fall, November 15 for spring, and April 15 for summer terms. Applications received after these dates will be processed as quickly as possible. Applicants may apply for nonmatriculated status for that term. Students seeking Graduate School of Education scholarship aid should apply prior to February 1.*

### Applicants from Countries Other than the United States

Deadlines 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 application form with original transcripts, recommendation forms, and application fee;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support;
- transcript evaluation that include a course-by-course evaluation, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale.

A certified translation is required for any documents submitted in languages other than English. Admission procedures require an evaluation of prior educational experience to document equivalency to a U.S.-earned baccalaureate and/or master’s degree. Information about this evaluation may be obtained by contacting World Education Services at www.wes.org. This is the only company from which we accept evaluations. Persons who are not U.S. citizens are not eligible for Graduate School of Education financial aid.

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 www.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 www.travel.state.gov/visa.
## 2013–2014 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 spring semester 2013 are as follows:

### Tuition

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit</td>
<td>$1,170</td>
</tr>
<tr>
<td>Tutorial course, per credit</td>
<td>$1,170</td>
</tr>
<tr>
<td>Doctoral Residency Seminar</td>
<td></td>
</tr>
<tr>
<td>Ph.D. Internship PSGE 7667/8</td>
<td>$1,170</td>
</tr>
<tr>
<td>College Teaching Internship PSGE 8100</td>
<td>$1,170</td>
</tr>
</tbody>
</table>

### Fees and Other Charges

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General University fee</td>
<td>$90</td>
</tr>
<tr>
<td>Technology access fee</td>
<td>$100</td>
</tr>
<tr>
<td>Application fee</td>
<td>$70 (online)</td>
</tr>
<tr>
<td>Auditing fee (equivalent of one credit)</td>
<td>$1,170</td>
</tr>
<tr>
<td>Copyright of dissertation (optional)</td>
<td>$55</td>
</tr>
<tr>
<td>Microfilm of dissertation and publication of abstract</td>
<td>$20</td>
</tr>
<tr>
<td>Dissertation binding fee</td>
<td>$21</td>
</tr>
<tr>
<td>Fieldwork/malpractice insurance</td>
<td>$60 (one-time fee)</td>
</tr>
<tr>
<td>Late registration fee (Matriculated students only)</td>
<td>$250</td>
</tr>
<tr>
<td>Campus Tools for Higher Education</td>
<td>$100 (one-time fee)</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>Minimum of $15 or 1.5 percent per month on outstanding balance, whichever is greater</td>
</tr>
<tr>
<td>Maintenance of matriculation fee (regular) for each fall or spring semester master’s students not registered for course work from matriculation to graduation</td>
<td>$300</td>
</tr>
<tr>
<td>Dissertation seminar</td>
<td>$3,150</td>
</tr>
<tr>
<td>Dissertation mentoring</td>
<td>$3,510</td>
</tr>
<tr>
<td>Doctoral maintenance of matriculation</td>
<td>$3,700</td>
</tr>
<tr>
<td>Dissertation format review (2nd review)</td>
<td>$500</td>
</tr>
<tr>
<td>Dissertation format review (3rd review)</td>
<td>$500</td>
</tr>
<tr>
<td>Field Experience Seminar CTGE 5200</td>
<td>$1,170</td>
</tr>
<tr>
<td>Child Abuse Identification Training EDGE 0201</td>
<td>$65</td>
</tr>
<tr>
<td>Schools Against Violence Education Training</td>
<td>$65</td>
</tr>
<tr>
<td>Second Comprehensive Exam</td>
<td>$200</td>
</tr>
<tr>
<td>Second Comprehensive Exam if not registered for a course</td>
<td>$500</td>
</tr>
<tr>
<td>Ph.D./Ed.D.</td>
<td>$800</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (24 credits)</td>
<td>$28,080</td>
</tr>
<tr>
<td>General University fee (two semesters)</td>
<td>$200</td>
</tr>
<tr>
<td>Technology Access fee (two semesters)</td>
<td>$200</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total (exclusive of special fees and living expenses)</td>
<td>$29,480</td>
</tr>
</tbody>
</table>

Refund Policies and Procedures

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

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

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 e-mailed from Fordham e-mail accounts. Letters should be directed to the admissions office at gse_admiss@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 e-mailed from Fordham e-mail accounts. Letters should be directed to the academic adviser. Academic advisers will sign off on the withdrawal request and (with division chair approval) forward it to Academic Records in Enrollment Services office on the 2nd floor of Lowenstein.

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

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

The refund calculation is based on the following:

- First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
- For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and institutional policy. The calculation that gives the largest refund to the federal programs must be applied.
- First-time students attending Fordham University receiving Title IV assistance and withdrawing during the first nine weeks of the term are subject to a federal pro rata refund calculation as mandated by the Higher Education Amendments (HEA) of 1992.
- Students who received aid as cash must be placed into repayment status for those aid programs.

Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: unsubsidized Stafford loan, subsidized Stafford loan, PLUS loan, Perkins loan, Pell, SEOF, 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 www.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>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Prior to fifth week of term</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Prior to sixth week of term</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Federal Refund Calculation (Tuition)

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

Institutional Refund Policy Summer (Tuition)

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

HEA Pro Rata Refund Policy (Tuition)

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

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

Refund Policy Appeal Process

A student may appeal decisions by writing to the Associate Dean for Academic Affairs. The request should include all relevant information describing the special circumstances upon which the appeal is based.

Financial Aid

Graduate Assistantships

A limited number of graduate assistantships are awarded each year to qualified individuals who have been admitted to one of the degree programs in the Graduate School of Education. The awards are made in recognition of academic achievement, special competencies, and/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, 33 West 60th St., Suite 207, Lowenstein Center; the Office of Teacher Education at our Westchester campus in West Harrison; or online at www.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 www.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 awards must be submitted with the completed program application used for admissions decisions, unless otherwise noted. Newly accepted doctoral students will be notified of the scholarship or grant award in their admissions acceptance letters if they are eligible. For continuing students, applications for renewal of scholarships and grants are due February 1, unless otherwise noted. The scholarship and grant programs are competitive, and a limited number of awards will be made each year.

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

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

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

Scholarships for Catholic School Leaders and Faith-Based School Personnel: A limited amount of aid is available to persons employed as full-time professionals in nonpublic, religious-affiliated pre-k–12 schools who are pursuing master’s programs leading to state certification in teaching, counseling, school psychology, or school administration. Students must have a minimum 3.0 undergraduate grade point average. These scholarships cover 40 percent of tuition charges up to a maximum of six credits per semester or 50 percent if the student is employed at a Jesuit school. Eligible students must be in good academic standing and provide proof annually with their scholarship application that they are full-time professional employees in a nonpublic, religious-affiliated pre-k–12 school.

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

Payment Programs
Fordham University offers a deferred payment plan, which allows students to defer one-half of their tuition per semester. To participate in this deferred payment plan, one-half of your tuition and fees must be paid or covered by processed and approved aid. The deferred portion of your tuition must be paid prior to the first date of registration for your school, as listed in the academic calendar. There is a $35 administrative fee to participate in this plan. You may apply for a deferred plan at Enrollment Services or the Office of Student Financial Services located on the second floor of Lowenstein (Lincoln Center) or apply by phone by calling (212) 636-6700.

New York State Tuition Assistance Program (TAP)
Full-time students who are New York state residents may be eligible for a TAP grant. To apply for a TAP grant you must file a Free Application for Federal Student Aid (FAFSA). You can complete the FAFSA application online at www.fafsa.ed.gov. The FAFSA takes four to six weeks to process. If you file the application online, the processing time is greatly reduced. Fordham’s federal code is 002722, and you should always indicate the Fordham University institution address as 441 E. Fordham Rd., Bronx, NY 10458. When the processing of the FAFSA is complete, the federal processor will mail you a Student Aid Report (SAR), or if you file online they will send you an e-mail. TAP eligibility is based on the student’s (or family’s) New York state net taxable income.

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Full-time students who are New York state residents may be eligible for a TAP grant. To apply for a TAP grant you must file a Free Application for Federal Student Aid (FAFSA). You can complete the FAFSA application online at www.fafsa.ed.gov. The FAFSA takes four to six weeks to process. If you file the application online, the processing time is greatly reduced. Fordham’s federal code is 002722, and you should always indicate the Fordham University institution address as 441 E. Fordham Rd., Bronx, NY 10458. When the processing of the FAFSA is complete, the federal processor will mail you a Student Aid Report (SAR), or if you file online they will send you an e-mail. TAP eligibility is based on the student’s (or family’s) New York state net taxable income.

If you apply using FAFSA-on-the-Web, you will be able to link to your online TAP application at the end of the FAFSA session. First, you will be asked to establish a PIN (Personal Identification Number) for TAP. You will need this to apply later, track your application information, or make changes, as needed. After establishing your PIN, you will be able to complete your TAP application online. Information from your FAFSA and your family’s calculated NYS net taxable income will be pre-filled on your TAP-on-the-Web application. Follow the instructions provided.

If you don’t apply for federal aid online approximately three weeks after submitting the hard copy of the FAFSA, HESC will notify you by postcard or e-mail, telling you that you can go to www.hesc.ny.gov, establish a PIN, and complete your TAP application online. Follow the online instructions for completing the TAP-on-the-Web application.

If you choose not to apply online, HESC will mail you an Express TAP Application (ETA). Information from your FAFSA and your family’s calculated NYS net taxable income will be pre-printed on your ETA. Review this information, change any incorrect items, complete any missing items, then sign and mail the form using the return envelope.

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 master’s and advanced programs, and 3.5 for Ed.D. and Ph.D. programs.
• Students must attempt and complete not fewer than six credit hours per term. The Matriculated Student Status Certificate form must be completed by a student who may be registered for fewer credits to qualify for half, three-quarters, or full-time certification.
for purposes of Veteran’s Benefits and federal financial aid eligibility.

- Students must complete the course of study within five years for master’s and advanced programs, and within eight years for Ed.D. or Ph.D. 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 Family Education Loan Program (Stafford Loan)

Students matriculated in a degree program who are enrolled in at least six credits each term of the loan period and are U.S. citizens or eligible noncitizens may apply for low-interest loans under the Stafford Loan Program. You must file a FAFSA application to be considered for the Federal Stafford Loan (see FAFSA information above under TAP). If you filed the FAFSA online, the federal processor will send you an e-mail with a URL address to access your Student Aid Report. You should review the student aid report for accuracy or missing data. Fordham University processes Stafford Loan applications electronically. If you plan to borrow under the Stafford Loan program after you receive your SAR, you must submit a completed Loan Request Form to the Office of Student Financial Services. Loan Request Forms can be found on the financial aid page on the Fordham University website at www.fordham.edu or in the Office of Student Financial Services. The Office of Student Financial Services will review and certify your loan eligibility based on federal guidelines.

Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete an entrance interview in person at the Office of Financial Services or complete the form online at www.fordham.edu. The purpose of the interview is to inform students of their rights and responsibilities concerning the loan that they are borrowing. An exit interview is also required to remind students of the same rights before they graduate.

Under current federal regulations, a graduate student may request the maximum Stafford Loan for the academic year. The academic year begins with the summer term and consists of the summer, fall, and spring terms. The first $8,500 may be considered a subsidized loan based on your need, cost of attendance, and other aid for which you may be eligible. The “cost of attendance” is a budget created by Fordham University which includes tuition, fees, and estimated costs for room, board, and transportation. The federal government pays the interest on the subsidized loan while you are in school. If you do not show need for the full $8,500, you may borrow up to $8,500 in a non-need, unsubsidized loan. While you are in school, the federal government does not pay the interest on the unsubsidized loan. The student is responsible for the interest payments or has the option to capitalize the interest. Capitalization means instead of paying the interest while you are in school, the lender will add the interest to your principle when you start repaying your loan.

Fordham University participates in Electronic Fund Transfer (EFT). In most cases, loan disbursements will be electronically transferred to your tuition account at Fordham. If the lender does not participate in EFT, then a check will be mailed to the Student Accounts Office and you will be required to negotiate (sign the back of) the check so that the loan disbursement can be posted to your tuition account at Fordham. Under current federal regulations, loan origination and/or disbursement fees are charged by the government and by the lender. These fees are deducted prior to disbursement.

If you are a graduate student involved in degree requirements, dissertation, or fieldwork, be sure to complete a Matriculated Student Status Certification form, have it signed by your chair and the assistant dean and forward it to the registrar.

In-school deferments are available for both Stafford subsidized and unsubsidized loans. For additional information, visit the financial aid webpage at www.fordham.edu/financialaid.

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.

Academic Discipline

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

Reserved Rights of the University

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

Maintenance of Matriculation

In order to maintain matriculated status, students must be continuously registered for all semesters (excluding summer) from the semester they begin their programs until they graduate. To maintain matriculation, students must be registered for one of the following: coursework, dissertation seminar, dissertation mentoring, doctoral residency, or EDGE 0666 Maintenance of Matriculation (for master’s level) or EDGE 9995 (for doctoral level). Students must register for EDGE 0666 Maintenance of Matriculation for the semester in which they take comprehensive examinations, if they are not registering for other coursework during that semester.

Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student's 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, as well as continuing students who did not register earlier. Registration materials and instructions are sent to all continuing and newly admitted students. Materials are also available in the division offices, the Admissions Office (33 West 60th St., Suite 207), and the Office of Teacher Education at our Westchester campus in West Harrison. Validation by the bursar and registrar is required before the registration is finalized.

my.fordham.edu

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

Adding or Dropping Courses

Once a student has registered for a course or courses, changes in registration (adding or dropping a course or changing sections) can be made through our online registration system before or during the first week of classes.

An add/drop form is required to make changes to registration after the first week of classes (see academic calendar for dates). Add/drop forms are available from divisional offices and Enrollment Services. To add a course, a student must fill out the form and have a faculty adviser or division chairperson verify that the course is both open and appropriate for the program of study, and then sign the form. The add/drop form is sent for approval to the deans’ office for consideration, and then if approved, on to Enrollment Services for processing. Notifying Fordham by phone, mail, or speaking in person with a faculty member or any other University personnel is not sufficient.
Tuition charges will be adjusted only up to the sixth week of class; after that, full tuition will be charged for dropped courses (see section on Tuition and Fees for prorated schedule of refunds).

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

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

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

Independent Studies/Tutorials
Students with good cause may request an independent study with a full-time instructional staff member with expertise in the course content area. The approval of the faculty member, division chairperson, and the associate dean for academic affairs is required prior to beginning the independent study. Independent study applications must be submitted to the associate dean for academic affairs during the regular registration period. Only two three-credit or independent studies (six credit total) are permitted during a student's academic program.

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

To transfer credit, complete a Transfer of Credit form and submit it to your adviser and division chairperson with an official transcript of the credits and grade earned in the course along with a photocopy of the course description from the offering institution's school bulletin. The division chair will forward the documents with a recommendation to the associate dean for academic affairs for approval. Up to six graduate credits may be transferred. It is the student's responsibility to arrange for his or her transcript to be sent to the division office to accompany the Transfer of Credit form.

Transfer credits contribute to a student's GPA. Please note that if transfer credit is granted for a course taken prior to admission to Fordham, the time limit for program completion is computed from the semester of the transferred course.

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

Time Limits
All requirements for the master's degree or the professional diploma must be completed within five years of the first course applied to the degree. All requirements for the doctorate (Ph.D. or Ed.D.) must be completed within eight years of the first course applied to the degree. If transfer credit is granted for a course taken prior to admission to Fordham, the time limit will be computed from the semester of the transferred course. Students who do not complete their programs within the time limits may have their matriculation automatically
Grades

The following grades are used to indicate student performance and achievement: A, A-, B+, B, B-, C+, C, and F. If a student receives a grade of F for a course, it will remain on the student’s record, even after the course is retaken and a passing grade is earned subsequently. The grade of a repeated course is also recorded on the academic record and does not remove or replace a grade previously earned. The designations S, Satisfactory; U, Unsatisfactory; P, Pass; F, Fail are used to evaluate student work in dissertation seminar, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for students whose work is incomplete but satisfactory on the last day of the courses. An In Progress (IP) is reserved for yearlong experiences and courses, and must not be used for one-semester experiences or courses.

Students whose coursework is incomplete but satisfactory on the last day of the course may receive a grade of INC. To remove an INC and receive credit for the course, the course requirements must be completed by the deadline posted in the academic calendar, and faculty members must submit a grade using a Change of Grade form. Failure to complete the course requirements by the date posted will result in a grade change from INC to F. Change of Grade forms are available in division offices. Changes to grades require approval of the division chair and associate dean for academic affairs. All INCs that convert to a grade of F contribute to the student’s GPA.

Note: According to University policy and with the goal to preserve the integrity of academic student records, changes in course grades will, in general, not be permitted. Submission of additional work at a later date, desire for an improved academic record and failure to observe academic regulations such as those related to withdrawals, absences, or incompletes shall not be deemed sufficient reason to alter a student’s academic record.

Transcripts of Record

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

Transcripts may be requested from Enrollment Services in person, by mail, or online and should be requested at least 10 business days in advance of the date needed. No transcripts or certifications will be issued for students who have unpaid financial obligations owed to the University. A fee is charged for each transcript, payable at the time of request.

Fordham University will not assume responsibility for transcripts delayed because they were not requested in adequate time. All inquiries concerning issuance of transcripts must be made within six months of the original request.

Auditing Privileges

Individuals who have earned the baccalaureate, master’s degree, or professional diploma may apply to audit a course on a space-available basis for the purpose of personal or professional development. The fee for auditing courses is equal to tuition for one graduate credit. An application for nonmatriculated study and an add/drop form are used to request the audit privilege. Audits are approved by the associate dean for academic affairs.

No grades, credit, or transcripts are given for audited courses. Audited courses will not be considered in requests for exemptions, transfers, waivers, or advanced standing should the auditor subsequently be admitted to a degree program in the Graduate School of Education. An audited course may not be changed to a credit course. Institutes that are taken for noncredit are considered as audited and may not be changed to a credit experience after the institute is over.

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

Grievance Procedures

It is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the Graduate School of Education are advised to file a grievance. For additional information, write or call the associate dean for academic affairs or the chairperson of the division in which the program of interest is offered. The GSE and University grievance procedures are available online at www.fordham.edu/gse.
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 the student’s initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for a master’s degree depends on the particular program and the student’s academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments: Comprehensive, end-of-program assessments, such as the development of a professional portfolio, the completion of comprehensive examinations, or the demonstration of professional competencies, are required in all graduate programs. Students should consult their 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 take comps, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for comps registration and for their administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student’s matriculation will be terminated.

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 the student’s initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for an advanced certificate or professional diploma depends on the particular program and the student’s academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

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

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

Doctoral Degree Requirements

Time Limit and Credit Requirements: Students in Ph.D. or Ed.D. programs must complete all the degree requirements for the specific program within an eight-year period, beginning with the earlier date of 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 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser and/or division chair for additional information on permanent matriculation.
Residency Apprenticeship: After being approved for permanent matriculation, all doctoral students must apply for residency status and enroll in Residency Apprenticeship, a year-long professional development seminar. During this apprenticeship, students will participate in monthly seminars at which prominent researchers from various disciplines will make scholarly presentations. Students will conduct research under the direction of a full-time faculty member.

Comprehensive Qualifying Examinations: After completing all required courses other than the dissertation seminar, students in Ph.D. and Ed.D. degree programs must undergo a comprehensive qualifying examination or equivalent assessment to test the integration of their knowledge of the field of study. Students must register for the examinations by the date indicated in the academic calendar. After passing the comprehensive examinations or assessments, the students are admitted to candidacy for the doctorate. Students who are not successful on these examinations may register to retake them a second time. If the result of the second examination is also unsatisfactory, the student’s matriculation will be terminated.

Dissertation Seminar: After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar offered by their division. While in seminar, they are expected to develop a dissertation proposal that will meet with the approval of seminar faculty. Students who have not developed an approved proposal after two semesters of seminar may be required to meet with a committee of faculty convened by the division chairperson to determine the future of their studies.

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

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

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

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

Nondiscrimination Policy
Fordham University is an academic institution that, in compliance with federal, state, and local laws, 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, or any other basis prohibited by law.

No otherwise qualified person shall be discriminated against in any programs or activities of the University because of disability. A compliance officer is available to address any complaints alleging discrimination. For more information, contact the office in the Administration Building, Room 111, Rose Hill campus; Phone: (718) 817-3112.

Fordham University does not knowingly support or patronize any organization that engages in discrimination.

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

Support Services for Students with Disabilities
Fordham University treats students with disabilities in a nondiscriminatory manner and will make reasonable accommodations, and provide appropriate auxiliary aids and services, to assist otherwise qualified individuals with disabilities in achieving success in programs by providing services and facilities in accordance with Section 504 of the 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 the following locations:
- Lincoln Center Campus
  - Lowenstein, Room 207
  - Phone: (212) 636-6282
- Westchester Campus
  - Phone: (914) 367-3230
- Rose Hill Campus
  - O’Hare Hall
  - Phone: (718) 817-0655

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

Campus Safety
The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education website is www.ed.gov. Fordham University provides campus crime statistics on its website, www.fordham.edu. Requests for a hard copy can be directed to the University’s Director of Security by phone at (718) 817-2222 or in writing to the Director of Security at Thebaut Annex, Fordham University, 441 E. Fordham Rd., Bronx, N.Y. 10458.

Bulletin Information
While every effort has been made to provide accurate and current information, the Graduate School of Education reserves the right to withdraw or modify, without notice, any policies, procedures, fees, programs of study, academic calendar, courses, faculty, or other items listed in this bulletin, or to make any other changes it considers necessary or desirable. Statements made in this bulletin are for 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.

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

Reserved Rights of the University
The University reserves the right, at its discretion, at any time, to deny matriculated status, to 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. All forms of dishonesty, including cheating and plagiarism, may result in appropriate disciplinary action, including denial or revocation of a degree or certificate.
Fordham University Notification of Rights Under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a written request for access. A student should submit to the Office of Academic Records–Fordham University Enrollment Group (at the Rose Hill Campus, the Lincoln Center Campus, or the Law School Registrar, as applicable) a written request that identifies the record(s) he or 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.

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

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One of the exceptions that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); 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.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

Directory Information

The University, at its discretion, may provide the following Directory Information: student’s name, address(es), telephone number(s), e-mail address(es), photograph, date and place of birth, major field of study, dates of attendance, class 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, 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 Office of Academic Records in writing within 10 days after the first day of class each semester.
Academic Programs

The Graduate School of Education offers many education-related programs. Some programs lead to master’s level degrees, some to doctoral level (Ph.D. and Ed.D.) 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 strand specializations and electives acknowledge the expertise and interests of faculty and students.

Ph.D. in Contemporary Learning and Interdisciplinary Research (CLAIR)

Through interdisciplinary teaching, learning, and research, the Ph.D. 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 Ph.D. 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.

Coordinator: Karen E. Brobst, Ph.D.
Office: Room 1016C
Phone: (212) 636-6429

Professors: Brause, George, Houtz, Rabinowitz, Uhry, Zhang

Associate Professors: Blumberg, Bolgatz, Brobst, Cho, Jackson, McCray, Nevarez-LaTorre, Rodriguez, Zusho

Assistant Professors: Bondic, Ness, Turner

Adjunct Faculty: Patelis

CLAIR includes a research core that engages students in authentic research situations. 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. Students in CLAIR also select one of four content specializations: Contemporary Literacies; Language, Culture, and Equity; Learning Sciences; or Special Education. All four specialties focus on learning and schooling in the 21st century.

Graduates of the program are prepared for a variety of roles, including instructional leaders, teacher educators, program evaluators, educational researchers, academics, diversity trainers/multicultural educators, and professionals who work in industries that design educational materials, curriculum, and assessments.
Interdisciplinary Research Sequence

The research sequence includes six sequential classes (two classes per year) designed to build both knowledge and skills. All research classes are co-taught by CLAIR faculty who espouse different theoretical perspectives and methodological expertise. The first-year research classes, Foundations of Interdisciplinary Research I & II, begin with immersion in representative, seminal, and field/action research studies drawing on the professional literature in psychology, anthropology, sociology, literacy, instructional technology, linguistics, and education to develop an understanding of diverse research traditions. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, students will design individual and collaborative studies using hypothesis-generating stances while mindful of ethical dimensions of these endeavors.

In the second-year research classes, Evaluation of School-Based Learning Experiences I & II, students conduct a field-based evaluation designed to assist decision makers in adopting, modifying, or replacing a particular program or curriculum. The results will be shared at the annual CLAIR Research Symposium, as well as with the schools where the evaluations occurred.

After the second year, students register for Advanced Seminar in Interdisciplinary Research I & II. The third year is considered the residency/apprenticeship experience. The Advanced Seminar scaffolds a research apprenticeship leading to a conference presentation and/or article submission and the dissertation. There will be at least two class sections of Advanced Seminar each year, and each seminar will include at least two faculty members representing different methodological or content specialties and a small group of students. Seminars will be working sessions designed to develop and conduct research.

All students are required to take three one-credit modules. These modules allow CLAIR faculty and students to explore diverse topics (e.g., Multilevel Modeling, Mobile Apps for School Learning). Specific modules may be offered regularly; others, on an ad hoc basis. Availability of modules will be based on the needs of the students and their research topics.

Additional Requirements

All students are required to take CTGE 6810 Sociopolitical Dimensions of Education (three credits). This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of “teachers” and “students”? How is power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated in urban school contexts? Who is privileged? Who is disadvantaged? This course is a foundation course that should be taken in the first year.

All students are required to engage in an Internship in Contemporary Learning for at least one credit. Offered as a guided tutorial course, students will engage in professional experiences in the schools and/or education-related agencies as interns. Students must receive a minimum of one hour of supervision for every eight hours at the site. Supervision may be provided by doctoral-level curriculum coordinators, supervisors, or consultants. Registration requires the written approval of a chairperson, faculty supervisor, and agency director.

Specializations

Students in CLAIR also select one of four content specializations: Contemporary Literacy; Language, Culture, and Equity; Learning Sciences; or Special Education. All four specialties focus on learning and schooling in the 21st century. The Contemporary Literacy specialization explores theories and knowledge of language, literacy, and learning in 21st century contexts. The Language, Culture, and Equity specialization examines the effects of changes in contemporary society on the educational context through the lens of social justice. The Learning Sciences specialization focuses on development, cognition, and motivation. The Special Education specialization addresses changes in how services are provided services to students with disabilities.

Contemporary Literacies (12 credits)
The goal of this specialization is to prepare candidates for careers as instructional leaders and researchers in a variety of educational settings. While in the program, students will consider multiple perspectives on what it means to be literate in the contemporary world by exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, media literacy, critical literacy, and language study (e.g., sociolinguistics, psycholinguistics). By making connections between theory and practice, and engaging in research in this dynamic and emerging field, students will gain and contribute knowledge to the phenomenon that is literacy in the 21st century.

Required Courses:

CLGE 6440 Learning Through Language
CLGE 6440 Understanding Contemporary Literacies

Elective Courses: Students are also required to select two additional courses from a choice of seven electives.

CTGE 7491 Reading and Writing as Psycholinguistic Processes
CTGE 7596 The Cognitive Bases of Language and Literacy
CTGE 7494 Language Development
CTGE 7496 Sociolinguistics: Language and Reading Analysis
CLGE 7596 Teaching Composition in the 21st Century: Theory and Practice

Language, Culture, and Equity (12 credits)
The specialization of Language, Culture, and Equity (LCE) prepares leaders in educational research and action-oriented practice who have an expansive understanding of the cultural, linguistic, political, and social structures that impact equity and excellence
in education. Students in this specialization analyze, critique, and contribute to the knowledge base needed to advance educational achievement for all students. LCE students explore issues of advocacy and transformation in education, including the achievement/opportunity gap, building bridges across diverse communities, and developing multilingual and multicultural competencies. The specialization aims to develop education professionals whose work is relevant and strategic in the creation of learning opportunities for students across different cultural, social, linguistic, economic, and political contexts.

Required Courses:
- CLGE6240 Global Perspectives on Language, Culture, and Equity
- CLGE 6280 Multicultural Competencies and Tools of Awareness, Transformation, and Advocacy

Elective Courses: Students are also required to select two additional courses from a choice of five electives.
- CLGE 7220 Closing the Opportunity and Achievement Gap
- CLGE 7260 Equitable Assessment in Multilingual and Multicultural Classrooms
- CLGE7240 Multilingual Literacy: Exploring Literacy in Multiple Languages and Cultures
- UEGE 6330 Urban Sociology and Education
- ASGE 6145 Leading in a Diverse Society

Learning Sciences (15 credits)
The goal of this specialization is to prepare 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 assessments 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.

Required
- CLGE7340 Positive Behavior Supports
- CLGE7350 Contemporary Interventions for Struggling Readers and Writers
- CTGE 7570 Advanced Study on Problems and Issues in Special Education

Admission Requirements
Applicants seeking admission to the Ph.D. 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 www.gre.org. Information about the Miller Analogies Test is available from its website at www.milleranalogies.com.
- Personal and Professional Goals Appropriate to Program: This will be articulated in a personal statement as part of 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.
- Interview: An in-person interview will be required. For those applicants who are not able to come to campus for interview, a video or telephone conference is required.
- Two 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.
**Specialization Admission Requirements**

Students in the Contemporary Literacies specialization must provide evidence of completing at least two courses in language education, linguistics, the study of reading, or the study of writing prior to matriculation in the program. Students also must have at least three years of satisfactory, full-time teaching experience or the equivalent professional experience.

Students in the Language, Culture, and Equity specialization must provide evidence of at least one course in language, language development, language teaching, multilingualism, multiculturalism, cultural diversity, anti-bias curriculum, or culturally relevant instruction, or experience in work, volunteer work, fieldwork, internship, or study abroad experience immersing candidates in linguistically, economically, and culturally diverse communities.

Students in the Special Education specialization must provide evidence of completing at least two courses in special education (i.e., instruction, assessment, laws and policies) prior to matriculation in the program. Students also must have at least three years of satisfactory, full-time teaching experience or the equivalent professional experience in working with children with special needs and their families.

**Completion Requirements**

To complete the Doctor of Philosophy degree in Contemporary Learning and Interdisciplinary Research (CLAIR), students must meet the GSE general degree completion requirements and these specific program requirements:

- complete the prescribed program of study, including a minimum of 45 credits (beyond the master’s degree) taken at Fordham Graduate School of Education, under the direction and approval of an adviser

- maintain a minimum overall graduate GPA of 3.5 (B+ or better)

- complete a minimum of a one-year doctoral apprenticeship

- complete an end-of-program comprehensive assessment/examination

- complete the dissertation seminar offered by the CLAIR program

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

Students are admitted to the doctoral program on a provisional basis and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, the coordinator of CLAIR, and by CLAIR faculty in dissertation seminar. Students apply for permanent matriculation once they complete 12 to 15 credits.
Teaching Programs
Division of Curriculum and Teaching

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 emphasize concern for students’ language and culture, and respect the multiple voices of the urban classroom. They encourage 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); our elementary education program is nationally recognized by the Association of Childhood Education International (ACEI); our programs in special education are nationally recognized by the Council for Exceptional Children (CEC); our literacy programs are recognized by the International Reading Association (IRA); and our teaching English to speakers of other languages program is recognized by the Teachers of English to Speakers of Other Languages International Association (TESOL). In addition, our adolescence education programs are nationally recognized by the National Council of Teachers of English (NCTE), the National Council of Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA). Our offerings are organized in four sections: Initial Teacher Education Certification Programs, Specialist Certification Programs, Non-Certification Programs, and Five-Year Programs.

The initial teacher education programs include (for undergraduates, see Five-year Integrated Teacher Education Track on pp. 51 to 54):

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)

Adolescence Education Programs (Grades 7-12)
- Adolescence Biology
- Adolescence Biology/Conservation Life Sciences (Bronx Zoo Program)
- Adolescence Chemistry
- Adolescence Earth Science
- Adolescence English
- Adolescence Math
- Adolescence Physics
- Adolescence Social Studies

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

TESOL Education
- Teaching English to Speakers of Other Languages (TESOL track 1 and track 2)

The Advanced Teacher Education Programs
- Childhood Special Education
- Curriculum and Teaching
- Early Childhood Special Education
- Literacy Education Birth-Grade 6
- Literacy Education Grades 5-12
- TESOL Advanced Certificate

Extensions
- Adolescence Special Education Extension (biology, chemistry, earth science, English, mathematics, physics, social studies)
- Bilingual Education Extension (early childhood, childhood, and adolescence)
- Middle Childhood Extension (biology, chemistry, earth science, English, mathematics, physics, social studies)
The Division of Curriculum and Teaching offers a broad range of graduate degree and non-degree 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 preparing for second careers, as well as for recent college graduates. Graduates of these programs are eligible for endorsement for New York state teacher certification.

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

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

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

Initial Teacher Certification Programs (Master of Science in Teaching - M.S.T.)

The Initial Teacher Education (ITE) programs described in this bulletin lead to eligibility for Fordham endorsement in 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 prepare for careers in teaching. 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. Many programs are offered at both the Lincoln Center and Westchester campuses. Most programs have full- and part-time options.

The ITE programs are based on the reflective practitioner model with cohorts of students forming communities for reflection on learning and teaching. Each cohort progresses through a sequence of coordinated courses and field experiences designed to link theory and practice. Graduates of the programs are highly qualified teachers who respect individuals in a multicultural/multilingual society, excel in academic disciplines, acquire a broad knowledge base, demonstrate concern for the individual, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning.

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

Pass rates for Fordham’s initial teacher education program graduates on the New York State Teacher Certification Examinations (NYSTCE) have been more than 95 percent each year. See page 6 for additional information.

Candidates preparing to be early childhood classroom teachers (birth–grade 2) have a choice of three programs: Early Childhood Education, Early Childhood Special Education (a dual certificate program), or Early Childhood and Childhood Education (a dual certificate program). Full- and part-time options are offered at the Lincoln Center campus. Selected courses are available at the Westchester campus for these programs.

Candidates preparing to be childhood classroom teachers (grades 1–6) have a choice of five programs: Childhood Education, Early Childhood and Childhood Education, Childhood Special Education, and Bilingual Childhood Education. Full- and part-time options are offered at the Lincoln Center and Westchester campuses for these programs. Courses for the bilingual extension may only be offered 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 content subject in grades 7 through 9, based on the discipline area of the candidate’s undergraduate major.

Candidates preparing to be secondary teachers (grades 7–12) have a choice
of eight discipline specializations in Adolescence Education: biology, chemistry, earth science, mathematics, English, social studies, special education, mathematics, or physics. In addition, we offer a bilingual extension in Adolescence Education. Full- and part-time options are offered at the Lincoln Center campus for these programs. Some courses are offered at the Westchester campus.

Admissions Requirements
Applicants for any of the initial teacher education programs must meet the general requirements for admission to graduate study listed on pages 11 to 13, as well as these ITE requirements:
• baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
• a minimum undergraduate grade point average of approximately 3.0 (B or better)
• two reference reports: academic and professional
• satisfactory command of oral and written English as evidenced through an admissions essay and/or interview
• Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  IELTS*: 7 for General Test Score, no subtest can be lower than 6
  TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
*Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements
Once admitted, teacher candidates must meet these requirements for matriculation:
• proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
• proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, Admissions Office
• proof of registration for the first semester of coursework, under advisement of the appropriate ITE Program Coordinator

NYS Certification Requirements
Teacher candidates who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible for and will receive Fordham University’s endorsement for New York state initial certification in their program area provided they also have:
• earned a passing score on the relevant New York state teacher examinations (LAST, ATS-W, and CST),
• completed a workshop in child abuse identification and reporting (EDGE 0210) taught by a New York state-qualified instructor (Fordham routinely arranges for a state-qualified instructor to teach this workshop on campus; a fee for this workshop is paid directly to the agency providing the instruction.),
• completed a workshop in school safety and violence education (EDGE 0230) taught by a New York state-qualified instructor (Fordham routinely arranges for a state-qualified instructor to teach this workshop on campus; a fee for this workshop is paid directly to the agency providing the instruction.),
• gained mastery of content in drug and alcohol education (EDGE 0220) introduced through workshops arranged at Fordham for no additional fee,
• completed fingerprint requirements,
• completed a three-hour workshop in autism (for special education certification).

Early Childhood Education Programs
Early learning experiences have a significant effect on an individual. For students with special educational needs, the early years are especially critical. The Division of Curriculum and Teaching offers three programs in initial teacher education for persons preparing to be early childhood (birth–grade 2) classroom teachers:
• Early Childhood Education
• Early Childhood Special Education (a dual certificate program)
• Early Childhood and Childhood Education (a dual certificate program)

The programs provide candidates with the special knowledge, skills, and experiences needed for working effectively with all children in the early childhood years (birth–grade 2). The programs have an emphasis on preschool and primary education. In addition, we offer TESOL advanced certificate and the bilingual extension programs. Each has full-time and part-time options at the Lincoln Center campus.

Admission Requirements
Applicants to all early childhood programs must meet the general requirements for admission to graduate degree study on pages 11 to 13, and the requirements for admission to initial teacher education programs on this page. In addition, applicants for any of the early childhood programs must have
• an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards: for example, English, American or comparative literature, mathematics, an area of science, modern languages, media studies, 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 analysis, and expression and communication;
• at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education.

These courses may be part of or in addition to a liberal arts major/concentration.

**Early Childhood Education**

**Master of Science in Teaching Early Childhood Education (36 credits)**

*NYSED 25484/25487, HEGIS 0802*

The 36-credit master’s degree program in early childhood education combines coursework in child development, effective instructional practices for young children, professional studies, and related field experiences and student teaching, which provide a beginning teacher with the knowledge and skills needed to be an effective early childhood teacher. Graduates of the program are qualified and endorsed for New York state teaching certification in early childhood education.

The program is approved by the National Association for the Education of Young Children (NAEYC), the national professional organization in early childhood education.

**Program of Study**

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<tr>
<td>CTGE 5201</td>
<td>Student Teaching Seminar: Issues in Reflective Practice</td>
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<tr>
<td>CTGE 0707</td>
<td>Early Childhood Education Portfolio</td>
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</tbody>
</table>

**CTGE 5850** Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices

**Early Childhood Special Education (dual certification)**

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

*NYSED 25485/25488, HEGIS 0808*

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

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<tr>
<td>CTGE 5245</td>
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<td>CTGE 5411</td>
<td>Perspectives and Issues in Early Childhood Special Education</td>
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<td>PSGE 5301</td>
<td>Psychological Factors in Young Children with Disabilities</td>
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<tr>
<td>CTGE 5421</td>
<td>Planning Instruction for Young Children with Disabilities</td>
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</tbody>
</table>

**CTGE 5157** Assessment Strategies for Young Children with Disabilities

**CTGE 5201** Student Teaching Seminar: Issues in Reflective Practice

**CTGE 0707** Early Childhood Education Portfolio

**CTGE 5850** Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices

**Early Childhood and Childhood Education (dual certification)**

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

*NYSED 25435/25445, HEGIS 0802*

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

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<td>CTGE 5548</td>
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<td>CTGE 5227</td>
<td>Teaching Mathematics to Children</td>
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</tbody>
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**CTGE 5505** Foundations of Language and Literacy Education

**CTGE 5534** Beginning Reading and Writing in Inclusive Classrooms

**PSGE 5301** Psychological Factors in Young Children with Disabilities
### Child Development and Family Studies

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<td>Teaching Science and Technology to Children</td>
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<td>Teaching the Arts in Childhood Education</td>
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<td>CTGE 0704</td>
<td>Childhood Education Portfolio</td>
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### 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 six 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 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 certification as a childhood 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 9, based on the discipline area of the candidate’s undergraduate major.

Other options offered are the TESOL advanced certificate and the bilingual extension programs. Each program has full-time and part-time options at the Lincoln Center and Westchester campuses.

### Admission Requirements

Applicants to all childhood programs must meet the general requirements for admission to graduate degree study on pages 11 to 13, and the requirements for admission to initial teacher education programs on page 32.

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 the New York state student learning standards, including English, American or comparative literature, mathematics, an area of science, modern languages, media studies, 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 analysis and expression, and communication

Candidates for the bilingual extension must provide evidence of their competence in a language other than English by earning a passing score on the NYSED Target Language Examination.

### Childhood Education

**Master of Science in Teaching Childhood Education (36 credits)**

NYSED 25431/25441, HEGIS 0802

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

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</table>
Childhood Special Education

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

The 45-credit master’s degree program in childhood special education is an integrated dual certificate program, and leads to New York state teaching certification on a childhood teacher (grades 1–6) and as a teacher of children with disabilities in childhood education. 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 nationally recognized by the Council for Exceptional Children.

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<tr>
<td>CTGE 0704</td>
<td>Childhood Education Portfolio</td>
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Early Childhood and Childhood Education

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

The 45-credit master’s degree program in early childhood and childhood education is an integrated dual certificate program and leads to New York state teaching 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. Experience is included in both early childhood and childhood settings.

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Bilingual Childhood Education

Master of Science in Teaching in Bilingual Childhood Education (48 credits)

The 48-credit master’s degree program in bilingual childhood education leads to New York state teaching certification as a childhood education teacher and an extension to the certificate for bilingual education. The program, for candidates who demonstrate proficiency in a language other than English, integrates coursework in child development in a language other than English 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 the transcripts of having completed undergraduate studies in the target language; or (3) agreeing to complete successfully two courses in the target language.

Specific admission requirement: Candidates for the Bilingual Childhood Education program must demonstrate proficiency in a language other than English 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 the transcripts of having completed undergraduate studies in the target language; or (3) agreeing to complete successfully two courses in the target language.

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Multigrade (K-12) Program
A unique, 36-credit comprehensive master’s degree program for individuals seeking to obtain initial certification as a teacher of students for whom English is not their first language is offered for full-time and part time students.

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 25421/25419, HEGIS 1508
The 36-credit master’s degree program in teaching English to speakers of other languages prepares candidates to teach students who are 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 qualify and are endorsed for New York state teaching certification as a Teacher of English to Speakers of Other Languages.
Specific admissions requirements:
In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the TESOL program must have the following:
- college-level coursework in English, mathematics, science, and social studies
- a 30-credit major or concentration in the liberal arts, for example, English language arts, social studies, science, technology, or mathematics
- Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS*: 7 for General Test score, no subtest can be lower than 6
  - TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
  *Scores can be no more than two years old.
- 12 college credits in a language other than English
- college-level study in the following general education core areas: artistic expression, communication and information retrieval, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, and written analysis and expression. The program requires at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education. These courses may be part of or taken in addition to a liberal arts major/concentration.

Program of Study
EDGE 6101  Race and Multicultural Education
or
UEGE 5102  Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5155  Special Education Foundations
CTGE 5245  Children’s Literature in a Multicultural Society
CTGE 5842  Second Language Acquisition and Assessment
CTGE 5845  Integrating English Language Arts Across the Content Areas in the ESL Classroom
CTGE 5846  Teaching English Literacy to Culturally and Linguistically Diverse Students
CTGE 6401  Teaching the Structure of the English Language
PSGE 5316  Psychology of Child Development and Learning
or
PSGE 5318  Human Development and Learning: Pre School to Grade 12

Technology — 3 credits from:
CTGE 5910  Computers and Technology for Educators
CTGE 5912  Internet Applications and Distance Education
PSGE 6565  Media and Technology: Applications to Instruction

Electives — 3 credits from:
CTGE 5841  Principles of Bilingual Education
CTGE 5844  Development of Communication Skills in English Language Learners

Field Experience and Student Teaching
CTGE 5848  Student Teaching Seminar: Issues in Reflective Practice
CTGE 5849  Observing and Documenting Children’s Learning: Reflective and Effective English as a Second Language Practices

Comprehensive Assessment
CTGE 0712  TESOL Portfolio
Adolescence Education Programs

The Division of Curriculum and Teaching offers several programs of study for persons preparing to teach adolescents in secondary school (grades 7–12). The programs build on previously acquired subject-matter knowledge, and provide candidates with the knowledge and skills they need in adolescent development, instructional strategies and methods appropriate to their subject matter and for adolescents, 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 36 credits (a major or equivalent) in the area of anticipated 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, and written analysis and expression. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Adolescence Biology/Conservation Life Science 7-12

Master of Science in Teaching Adolescence Biology/Conservation Life Science (36 credits)

NYSED 31986, HEGIS 0401.01

The master’s program shares six core courses with the Initial Teacher Education programs in the pedagogical core, covering topics of teaching methodology; keys to adolescent learning; and the historical, multicultural, and philosophical foundations of American education. The balance of the coursework, six courses, will be offered by the Wildlife Conservation Society, the Bronx Zoo, and New York Aquarium. The science content will focus on topics including conservation biology, habitat ecology, and human impact on ecosystems.

Accepted students will enter the program together as a learning cohort. They will begin their studies in summer and will take additional courses during the fall semester, the spring semester, and the following summer sessions.

The master’s program is aligned with current requirements of the New York State Department of Education. In addition, the courses are responsive to the standards of both the Interstate New Teacher Assessment and Support Consortium and the National Science Teacher Association. Graduates of the program will be eligible for New York state initial teacher certification in Adolescence Biology/Conservation Life Science Education (grades 7–12) once they apply and are approved by the New York State Education Department (NYSED).

In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the Wildlife Conservation Society/Graduate School of Education Adolescence Biology/Conservation Life Sciences (grades 7–12) program must have:

- an earned degree in life science (or a related degree, for example, in conservation biology or other biological science) with a minimum of 30 credits in coursework focusing on themes identified by NYSED (anatomy, physiology, behavior, cell biology, biological diversity, ecology, evolution, genetics, growth, biology, and microbiology), and 16 credits in other sciences

- completion of college-level work in literature, written analysis, expression and communication, artistic expression, a language other than English, scientific processes, mathematical processes, and concepts in history/social science

Program of Study

Summer — 9 credits

(Student teaching Experience-Part 1
Includes two weeks of field observation and five weeks of student teaching)

- CTGE 5154 Including Exceptional Students
- BZGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
- CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Math
- BZGE 5274 Teaching and Assessing Conservation Life Science: Adolescents

Fall — 9 credits

(Student teaching Experience-Part 2
Includes two weeks of field observation and five weeks of student teaching)

- CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
- BZGE 5275 Integrating Conservation Life Science, Math, and Technology
- BZGE 5308 Student Teaching Adolescents: Research and Reflective Practice

Summer 2—6 credits

- UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
- CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
- BZGE 0709 Adolescence Portfolio

Adolescence Biology 7-12

Master of Science in Teaching Adolescence Biology (36 credits)

NYSED 25525/25534, HEGIS 0401

The 36-credit master’s degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Biology grades 7–12.
Specific admissions requirements:
In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the Adolescence Biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 36 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Math
CTGE 5271 Teaching and Assessing Biology: Adolescents
CTGE 5631 Science Curriculum and Instruction
CTGE 0709 Adolescence Education Portfolio
CTGE 6260 Media, Literacy, and Technology
CTGE 5275 Integrating Math, Science, and Technology Education

Adolescence Chemistry 7-12
Master of Science in Teaching Adolescence Chemistry (36 credits)
NYSED 25526/25533, HEGIS 1905

The 36-credit master’s degree program in adolescence chemistry prepares candidates to teach chemistry as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state teaching certification as Teacher of Chemistry 7–12.

Specific admissions requirements:
In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the adolescence chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 36 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Math
CTGE 5271 Teaching and Assessing Biology: Adolescents
CTGE 5631 Science Curriculum and Instruction
CTGE 6260 Media, Literacy, and Technology
CTGE 0709 Adolescence Education Portfolio
CTGE 5275 Integrating Math, Science, and Technology Education

Adolescence Earth Science Education 7-12
Master of Science in Teaching Adolescence Earth Science (36 credits)
NYSED 34419/34420, HEGIS 1917.01

The 36-credit master’s degree program in adolescence earth science education prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Earth Science 7–12.

Specific admissions requirements:
In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, 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 36 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 student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5302 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Math
CTGE 5271 Teaching and Assessing Biology: Adolescents
CTGE 5631 Science Curriculum and Instruction
CTGE 6260 Media, Literacy, and Technology
CTGE 0709 Adolescence Education Portfolio
CTGE 5275 Integrating Math, Science, and Technology Education
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5304 Creating Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5631 Science Curriculum and Instruction
CTGE 5154 Including Exceptional Children
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5272 Teaching and Assessing Science in Adolescent Classrooms (7-12)
CTGE 6260 Media Literacy Technology
Adolescence English 7–12

Master of Science in Teaching
Adolescence English (36 credits)
NYSED 25527/25531, HEGIS 1501
The 36-credit master’s degree program in adolescence English prepares candidates to teach English as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of English 7–12.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the adolescence English program must have an earned degree in English or its equivalent, with a minimum of 36 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written composition, literary criticism, women writers, and media studies. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5203 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5531 Foundations of Adolescent Literacy and English Language Teaching and Assessment English Language Arts: Adolescents
CTGE 5536 Assessing and Developing Literacy English Language Arts Education
CTGE 5540 Adolescent Literature in a Multicultural Society
CTGE 0709 Adolescence Education Portfolio
CTGE 6261 Media Literacy Technology

Adolescence Physics 7–12

Master of Science in Teaching
Adolescence Physics (36 credits)
NYSED 25528/25532, HEGIS 1902
The 36-credit master’s degree program in adolescence 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 as Teacher of Physics 7–12.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the adolescence physics program must have an earned degree in physics or related area (for example, physical science) with a minimum of 36 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 36 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. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, as well as attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5203 Psychology of Adolescent Development and Learning
CTGE 5531 Foundations of Adolescent Science
CTGE 5838 Teaching and Assessment English Language Arts: Adolescents
CTGE 5536 Assessing and Developing Literacy English Language Arts Education
CTGE 5540 Adolescent Literature in a Multicultural Society
CTGE 0709 Adolescence Education Portfolio
CTGE 6261 Media Literacy Technology

Adolescence Social Studies 7–12

Master of Science in Teaching
Adolescence Social Studies (36 credits)
NYSED 25529/25530, HEGIS 2201
The 36-credit master’s degree program in adolescence 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.

Specific admissions requirements: In addition to the general requirements for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the adolescence social studies program must have an earned major in history or its equivalent with a minimum of 30 credits in social studies coursework. This content must include study in the following areas: U.S. history, U.S. government and political science, geography, sociology, economics, non-U.S. history, science/technology/society, civics, psychology, cultural studies/anthropology, and global connections. Of these, at least 21 credits must be in the study of history and/or geography. A grade of C+ or above is required for a course to be counted toward these totals, and an average of B or above is required for all social studies coursework. Otherwise
qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to student teaching. An interview, or attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5260 Teaching Social Studies to Adolescents
CTGE 5549 Assessing and Developing Adolescent Reading and Writing in Social Studies, Science, and Math
CTGE 5791 Social Studies Curriculum and Instruction
CTGE 5259 Contemporary Social Studies Education
CTGE 0709 Adolescence Education Portfolio
CTGE 6261 Media Literacy Technology

Adolescence Mathematics 7-12

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

NYSED 28440, HEGIS 1701.01

The 36-credit master’s degree program in adolescence mathematics prepares candidates to teach mathematics as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Mathematics 7–12.

Specific admissions requirements:
In addition to the general requirement for graduate study and for initial teacher education programs listed on pages 11 to 13 and 32, candidates for the adolescence mathematics program must have an undergraduate major in mathematics or its equivalent with a minimum of 27 credits in specific mathematics content areas. Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to student teaching. An interview, or attendance at an Adolescence M.S.T. open house, is recommended.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5304 Learning Environments for Diverse Adolescents: Reflective Field Experience
CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5549 Assessing and Developing Adolescent Reading and Writing in Social Studies, Science, and Math
CTGE 5791 Social Studies Curriculum and Instruction
CTGE 5259 Contemporary Social Studies Education
CTGE 0709 Adolescence Education Portfolio
CTGE 6662 Teaching Geometric Concepts
CTGE 5275 Integrating Math, Science, and Technology Education

Adolescence Special Education Programs

Educating with Equity for Exceptional Adolescents

The Division of Curriculum and Teaching offers four programs to prepare educators for different roles in adolescence special education. 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 the all Educating with Equity for Exceptional Adolescents programs is successful completion of college-level study in the liberal arts and sciences. Sequential study in a subject or interdisciplinary field of at least 30 semester hours providing breadth and depth in a subject is required. This essential general education foundation is assured at the time of application through transcript review and an admission criterion of an undergraduate GPA of approximately 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, including artistic expression, communication, information retrieval, concepts in history and social sciences (6 credits), humanities, a language other than English, scientific processes (6 credits), mathematical processes (6 credits), literature analysis (3 credits), and written analysis and expression (3 credits).

Otherwise qualified candidates who lack coursework in specified areas may be admitted conditionally but must make up the content deficit prior to student teaching.

Adolescence Special Education (Grades 7-12)

Master of Science in Teaching Exceptional Adolescents (30 credits)

Master of Science in Teaching Exceptional Adolescents (Students with Disabilities 7-12 Generalist)

The 30-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.

**Program of Study**

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5305 Teaching Linguistically and Culturally Diverse Students
CTGE 5536 Assessing and Developing Literacy English Language Arts Education or CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5155 Special Education Foundations: Past, Present, Future +
CTGE 5165 Consultation and Co-Teaching in Collaborative Learning Environments +
CTGE 5170 Assessment of All Learners with Disabilities +
CTGE 5175 Teaching English Language Arts and History in Inclusive Adolescence Classrooms +
CTGE 5176 Teaching Math and Science in Inclusive Adolescence Classrooms +

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

**Master of Science in Teaching Exceptional Adolescents with Subject Extension (36 credits)**

The 36-credit master’s degree program in adolescence special education prepares teachers to be the teacher of record for a special class in the subject area of the extension. In addition, candidates will also be qualified for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences emphasize the subject area of the extension while developing 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 extension in biology, chemistry, physics, earth science, social studies, mathematics, or English language arts.

In addition to the content core requirements, applicants for an extension certification must complete these content core requirements:

**Biology Extension:** Complete or have completed 18 credits or more in a biology major or concentration, including coursework in these areas: anatomy and physiology, ecology, evolution, genetics, cell biology, microbiology, behavior, diversity, growth, and human biology.

**Chemistry Extension:** Complete or have completed 18 credits or more in a chemistry major or concentration, including coursework in these areas: inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry, and biochemistry.

**Earth Science Extension:** Complete or have completed 18 credits or more in an earth science major or concentration, including coursework in these areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

**Physics Extension:** Complete or have completed 18 credits or more in a physics major or concentration including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radio activity, and quantum mechanics.

**English Extension:** Complete or have completed 18 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural writers, women writers, literary criticism, and written composition.

**Mathematics Extension:** Complete or have completed 18 credits or more in a mathematics major or concentration.

**Social Studies Extension:** Complete or have completed 18 credits or more in a social studies (history or other related subject) major or concentration, including a coursework in these areas: U.S. history, Western civilization, U.S. government/political science, economics, geography, cultures, and sociology/anthropology/psychology. A candidate shall complete the 18 semester hours through a combination of study in United States history, world history, and geography.

**Program of Study**

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5305 Teaching Linguistically and Culturally Diverse Students
CTGE 5536 Assessing and Developing Literacy English Language Arts Education or CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 5155 Special Education Foundations: Past, Present, Future +
CTGE 5165 Consultation and Co-Teaching in Collaborative Learning Environments +
CTGE 5170 Assessment of All Learners with Disabilities +
CTGE 5175 Teaching English Language Arts and History in Inclusive Adolescence Classrooms +
CTGE 5176 Teaching Math and Science in Inclusive Adolescence Classrooms +

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

**Biology, Chemistry, Physics, Earth Science**

CTGE 5272 Teaching and Assessing Science +
CTGE 5631 Science Curriculum and Assessment +
CTGE 5275 Integrating Math, Science, and Technology Education

**Social Studies**

CTGE 5261 Teaching Assessment in Social Studies: Adolescents
CTGE 5791 Social Studies Curriculum
CTGE 5259 Contemporary Social Studies Education

**Mathematics**
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, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

Adolescence English 7-12, Students with Disabilities Generalist 7-12 — English: Have an earned degree in English or its equivalent with a minimum of 30 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written 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 27 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 study in the following areas: U.S. history, U.S. government and political science, geography, sociology, economics, non-U.S. history, science/technology/society, psychology, cultural studies/anthropology, and global connections. In all, at least 21 credits must be in the study of history and geography.

Note: Because all candidates must pass PSGE 5203 Psychology of Adolescent Development and Learning, the programs do not require a psychology course as a prerequisite.

Program of Study

UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5305 Teaching Linguistically and Culturally Diverse Students
CTGE 5536 Assessing and Developing Literacy or CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics
CTGE 5304 Creating Learning Environments for Diverse Adolescents
CTGE 5308 Student Teaching Adolescents: Research and Reflective Practice
CTGE 6261 Media Literacy Technology
CTGE 5155 Special Education Foundations: Past, Present, Future*
CTGE 5165 Consultation and Co-Teaching in Collaborative Learning Environments*
CTGE 5170 Assessment of All Learners with Disabilities*
CTGE 5175 Teaching English Language Arts and History in Inclusive Adolescence Classrooms+
CTGE 5176 Teaching Math and Science in Inclusive Adolescence Classrooms+

*Courses require eight to 10 fieldwork hours with students with disabilities.
Advanced and Specialist Teacher Education Degree Programs

(Master of Science in Education - M.S.E.)

Several programs are designed for certified teachers who seek to develop professional competencies in specialized areas. These programs lead to a master's degree in education and certification in a specialization. The programs address the following areas: Early Childhood Special Education, Childhood Special Education, Literacy Education: Birth–Grade 6, and Literacy Education: Grades 5–12.

Early Childhood Special Education

Master of Science in Education Early Childhood Special Education (30 credits)
NYSED 25486/25489, HEGIS 0808

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 pages 11 to 13 and 32, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.

Program of Study
EDGE 6101 Race and Multicultural Education
CTGE 6192 Research in the Teaching Process
CTGE 5154 Including Exceptional Students
CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms
CTGE 5234 Family, Community, and All Young Children
CTGE 5411 Perspectives and Issues in Early Childhood Special Education

Childhood Special Education

Master of Science in Education Childhood Special Education (30 credits)
NYSED 25434/25444, HEGIS 0808

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 pages 11 to 13 and 32, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Program of Study
CTGE 5154 Including Exceptional Students
PSGE 5301 Psychological Factors in Young Children with Disabilities
PSGE 5500 Psychological Factors in Children with Disabilities
CTGE 5421 Planning Instruction for Young Children with Disabilities
CTGE 5157 Assessment Strategies for Young Children with Disabilities
CTGE 5222 Practicum for In-Service Teachers
CTGE 0707 Early Childhood Education Portfolio

 Literacy Education (Birth–Grade 6)

Master of Science in Education Literacy Education Birth–Grade 6 (36 credits)
NYSED 25425/25423, HEGIS 0830.1

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.

Specific admission requirements: In addition to the general admission and completion requirements for master’s level graduate study listed on pages 11 to 13 and 32, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood, childhood, or P–12 teacher (nine credits in Literacy Education and six credits in Inclusion/Special Education). The program is organized for students to enroll in specific experiences in a faculty-determined sequence; specifically CTGE 6500, typically the first course in the program, precedes CTGE 6501; CTGE 6012 precedes CTGE 6016. CTGE 6551 is the final course in the program, taken with at most one elective course. Students are required to confer with their faculty adviser each semester during advance registration.

**Program of Study**

**Required courses (30 credits)**
- CTGE 0710 Portfolio for Reading and Literacy Education
- CTGE 6500 Linguistic and Cognitive Dimensions of Literacy
- CTGE 6501 Sociocultural and Developmental Dimensions of Literacy
- CTGE 6326 Perspectives on Standardized Language and Literary Assessments: Policy and Practice
- CTGE 5840 Second Language Acquisition
- CTGE 6012 Assessment and Development of Literacy Processes, Birth–Grade 6: Practicum I
- CTGE 6002 Beginning Literacy Development in Inclusive Classrooms
- CTGE 6008 Critical Literacy, Inquiry, and Literatures for Children
- CTGE 6004 Instructional Practices for Writing Across the K–6 Curriculum
- CTGE 6016 Research and Practice for Struggling Readers and Writers, Grades 1–6: Practicum II
- CTGE 6551 Reflective Seminar for Literacy Leaders

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

**Electives (6 credits) by advisement**
- CTGE 6600 Emerging Literacy Development
- CTGE 5455 Teaching Reading Skills to Children with Learning Disabilities
- CTGE 6532 Developing Literacy in Intermediate-Level Inclusive Classrooms
- CTGE 6608 Literacy Institute
- CTGE 5833 Reading, Writing, and the Arts
- CTGE 5846 Teaching Reading and Writing to English Language Learners
- CTGE 6261 Computers in Reading, Writing, and Social Studies
- CTGE 7593 Administration and Supervision of Literacy Programs
- CTGE 6402 Reading, Writing, and Literature in ESL Classrooms Pre-K-12

**Literacy Education (Grades 5 through 12)**

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

NYSED 25426/25424, HEGIS 08301

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 requirement for professional certification in the area of their initial certification.

The 36-credit master’s degree in literacy education grades 5 through 12 is designed for certified middle childhood, subject specialist teachers 7–12 and those preparing for professional responsibilities designing, implementing, and assessing reading and literacy programs for grades 5 through 12. It enhances teachers’ understanding of reading-writing-learning connections and promotes their skills to help students from diverse backgrounds become confident, successful lifelong learners, drawing on their literacy proficiencies. The program is based on a reflective-practitioner model and theory-driven practice. Cohort programs for part-time and full-time students are available.

Specific admission requirements: In addition to the general admission and completion requirements for master’s level graduate study listed on pages 11 to 13 and 32, candidates must provide evidence of their initial/provisional or permanent/professional certification as a middle childhood or specialist teacher grades 7 through 12, six credits in literacy education and six credits in Inclusion/Special Education.

The program is organized for students to enroll in courses in a faculty-determined sequence; specifically CTGE 6500, typically the first course in the program, precedes CTGE 6501; CTGE 6014 precedes CTGE 6018. CTGE 6551 is the final course in the program, taken with at most one elective course. Students admitted are required to confer with their faculty adviser each semester during advance registration.

**Program of Study**

**Required courses (30 credits)**
- CTGE 0710 Portfolio for Reading and Literacy Education
- CTGE 6500 Cognitive and Linguistic Dimensions of Literacy
- CTGE 6501 Sociocultural and Developmental Dimensions of Literacy
- CTGE 6326 Perspectives on Standardized Language and Literary Assessments: Policy and Practice
- CTGE 5840 Second Language Acquisition
- CTGE 6014 Assessment and Development of Literacy Processes, 5–12: Practicum I
- CTGE 6532 Developing Literacy in Intermediate-Level Inclusive Classrooms
- CTGE 6010 Critical Literacy, Inquiry, and Literatures for Adolescents
- CTGE 6006 Instructional Practices for Writing Across the 5–12 Curriculum
- CTGE 6018 Research and Practice for Struggling Readers and Writers, Grades 5–12: Practicum II
- CTGE 6551 Reflective Seminar for Literacy Leaders

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

**Electives (6 credits) by advisement**
- CTGE 5455 Teaching Reading Skills to Children with Learning Disabilities
- CTGE 5540 Adolescent Literature in a Multicultural Society
- CTGE 5547 Reading and Writing in Content Areas
- CTGE 6608 Literacy Institute
Certification, Extension Teacher Education Programs
(Nondegree)

For certified teachers seeking extensions in their initial certification area(s), there are many programs offered. All lead to Fordham University endorsement for NYS certification in these extension areas. The extension areas include: Bilingual Education for Special, General, and Adolescence Education; or Special Education for TESOL; Middle Childhood extensions (Grades 7-9) in Biology, Chemistry, English, Physics, Social Studies, and Mathematics; Exceptional Adolescents with Subject Extensions; and TESOL (Pre-K-Grade 12).

Bilingual Education Extensions

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

**NYSED 32678/32679, HEGIS 0899.60/0899.00**

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

**Admissions Requirements**

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

- a copy of NYS 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
- competence in a 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; or (3) agreeing to complete successfully two courses in the target language
- Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test).

The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:

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

Scores can be no more than two years old.

- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

**Program of Study**

CTGE 5841 - Principles of Bilingual Education
CTGE 5842 - Second Language Acquisition and Assessment
CTGE 5844 - Development of Communication Skills in the Native and Second Language
CTGE 5851 - Bilingual Curriculum Materials Workshop: Content Areas
CTGE 5852 - Bilingual/ESL Curriculum Development: Reading and Language Arts

Special Education:

**Bilingual Education Extension (ITI)**

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

**NYSED 32725/32799, HEGIS 0899.50**

The Special Education Bilingual Education Extension Program in Early Childhood, Childhood, or Adolescence Education (any adolescence certification) is for teachers who already possess initial, provisional, permanent, or professional certification in 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 Admissions Requirements**

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

- a copy of NYS Initial/Provisional/Professional or Permanent Certification as a classroom teacher (special education) or proof of matriculation in a teacher education program (special education) at Fordham University
• competence in a language other than English, as demonstrated by 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; or (3) agreeing to complete successfully two courses in the target language

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

• minimum of 3.0 GPA in graduate work
• two professional/academic recommendations

Program of Study
CTGE 5841 Principles of Bilingual Education
CTGE 5844 Development of Communications Skills in the Native and Second Language Arts
CTGE 5851 Bilingual Curriculum Materials Workshop: Content Areas
CTGE 5852 Bilingual/ESL Curriculum Development: Reading and Language Arts
CTGE 6781 Instructing the Bilingual Special Education Student

Special Education: Teaching English to Speakers of Other Languages Extension Certificate

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

The Special Education English as a Second Language Extension Program in Early Childhood, Childhood, or Adolescence Education (any adolescence certification) is for teachers who already possess initial, provisional, permanent, or professional certification in special education. Individuals who are matriculated in an initial teacher education program in special education at Fordham University may apply. Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program in special education at Fordham University may also apply. The 15-credit program leads to an endorsement for an extension to the special education certification to teach ESL special education. The program does not lead to an academic degree.

Specific Admissions Requirements
In addition to the general admissions requirements, applicants must have the following:
• a copy of NYS Initial/Provisional/Professional or Permanent Certification as a classroom teacher (special education) or proof of matriculation in a teacher education program (special education) at Fordham University
• competence in a language other than English, as demonstrated by an oral and written assessment
• Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  IELTS*: 7 for General Test Score; no subtest can be lower than 6
  TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
* Scores can be no more than two years old.

• minimum of 3.0 GPA in graduate work
• two professional/academic recommendations

Bilingual Extension in Adolescence Education (12 credits)

Candidates in any of the specializations of Adolescence Education may choose to add an extension to the certificate for bilingual education. This will qualify them to teach in grades 7 through 12, in bilingual and regular classrooms. The program, for candidates who demonstrate proficiency in any language other than English, integrates knowledge in the acquisition of a second language, development of literacy skills in English language learners, and specialized knowledge and skills needed to address student learning needs in a bilingual classroom, in grades 7 through 12.

Specific admission requirement:
Candidates for the Bilingual Extension in Adolescence Education program must demonstrate proficiency in a language other than English by earning a passing score on the NYSED Target Language Examination.

Program of Study
CTGE 5840 Second Language Acquisition and Assessment
CTGE 5841 Principles of Bilingual Education
CTGE 5844 Development of Communication Skills in ELL Students
CTGE 5851 Bilingual Curriculum Materials Workshop: Content Areas in the ESL Classroom
Middle Childhood Extension Programs

The Middle Childhood Extension programs are open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6). The nine-to 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 25438/25448, HEGIS 5503

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in a biology major or concentration, including coursework in these areas: anatomy and physiology, ecology, evolution, genetics, cell biology, microbiology, behavior, diversity, growth, and human biology.
• Take a minimum of nine credits with middle childhood focus.

Program of study
PSGE 6302 Psychology of Adolescent Development and Learning
CTGE 5279 Contemporary Science Education
CTGE 5270 Teaching Biology to Adolescents
CTGE 5532 Developing Literacy in Intermediate Grades

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

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

Program of study
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5279 Contemporary Science Education
CTGE 5280 Teaching Chemistry to Adolescents
CTGE 5532 Developing Literacy in Intermediate Grades

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

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural writers, women writers, literary criticism, and written composition.
• Take a minimum of nine credits with middle childhood focus.

Program of study
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5279 Contemporary Science Education
CTGE 5532 Developing Literacy in Intermediate Grades

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

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in a physics major or concentration, including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radioactivity, and quantum mechanics.
• Take a minimum of nine credits with middle childhood focus.

Program of study
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5279 Contemporary Science Education
CTGE 5290 Teaching and Assessing Physics: Adolescents
CTGE 5549 Assessing and Developing Reading and Writing in Social Studies, Science, and Math

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

Admission Requirements
• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs.
• Complete or have completed 30 credits or more in a social studies (history or other related subject) major or concentration, including coursework in these areas: U.S. history, Western civilization, U.S. government/political science, economics, geography and cultures, and sociology/anthropology/psychology.
• Take a minimum of nine credits with middle childhood focus.
Program of Study
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5260 Teaching and Assessing Social Studies: Adolescents
CTGE 5541 Assessing and Developing Reading and Writing in Social Studies, Science, and Math
CTGE 5791 Social Studies Curriculum

Certificate in Middle Childhood Mathematics 7–9 (12 credits)
NYSED 28443, HEGIS 0804.03

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

This extension certificate is available. For more information, contact the Division of Curriculum and Teaching, Vice Chairperson for Initial Teacher Education, at (212) 636-7176 or 6446.

Program of Study
PSGE 5302 Psychology of Adolescent Development and Learning
CTGE 5275 Integrating Math, Science, and Technology Education
CTGE 5286 Teaching and Assessing Mathematics: Adolescents
CTGE 5541 Assessing and Developing Reading and Writing in Social Studies, Science, and Math

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

Pre-K to 12 Extension Program
TESOL — Grades Pre-K-12
Advanced Certificate in Teaching English to Speakers of Other Languages
NYSED 32677/32797, HEGIS 1508.00/0899.60
The Advanced TESOL Certificate program in Early Childhood, Childhood, or Adolescence Education (any adolescence certification) 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) 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 to endorsement for an extension to teach English as a second language. The program does not lead to an academic degree.

Admissions Requirements
In addition to the general admissions requirements, applicants must have the following:
- a copy of NYS 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 TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  *IELTS*: 7 for General Test Score, no subtest can be lower than 6
  *TOEFL*: 577 for paper test, 90 for Internet based (IBT) test
  *Scores can be no more than two years old.
- minimum 3.0 GPA in graduate work
- two professional/academic recommendations

Program of Study
CTGE 5841 Principles of Bilingual Education
CTGE 5842 Second Language Acquisition and Assessment
CTGE 5843 Integrating the English Language Arts across the Content Areas in the ESL Classroom
Non-Certification Teacher Education Programs

For candidates who are not seeking initial or additional NYS certification, there are several programs offered, namely: Curriculum and Teaching leading to a Master of Science degree in Education; Literacy Coaching for previously certified teachers and Literacy/Reading specialists; and a Master of Science degree with a specialization in Teaching English to Speakers of Other Languages, Track 2.

Curriculum and Teaching

Master of Science in Education
Curriculum and Teaching (30 credits)
NYSED 80001/77596, HEGIS 0829
The curriculum and teaching program provides a core of knowledge in professional studies and the opportunity to design, with an academic adviser, 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 admission and completion requirements for master’s level graduate study listed on pages 11 to 13 and 32, candidates must provide evidence of their initial/provisional or permanent/professional certification.

Program of Study
Professional Core (12 credits)

3 credits in curriculum theory:
CTGE 6195 Theory and Practice in Curriculum and Teaching

3 credits in cultural diversity from among:
CTGE 6810 Sociopolitical Dimensions of Education
EDGE 6101 Race and Multicultural Education in American Society

3 credits in individual diversity from among:
CTGE 5154 Including Exceptional Students
CTGE 5247 Teaching Linguistically and Culturally Diverse Students
CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescents
CTGE 5455 Teaching Reading to Children with Learning Disabilities
CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms
CTGE 6002 Beginning Literacy Development in Inclusive Classrooms

3 credits in research from among:
PSGE 5203 Introduction to Research
CTGE 6192 Research in the Teaching Process

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

Comprehensive Assessment (0 credits)
CTGE 0701 Comps-Core (0 credits)
CTGE 0702 Comps-Specialization (0 credits)

Advanced Certificate in Literacy Leadership/ Literacy Coaching
NYSED 32706, HEGIS 0899
The 15-credit program in Advanced Literacy Leadership Certificate is designed for the experienced teacher or administrator who has a master’s degree and teaching certification as a literacy/reading specialist, a classroom teacher, or a school administrator. The program design provides candidates with a core of knowledge in literacy leadership and the opportunity to select literacy courses related to their professional needs and interests. Candidates engage in research and reflect on evolving professional philosophies and proficiencies related to literacy leadership and instruction. The program enables candidates to explore approaches to developing, organizing, and evaluating literacy programs and acquire knowledge of supervision, coordination, and support of school personnel who are associated with literacy programs. (The Advanced Certificate in Literacy Leadership serves as a supplement for individuals who already possess New York state certification as a Literacy Specialist Birth-Grade 6 or Grades 5-12).

Program of Study
Content Core Requirements (12 credits)
CTGE 6400 Language for School Learning: Implications for Reading and Writing Programs
CTGE 5920 Adult Development & Adult Learning Theory
CTGE 7593 Administration and Supervision of Reading and Language Programs
CTGE 6991 Internship in Curriculum & Teaching

Elective (3 credits from the following advanced courses):
CTGE 7000 Literacy Institute
CTGE 7195 Current Curriculum Theories
CTGE 7220 The Dynamics and Dimensions of Teaching
CTGE 7591 Evaluation and Testing of Reading
CTGE 7843 Second Language Proficiency
CTGE 7844 Language & Educational Assessment in Multiple Language Settings

Others selected in consultation with academic adviser.
TESOL — Not for Teaching Certification (Track 2) Non Certification Programs

Master of Science in Teaching English to Speakers of Other Languages (33 credits)

NYSED 25422/25420, HEGIS 1508

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 education, 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 11 to 13 and 32, candidates must have the following:

• a 30-credit major or concentration in English language arts, social studies, science, technology, or mathematics
• Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum, current* test scores for English language proficiency for admission to the Graduate School of Education:
  IELTS*: 7 for General Test Score, no subset can be lower than 6
  TOEFL*: 577 for paper test, 90 for Internet based (IBT) test
*Scores can be no more than two years old.
• 12 college credits in a language other than English

Program of Study

EDGE 6101 Race and Multicultural Education,
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of Education
CTGE 5154 Including Exceptional Children
CTGE 5842 Second Language Acquisition and Assessment

CTGE 5245 Children’s Literature in a Multicultural Society
CTGE 5845 Integrating English Language Arts Across the Content Areas in the ESL Classroom
CTGE 5846 Teaching English Literacy to Culturally and Linguistically Diverse Students
CTGE 5847 Practicum in Teaching English to Speakers of Other Languages
CTGE 6401 Teaching the Structure of the English Language

Technology — 3 credits:

CTGE 5910 Computers and Technology for Educators

Electives — 6 credits:

CTGE 5855 Teaching English as a Second Language to Adults
CTGE 5849 Observing and Documenting Children’s Learning: Reflective and Effective English as a Second Language Practices

Comprehensive Assessment

CTGE 0712 TESOL Portfolio
Five-Year Integrated Teacher Education Programs
(B.A./B.S./M.S.T.)

Master of Science in Teaching Early Childhood Education; Master of Science in Teaching Childhood Education; Master of Science in Teaching English, Social Studies, Mathematics, Biology, Physics, or Chemistry

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-credit master’s degree (M.S.T) 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 B.A./B.S. in an approved liberal arts and science major, and a Master of Science degree in early childhood education (birth–grade 2), childhood education (grades 1–6), or adolescence education in teaching English, social studies, mathematics, biology, chemistry, or physics (grades 7–12) or Teaching English as a Second Language (TESOL). Dual certification and extensions may also be pursued in special education, middle childhood, and bilingual education. The programs are offered at the Lincoln Center and Westchester campuses.

Early advisement and coordination are important features of this integrated track. Students declare interest as early as freshman year and apply to GSE in the spring semester of junior year for early admission. Core and major courses should be chosen with the advice of both the University and Graduate School of Education advisers. The integrated track begins in senior year. Students take 12 GSE credits while completing Fordham University requirements. Fieldwork begins in sophomore year while participating in a reflective seminar. During the fifth year of the integrated track, students complete 24 graduate credits along with two semesters of students teaching—three full days in the fall semester and five full days in the spring. 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 standards approved by the Interstate New Teacher Assessment and Support Consortium (INTASC) 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.

Examples of approved majors for participation:

For early childhood (birth–grade 2) and childhood education (grades 1–6): African/African American studies, anthropology, art history, biology, chemistry, communications, computational mathematics, computer science, economics, English, fine arts, French, general science, history, information science, Italian, Latin American and Latino studies, mathematics, media studies, music, natural science, physics, political science, psychology, sociology, Spanish language and literature, Spanish studies, studio art, theater, and women’s studies.

For adolescence education in biology, chemistry, English, mathematics, history, and physics, students must have the required minimum number of credits in the specific content (24–36 credits). For TESOL, approved majors include English, modern languages, social sciences, natural sciences, physics, humanities, mathematics, or technology.

Admission Requirements for the Five-Year Integrated Teacher Education Program

Early childhood education (birth–grade 2), childhood education (grades 1–6), or adolescence education (grades 7–12) English, social studies, mathematics, biology, chemistry, and physics.

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

- Complete a Declaration of Interest Form before the fall semester of junior year and submit to the Five-Year Track Coordinator at the Graduate School of Education.
- Plan to seek program advisement about core courses. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Meet with Five-Year Track coordinator.

The second stage is the formal application to the appropriate graduate program of the Graduate School of Education:

- Complete a GSE admissions application in the spring of the junior year (available online).
- Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
- Maintain a minimum grade point average of approximately 3.0 (B or better).
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
• earned a passing score on the relevant New York state teacher examinations (LAST, ATS-W, and CST);
• completed workshops in child abuse identification and reporting and schools against violence education, drug and alcohol abuse, and health and physical education (Fordham requirement).

Undergraduate Core and Content Requirements
Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex. They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major.
For example, to meet state certification requirements in the general education core, teacher education candidates need college-level study in 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.

More information about the 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.

Early Childhood Education (Birth–Grade 2)

Master of Science in Teaching Certification in Early Childhood Education (36 credits)

Program of Study

Required Graduate School of Education Courses
PSGE 5316 Psychology of Child Development and Learning (non-psychology majors)
UEGE 5102 Philosophical and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
CTGE 5200 Field Experience Seminar: Issues in Reflective Practice
CTGE 5245 Children’s Literature in a Multicultural Society
CTGE 5247 Teaching Linguistically and Culturally Diverse Students
CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms
CTGE 5523 Early Learning Through Play
CTGE 5234 Family, Community, and All Young Children
CTGE 5850 Observing and Documenting Children’s Learning: Reflective and Effective Early Childhood Practices
CTGE 5201 Student Teaching Seminar: Issues in Reflective Practice
CTGE 0707 Early Childhood Education Portfolio

Field Experiences
Students begin to gain field experience through observation and participation in schools during senior year. During the fifth year, students spend three full days a week student teaching in the fall, and five full days a week in the spring. Student teaching provides experience with two age groups, grades pre-k and 1–2. Placements are arranged by clinical faculty and are supervised by a University field specialist.

Childhood Education (Grades 1–6)

Master of Science in Teaching Childhood Education (36 credits)

Program of Study

Required Graduate School of Education Courses
PSGE 5316 Psychology of Child Development and Learning (non-psychology majors)
UEGE 5102 Historical, Philosophical, and Multicultural Foundations of American Education
CTGE 5154 Including Exceptional Students
CTGE 5200 Field Experience Seminar: Issues in Reflective Practice
CTGE 5245 Children’s Literature in a Multicultural Society
CTGE 5247 Teaching Linguistically and Culturally Diverse Students
CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms
CTGE 5548 Literacy Across the Curriculum in Inclusive Classrooms
CTGE 5227 Teaching Mathematics to Children
CTGE 5242 Teaching Science and Technology to Children
CTGE 5212 The Arts in Childhood Education
CTGE 5066 Teaching Social Studies to Children
CTGE 5065 Integrating Technology in Childhood Education
CTGE 5551 Reflective Practice and Field Experience I in an Inclusive Childhood Classroom
CTGE 5552 Reflective Practice and Field Experience II in an Inclusive Childhood Classroom
CTGE 5553 Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom
CTGE 5554 Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom
CTGE 0704 Childhood Education Portfolio

Field Experiences
Students begin to gain field experience through observation and participation in schools during senior year. During the fifth year, students spend three full days a week student teaching in the fall, and five full days a week in the spring. Student teaching provides experience with two age groups, grades 1–3 and grades 4–6. Placements
are arranged by clinical faculty and are supervised by a University field specialist.

Adolescence Education (Grades 7-12)

Master of Science in Teaching Biology, Chemistry, or Physics 7-12 (36 credits)

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

Master of Science in Teaching Social Studies 7-12 (36 credits)

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

Candidates for certification should check with the Coordinator of Adolescence Education Programs to make sure that content requirements in the major are met.

Program of Study

Candidates for the adolescence biology program must have an earned degree in biology (or 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.

Required Education Courses for Certification in Biology 7-12 (36 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CTGE 5547</td>
<td>Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics</td>
</tr>
<tr>
<td>CTGE 5631</td>
<td>Science Curriculum and Instruction</td>
</tr>
<tr>
<td>CTGE 5271</td>
<td>Teaching and Assessing Biology: Adolescents</td>
</tr>
<tr>
<td>CTGE 5275</td>
<td>Integrating Math/Science and Technology Education</td>
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<tr>
<td>CTGE 6260</td>
<td>Media Technology</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>Adolescence Education Portfolio</td>
</tr>
</tbody>
</table>

Candidates for the adolescence chemistry program must have earned a degree in chemistry or a related field (for example, applied chemical science) with a minimum of 36 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry; including concepts in inorganic, organic, analytical, physical, and biochemistry.

Required Education Courses for Certification in Chemistry 7-12 (36 credits)

<table>
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<tr>
<th>Course Code</th>
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<td>CTGE 5154</td>
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<td>CTGE 5303</td>
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<td>CTGE 5200</td>
<td>Field Experience Seminar: Issues in Reflective Practice</td>
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<td>CTGE 5305</td>
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<td>CTGE 5547</td>
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<td>CTGE 5631</td>
<td>Science Curriculum and Instruction</td>
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<td>CTGE 5281</td>
<td>Teaching and Assessing Chemistry: Adolescents</td>
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<td>CTGE 5275</td>
<td>Integrating Math/Science and Technology Education</td>
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<td>CTGE 6260</td>
<td>Media Technology</td>
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<td>CTGE 0709</td>
<td>Adolescence Education Portfolio</td>
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Candidates for the adolescence English program must have earned a degree in English or its equivalent with a minimum of 36 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written composition, literary criticism, women writers, and media studies.

Required Education Courses for Certification in English 7-12 (36 credits)

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Candidates for the adolescence physics program must have earned a degree in physics or a related area (for example, physical science) with a minimum of 36 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 36 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

Required Education Courses for Certification in Physics 7-12 (36 credits)

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</table>
Candidates for the adolescence social studies program must have earned a degree in history or its equivalent with a minimum of 36 credits in social studies coursework. This content must include study in the following areas: U.S. history, U.S. government and political science, Western civilization, geography, sociology, and psychology. In all, at least 21 credits must be in the study of history and geography.

**Required Education Courses for Certification in Social Studies 7-12 (36 credits)**

- PSGE 5302  Adolescence: Learners and Learning
- UEGE 5102  Historical, Philosophical, and Multicultural Foundations of American Education
- CTGE 5154  Including Exceptional Students
- CTGE 5303  Learning Environments for Diverse Adolescents: Reflective Field Experience
- CTGE 5200  Field Experience Seminar: Issues in Reflective Practice

The following courses are taken in the fifth year:

- CTGE 5160  Instructional Modifications for Adolescents in Inclusive Classrooms
- CTGE 5308  Research and Student Teaching Adolescents: Reflective Practice
- CTGE 5305  Teaching Linguistically and Culturally Diverse Adolescents
- CTGE 5547  Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics
- CTGE 5260  Teaching and Assessing Social Studies: Adolescents
- CTGE 5621  Media Literacy Technology
- CTGE 5791  Social Studies Curriculum and Instruction
- CTGE 5259  Contemporary Social Studies Education
- CTGE 0709  Adolescence Education Portfolio

### Required Education Courses for Certification in Mathematics 7-12 (36 credits)

Candidates for the adolescence mathematics program must have an undergraduate major in mathematics or the equivalent with a minimum of 30 credits in mathematics. Specific mathematics content must be completed. For details, students should contact their advisers or the Division of Curriculum and Teaching in the Graduate School of Education at (212) 636-6446 or 7176.

- PSGE 5302  Adolescence: Learners and Learning
- UEGE 5102  Historical, Philosophical, and Multicultural Foundations of American Education
- CTGE 5154  Including Exceptional Students
- CTGE 5303  Learning Environments for Diverse Adolescents: Reflective Field Experience
- CTGE 5200  Field Experience Seminar: Issues in Reflective Practice
- CTGE 5160  Instructional Modifications for Adolescents in Inclusive Classrooms
- CTGE 5308  Research and Student Teaching Adolescents: Reflective Practice
- CTGE 5305  Teaching Linguistically and Culturally Diverse Adolescents
- CTGE 5547  Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics
- CTGE 5252  Teaching Mathematics Curriculum and Instruction
- CTGE 5275  Integrating Math/Science and Technology Education
- CTGE 5286  Teaching and Assessing Mathematics: Adolescents
- CTGE 6662  Teaching Geometric Concepts
- CTGE 0709  Adolescence Education Portfolio

### Field Experiences for Adolescence Certification

Students begin to gain field experience through observation and participation in schools during senior year. During the fifth year, students spend three full days a week student teaching in the fall, and five full days a week in the spring. Student teaching provides experience with two age groups, grades 7-9 and grades 10-12. Field placements and student teaching placements are arranged by the coordinator of adolescence education and supervised by a University field specialist.
Leadership Programs
Division of Educational Leadership, Administration, and Policy

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.

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

Chair: Gerald Cattaro, Ed.D.
Associate Chair: John Lee, Ed.D.
Office: Room 1119
Phone: (212) 636-6430
Fax: (212) 636-7875
Professors: Cattaro, Cooper, Marcus, Tetenbaum
Associate Professors: Brown, McCray
Clinical Faculty: Cashin, Lee
Field Supervisor: Kaminsky
Senior Secretary: Negron
Adjunct Faculty: Beirne, Bernstein, Biscone, Cheesman, Cohen, Coppola, Cummings, Diaz-Burgos, Fale, Ferrera, Fiorentino, Frangella, Grassi, Hawthorne, Hickey, Holloway, Jaffie, Kelly-Stiles, Kilbride, Lagas, Lubetsky, Lynch, Maher, Maldonado-Torres, McCue, Meierdiercks, Miserandino, Murphy, Mussi, Napolitano, O’Connor, Pasadena, Patelis, Pizzigrillo, Quinn, Raubuogel, Russo, Soloman, Smith, Terranova, Treadwell, Vega

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

The Division of Educational Leadership, Administration, and Policy offers a master’s degree program and advanced certificate programs 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 educational leaders in both settings.

The work of educational administration, 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’s/district’s responsiveness to diversity of talent and culture within the student body, faculty, and staff, and on school-home relations. This administrative leadership will involve integrating action and reflection, knowledge production, civic responsibility, and learning and living. 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 and districts. Most of our master’s degree programs are organized into cohorts to promote learning through group projects, action research, critical reflection, clinical applications at home schools and districts, case studies and simulations, and policy analysis.

New York State School Building Leader Certification
Graduates of this two-year program will be prepared, if eligible, 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. Given the individual background, education, and experiences of each candidate, prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification.

The Division of Educational Leadership, Administration, and Policy also offers an accelerated one-year master’s program in educational administration and policy 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 meet the three-year teaching requirement at the time of application for SBL certifications. In addition to the official online GSE application, there is a supplemental application requirement for applicants to this rigorous program. Contact the Division for additional information.

Admissions Requirements
Applicants seeking admission to the master’s degree program in educational leadership must provide the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:
• a provisional or permanent state certificate in teaching or other appropriate and acceptable educational specialty
• minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
• two references
• proof of immunization against measles, meningitis, mumps, and rubella
• a satisfactory command of oral and written English
• three years of paid, full-time approved and successful teaching experience by completion of the degree if seeking state SBL certification

Completion Requirements
In addition to the general degree-completion requirements of the Graduate School of Education, candidates for the M.S.Ed. in administration and supervision must meet these requirements:
• complete the prescribed program of study, which includes 30 credits in the master’s degree program
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• complete a year-long, six-credit internship (if seeking SBL certification)
• 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.)
• apply for graduation at the appropriate point in time
Master of Science in Education in Administration and Supervision (30 credits)

NYSED 14856 (professional or initial SBL — School Building Leader), HEGIS 0828

Sample Program of Study
Students must take 30 credits (10 courses) from the following courses:

- ASGE 5112 Fundamentals of Educational Administration and Management
- ASGE 5119 Fundamentals of Educational Supervision
- ASGE 6130 Instructional Leadership
- ASGE 6145 Leading in a Diverse Society
- ASGE 6322 School Finance
- ASGE 6325 School Law
- ASGE 6333 Professional Development
- ASGE 6361 Strategic Planning/Change
- ASGE 6441 Critical Issues in Administration and Supervision
- ASGE 6520 Internship I
- ASGE 6521 Internship II
- ASGE 6541 Perspectives on Leadership
- ASGE 6720 Program Evaluation and Research
- ASGE 0701 Comprehensive Assessment Examination/ (0 credits)

Advanced Certificate—School District Leader (SDL) (15 credits)
The Division also offers an Advanced Certificate program for qualified individuals seeking New York State School District Leader (SDL) certification.

Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.

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

SDL Certification is required by the New York State Education Department for anyone seeking school-district-level positions, such as superintendent, assistant deputy superintendent, district supervisor, etc. in a New York state public school district.

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

- ASGE 6224 The Superintendency
- ASGE 6225 Boards of Education
- ASGE 6227 Cases and Simulations in Administration and Supervision
- ASGE 7442 Leading a Learning Organization
- ASGE 7530 Clinical Practice in Administration and Supervision (Internship District Level)

Catholic and Faith-Based Educational Leadership
For more than a quarter of a century, the Center for Catholic Leadership and Faith-Based Education has been an international pioneer and leader of significant research, innovative programs, partnerships with dioceses, collaborative endeavors with other colleges and universities, and site of groundbreaking international conferences in the service of the sacred mission of Catholic education. It counts among its alumni principals, presidents, superintendents, vicars of education, and other diocesan personnel around the country, and other Catholic/faith-based educational leaders around the world.

Today, Catholic education demands leaders who are authentically spiritual, deeply rooted in the teachings and wisdom of Catholicism, exceptionally educated, highly creative and imaginative, relationally and politically astute, and exceptionally global in thought and action. Under the auspices of the Graduate School of Education, the Center offers a master’s degree program crafted specifically through the lens of Catholic identity, mission, and culture for those committed to such leadership. The Center welcomes educators of all faith-based organizations to participate in our programs. Through Fordham University’s commitment to ecumenism and inclusivity, a partial tuition scholarship is offered to educators from Catholic, Protestant, Jewish, Muslim, and other religious groups.

Two master’s degree programs are offered in Catholic/faith-based education. They provide current and aspiring administrators the opportunity to study educational leadership in a religiously oriented school environment. The first program described leads to eligibility for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chair, assistant principal, coordinator, and unit head. An advanced certificate program is also offered for candidates who will also seek SDL certification.

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

Catholic/Faith-Based Educational Leadership (Certification Eligibility)

Admission Requirements
Applicants seeking admission to the master’s degree program for Catholic/Faith-Based Educational Leadership must meet the 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 M.S.Ed. in administration and supervision (Catholic/Faith-Based Educational Leadership) must meet the requirements for programs in administration and supervision, and complete the specified program of study below. Students must consult with their state education department as to whether or not these experiences are acceptable for their state certification.
Catholic/Faith-Based Educational Leadership (No Certification)

Admission Requirements
Applicants seeking admission to the master's degree program for Catholic/Faith-Based Educational Leadership must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admissions requirements:

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

Completion Requirements
In addition to the general degree requirements of the Graduate School of Education, candidates for the M.S.Ed. in administration and supervision (Catholic/Faith Based Education Leadership) must meet the requirements for programs in administration and supervision and complete the specified program of study as follows.

Master of Science in Education in Catholic/Faith-Based Educational Leadership (30 credits)
NYSED 14864, HEGIS 0828

Program of Study
Students must take 30 Credits (10 Courses) from the following courses:

ASGE 5112  Fundamentals of Educational Administration and Management
ASGE 5119  Fundamentals of Educational Supervision
ASGE 6130  Instructional Leadership
ASGE 6145  Leading in a Diverse Society
ASGE 6322  School Finance
ASGE 6325  School Law
ASGE 6333  Professional Development
ASGE 6338  Ethics of School Administration
ASGE 6361  Strategic Planning/Change
ASGE 6461  Critical Issues in Administration and Supervision
ASGE 6520  Internship I (optional)
ASGE 6521  Internship II (optional)
ASGE 6531  Clinic for School Administrators
ASGE 6541  Perspectives on Leadership
ASGE 6720  Program Evaluation and Research
REGR 6460  Catholic Identity and Mission
UEGE 6276  History of Education

Comprehensive Assessment Exam (0 credit)
ASGE 0701  Comps (0 credit)
Doctoral Programs

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

Executive Leadership

Doctor of Education in Administration and Supervision (Ed.D.)
(45 credits)

NYSED 06067, 14372; HEGIS 0827

The Executive Leadership Program (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.

Urban School Leadership

Doctor of Education in Administration and Supervision (Ed.D.)
(45 credits)

NYSED 06067, 14372; HEGIS 0827

The Urban School Leadership Program (ULP) is a parallel program to our Executive Leadership Program (ELP) (see above) leading to a Doctor of Education (Ed.D.) 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 for Executive Leadership and for Urban School Leadership Programs

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 a metropolitan setting (preferred) or three years of professional administrative experience in an educational institution
- possess appropriate professional administrative certification
- possess a master’s degree, including fundamental and intermediate courses equivalent to those required by the division
- have earned a minimum grade point average of approximately 3.5 (B+ or better) and a 3.0 or better on the undergraduate level
- 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, meningitis, mumps, and rubella
- show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose

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 Ed.D. 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 Ed.D. 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 adviser
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
• complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (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 Ed.D. candidates, which facilitates student/faculty interaction in the development of a dissertation proposal for the Ed.D. (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
• develop and successfully defend in an oral examination an original dissertation related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
• complete 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
ASGE 6359 Administration of Post-Secondary Education
ASGE 6461 Critical Issues in Administration and Supervision
ASGE 6531 Clinic for School Administrators
ASGE 7322 Economics and Finance of Education
ASGE 7333 Data Analysis and Accountability
ASGE 7428 Seminar in Leadership
ASGE 7429 Social Theories and Educational Institutions
ASGE 7430 Political Factors in Administration and Supervision
ASGE 7431 Administration and Supervision Seminar

ASGE 7432 Seminar in Organizational Theory
ASGE 7435 Strategic Thinking, Planning, and Implementation
ASGE 7440 Seminar in Organizational Behavior
ASGE 7442 Leading Organizational Change
ASGE 7444 Leading a Learning Organization
ASGE 7446 Seminar in Organizational Culture
ASGE 7448 Seminar in Ethics and Social Justice
UEGE 6001 Philosophy of Education
UEGE 6241 Urban Education: Problems and Perspectives
UEGE 6243 Impact of Prejudice on Minority Groups in America
UEGE 6276 History of Education
UEGE 6330 Urban Sociology and Education

Research Component (9 credits) from the following courses:

ASGE 6620 Advanced Statistics in Administration and Supervision
ASGE 7531 Field Research in Administration and Supervision
ASGE 7721 Research in Administration and Supervision I
ASGE 7731 Research in Administration and Supervision II
ASGE 8750 Dissertation Seminar: Ed.D. (3 credits maximum toward degree)

Other requirements:
EDGE 8001 Doctoral Residency Seminar (0 credit)
ASGE 0901 Comprehensive Assessment Exam (0 credit)
ASGE 0900 Permanent Matriculation Status
ASGE 0999 Proposal Acceptance

Church and Faith-Based School Leadership
Doctor of Philosophy in Administration and Supervision (57 credits)

NYSED 06066, HEGIS 0827
The primary focus of the Church and Faith-Based School Leadership Program is the preparation and development of leaders and key administrators in church and church-affiliated schools. This doctoral program enables 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 Ph.D. 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 graduate grade point average of approximately 3.5 (B+ or better)
• show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
• demonstrate satisfactory command of oral and written English
• provide two references
• have earned a satisfactory score on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
• provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements
Students are admitted to the Ph.D. 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, 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 Ph.D. in administration and supervision, students must meet the general Ph.D. completion requirements and these program-specific requirements:
Leadership Programs
Fordham University Graduate School of Education

• complete the prescribed program of study, including 57 credits beyond the master's degree, under the direction and approval of an adviser
• maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
• complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 (0 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)
• complete ASGE 8751, the three-credit dissertation seminar for Ph.D. candidates offered by the Division of Educational Leadership, Administration, and Policy, which facilitates student/faculty interaction in the development of a dissertation proposal for the Ph.D. (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
• develop and successfully defend in an oral examination an original dissertation that emphasizes the refinement of theological, humanistic, and social science concepts, methodologies, and findings as they relate to educational institutions, religious organizations, or other organizations

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

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<tr>
<td>ASGE 7333</td>
<td>Data Analysis and Accountability</td>
</tr>
<tr>
<td>ASGE 7428</td>
<td>Seminar in Leadership</td>
</tr>
<tr>
<td>ASGE 7429</td>
<td>Social Theories and Educational Institutions</td>
</tr>
<tr>
<td>ASGE 7430</td>
<td>Political Factors in Administration and Supervision</td>
</tr>
<tr>
<td>ASGE 7431</td>
<td>Administration and Supervision Seminar</td>
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<tr>
<td>ASGE 7432</td>
<td>Seminar in Organizational Theory</td>
</tr>
<tr>
<td>ASGE 7435</td>
<td>Strategic Thinking, Planning, and Implementation</td>
</tr>
<tr>
<td>ASGE 7439</td>
<td>Advanced Seminar for Nonpublic School Administration</td>
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<tr>
<td>ASGE 7440</td>
<td>Seminar in Organizational Behavior</td>
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<tr>
<td>ASGE 7442</td>
<td>Leading Organizational Change</td>
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<tr>
<td>ASGE 7444</td>
<td>Leading a Learning Organization</td>
</tr>
<tr>
<td>ASGE 7446</td>
<td>Seminar in Organizational Culture</td>
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<tr>
<td>ASGE 7448</td>
<td>Seminar in Ethics and Social Justice</td>
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<tr>
<td>ASGE 7450</td>
<td>Seminar in the Spirituality of Leadership</td>
</tr>
<tr>
<td>UEGE 6001</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>UEGE 6241</td>
<td>Urban Education: Problems and Perspectives</td>
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<tr>
<td>UEGE 6243</td>
<td>The Impact of Prejudice on Minority Groups in America</td>
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<tr>
<td>UEGE 6276</td>
<td>History of Education</td>
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<tr>
<td>UEGE 6330</td>
<td>Urban Sociology and Education</td>
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Research Component (9-12 credits)

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<tr>
<td>ASGE 6371</td>
<td>Historical and Descriptive Research</td>
</tr>
<tr>
<td>ASGE 6620</td>
<td>Advanced Statistics in Administration and Supervision</td>
</tr>
<tr>
<td>ASGE 7531</td>
<td>Field Research in Administration and Supervision</td>
</tr>
<tr>
<td>ASGE 7721</td>
<td>Research in Educational Administration I</td>
</tr>
<tr>
<td>ASGE 7731</td>
<td>Research in Educational Administration II</td>
</tr>
<tr>
<td>ASGE 8505</td>
<td>Directed Research in Administration and Supervision</td>
</tr>
<tr>
<td>ASGE 8751</td>
<td>Dissertation Seminar: Ph.D. (3 credits maximum toward degree)</td>
</tr>
</tbody>
</table>

Collateral Component (12 credits)
The 12 credits of collateral study comprise 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. Two courses (six 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:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDGE 8001</td>
<td>Doctoral Residency Seminar (0 credit)</td>
</tr>
<tr>
<td>ASGE 0901</td>
<td>Comprehensive Assessment Exam (0 credit)</td>
</tr>
<tr>
<td>ASGE 0900</td>
<td>Permanent Matriculation (0 credit)</td>
</tr>
<tr>
<td>ASGE 0999</td>
<td>Proposal Acceptance (0 credit)</td>
</tr>
</tbody>
</table>
Counseling and School Psychology Programs

Division of Psychological and Educational Services

The programs of the Division of Psychological and Educational Services (PES) are integral for counselors, psychologists, administrators, and other educators 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 psychoeducational 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: Margo A. Jackson, Ph.D.
Office: Room 1008
Phone: (212) 636-6460 or 6461
Professors: Alfonso, Cancelli, Esquivel, Hagin (Emerita), Hennessy, Houtz, Keitel, Ponterotto, Rabinowitz, Weiner (Emeritus)
Associate Professors: Blumberg, Brobst, Chen, Harris, Jackson, Park-Taylor, Zusho
Assistant Professor: Ding
Clinical Faculty: D’Onofrio, Kiraly, Laracuenta
Adjunct Faculty: Aaronson, Behrend, Galley, Georgiades, Grieger, Jambor, Katz, Mendelowitz, Meyers-Keep, Ng, Patelis, Robin, Selby, Teta, Wynne
Affiliated Faculty: Hollwitz, Whitten II
Director of Field-Based Experience Accountability: Elizabeth Casey

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

Programs in counseling develop knowledge and expertise for individuals for positions in Pre-K–12 schools and in mental health settings for counseling services. At the doctoral level, the program leads to academic careers in teaching and research, college counseling centers, hospitals, mental health settings, and independent psychological practice.

Programs in 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 Ph.D. students in the division must file for evaluation for permanent matriculation status during 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 diploma 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.

All PES students must pass a comprehensive assessment before graduation, usually taken during the semester in which students complete their course requirements (except doctoral internships). All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Doctoral Core

Psychology Core (18-21 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 Ph.D. comprehensive examination.

Cognitive/Affective Aspects of Behavior (3 credits)
PSGE 6312* 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

History and Systems of Psychology/Ethical Issues in Psychology (3-6 credits)
Select the appropriate course or courses in consultation with your program adviser. Requirements in this core area differ by program.

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

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

Research Core (12 - 21 credits):
Doctoral students are required to take advanced-level courses in research, measurement, and statistics. The first course in the research core sequence is Experimental Design (PSGE 7210). Successful completion of Statistical Methods in Education and Psychology (PSGE 5210) or a passing score on the division’s statistics competency exam is a prerequisite to the Experimental Design Course. Completing Fundamentals of Educational and Psychological Measurement (PSGE 6702) or a passing score on the division’s competency exam is prerequisite to the Experimental Design course. Fundamentals of Educational and Psychological Measurement is required of all students taking Psychometric Theory (PSGE 7711), Cognitive Assessment (PSGE 7508), or Advanced Measurement and Appraisal for Counselors (PSGE 7610) for counseling and counseling psychology students.

Doctoral Proseminar (0 credits):
All first-year doctoral students are required to be registered in Proseminar in Psychological and Educational Services (PSGE 7900), which serves as an orientation to the research process, allows students to learn about faculty research interests, and encourages discussion of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses. The course starts in September and runs through the end of the spring semester of that academic year. Satisfactory completion of the proseminar is a prerequisite to permanent matriculation. These bimonthly meetings provide a forum to exchange ideas about psychology and the application of scientific methods to the study of human behavior, while helping foster an identity as a professional psychologist within the framework of the scientist–practitioner model.
Counseling Psychology Programs

Master’s Programs in Counseling

The Division of Psychological and Educational Services offers three programs in counseling: a Master of Science in education degree (M.S.Ed.) in school counseling, which leads to eligibility for provisional New York state certification as a school counselor; a Master of Science in education degree (M.S.Ed.) in mental health counseling, which leads to eligibility for a New York state license as a mental health counselor; and a Ph.D. program in counseling psychology that leads to licensure as a psychologist.

Master of Science in Education in School Counseling (60 credits)

The M.S.Ed. program in school counseling is designed to prepare counselors who will work as school counselors in Pre-K and K-12 schools. This program meets the requirements for provisional/initial certification as a school counselor in New York state, and students who complete the program will be recommended as eligible for certification as a school counselor if their field experience was completed in an appropriate school setting.

The required courses in this degree program are offered at the Lincoln Center campus. Courses in the program are generally offered during summer session, as well as during the academic year.

Admission Requirements

Applicants seeking admission to the M.S.Ed. program in school 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
- 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 approximately 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

Completion Requirements

To complete the M.S.Ed. in counseling, students must meet the following requirements:

- strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
- complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of an adviser
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- complete an end-of-program comprehensive assessment
- complete any required related practica or school counseling internship

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

Program of Study

This 60-credit program includes 54 credits in five basic areas, and a two-semester field experience. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course): PSGE 5620/5622, 5630/5632, 6630/6632, 6640/6641, and 6630/6632. In addition to the 60 course credits (in semester hours), students must complete a minimum of 480 hours in an approved school counseling field experience. Students are required to obtain their own placements for PSGE 6652 and PSGE 6654, Field Experience in School Counseling I and II. Full-time students must take one summer module in order to satisfy all prerequisites to their field experience.

Area I: Introduction to Counseling (12 credits)

- PSGE 5620 Foundations of Professional Counseling and Consultation
- PSGE 5622 Prepracticum in Processes, Skills, and Techniques
- PSGE 5630 Counseling Theory and Practice
- PSGE 5632 Prepracticum in Counseling: Applications of Counseling Theory to Practice

Area II: Understanding the Individual (6 credits)

- PSGE 6602 Human Development
- PSGE 6607 Assessment in Counseling

Area III: Working with Groups (6 credits)

- Area III requires PSGE 5620 and PSGE 5622 as prerequisites.
- PSGE 6630 Group Counseling
- PSGE 6632 Prepracticum in Group Counseling

Area IV: Career Development and Counseling (6 credits)

- Area IV requires PSGE 5620 and PSGE 5622 as prerequisites.
- PSGE 6640 Career Counseling
- PSGE 6641 Practicum in Career Assessment and Counseling

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

- Area V may be taken only after students have completed Areas I, II, III, and IV.
- PSGE 6650 Ethical and Professional Issues in Counseling
- PSGE 6652 Field Experience in Counseling I
- PSGE 6654 Field Experience in Counseling II

Area VI: Professional Issues (21 credits)

- PSGE 5204 Research Methods in Counseling
- PSGE 5625 Theories of Family Counseling and Assessment
- PSGE 5627 Counseling for College and Post-High School Planning
- PSGE 6605 Counseling Program Development and Evaluation
- PSGE 6645 General Psychopathology
developmental disability, mental health support units) and are eligible to open independent private practices after licensure. This rigorous, applied training program includes 60 course credits (in semester hours) plus a minimum 600-hour mental health counseling internship. The program has a practitioner-scientist orientation and includes a strong multicultural and social justice counseling emphasis. The program can be completed full time in two years (with summers) or part time in three years (with summers). Graduates of the program are eligible to sit for the New York State Mental Health Counseling Licensure exam after the completion of 3,000 hours of supervised post-degree mental health counseling practice.

Admissions Requirements
Applicants seeking admission to the M.S.Ed. 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
• show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
• have earned a minimum graduate and undergraduate grade point average of 3.0 (B or better)
• provide two reference reports
• demonstrate proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements
To complete the M.S.Ed. in mental health counseling, students must meet the following requirements:

• strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
• complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of an adviser
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• complete an end-of-program comprehensive assessment
• complete a 600-hour mental health counseling internship

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

Program of Study
The 60-credit program includes a 600-hour, on-site, supervised internship. If students compete their required 600 internship hours during the fall and spring (PSGE 6651 and 6653 courses), then they can complete an elective course in lieu of the summer internship (PSGE 6655). The elective course 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 6640 Career Counseling
PSGE 6641 Pre-Practicum in Career Assessment and Counseling
PSGE 6645 General Psychopathology
PSGE 6650 Ethical and Professional Issues in Counseling
PSGE 6651 Field Experience I in Mental Health Counseling (minimum 240 on-site hours)
Doctoral Program in Counseling Psychology

Doctor of Philosophy (Ph.D.) in Counseling Psychology

NYS ED 86174, HEGIS 2004

The Ph.D. degree program in counseling psychology is fully accredited by the American Psychological Association APA Office of Program Consultation and Accreditation (Address: 750 First St. NE, Washington, D.C. 20002.) It is based on the scientist-practitioner model. Upon completion of all requirements for the Ph.D. degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other settings and are well-grounded in research methods. 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.

Admissions Requirements

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

- possess a baccalaureate or a master's degree from an accredited college or university
- have academic and professional goals consistent with the objectives and purposes of the program
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Such evidence may be contained in the student's application for admission and/or be sought in an interview with the program faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) and/or a minimum graduate grade point average of 3.5 (B+ or better)
- provide a minimum of two reference reports;
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements

Students are admitted 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, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the semester in which 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 and the National Association of School Psychology. 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, and/or professional standards.

All 7000-level practicum courses must be taken after achieving permanent matriculation in the doctoral program and under the supervision of doctoral-level psychologists.

To complete the Ph.D. 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 Ph.D. student handbook for more information) may be required based on academic and experiential background
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a two-semester doctoral prosemear (PSGE 7900) starting in the fall of their first semester
- complete a one-year doctoral residency research project (two consecutive semesters and a summer), including participation in PSGE 8001 (0 credit) Doctoral Residency Seminar, which includes monthly seminars, as well as a research apprenticeship under the supervision of a member of the faculty
- complete an end-of-program comprehensive assessment
- complete PSGE 8999 Dissertation Seminar, including the preparation of an original dissertation under the direction of a mentor and committee of faculty
- develop and defend in an oral examination an original dissertation in the area of counseling psychology
- complete a predoctoral internship
- complete all the requirements for the degree within eight years of initial registration in the program

PSGE 6653 Field Experience II in Mental Health Counseling (minimum 240 on-site hours)
PSGE 6655 Field Experience III in Mental Health Counseling (Summer 1 only; 120 on-site hours)
PSGE 6656 Multicultural Counseling
PSGE 6609 Advanced Assessment in Counseling
EDGE 0210 Recognition and Reporting of Child Abuse (0 credits)
EDGE 0705 Master's Comprehensive Exam/Assessment

Washin gton, D.C. 20002.) It is based on the scientist-practitioner model. Upon completion of all requirements for the Ph.D. degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other settings and are well-grounded in research methods. 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.

Admissions Requirements

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

- possess a baccalaureate or a master's degree from an accredited college or university
- have academic and professional goals consistent with the objectives and purposes of the program
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Such evidence may be contained in the student's application for admission and/or be sought in an interview with the program faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) and/or a minimum graduate grade point average of 3.5 (B+ or better)
- provide a minimum of two reference reports;
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements

Students are admitted 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, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the semester in which 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 and the National Association of School Psychology. 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, and/or professional standards.

All 7000-level practicum courses must be taken after achieving permanent matriculation in the doctoral program and under the supervision of doctoral-level psychologists.

To complete the Ph.D. 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 Ph.D. student handbook for more information) may be required based on academic and experiential background
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a two-semester doctoral prosemear (PSGE 7900) starting in the fall of their first semester
- complete a one-year doctoral residency research project (two consecutive semesters and a summer), including participation in PSGE 8001 (0 credit) Doctoral Residency Seminar, which includes monthly seminars, as well as a research apprenticeship under the supervision of a member of the faculty
- complete an end-of-program comprehensive assessment
- complete PSGE 8999 Dissertation Seminar, including the preparation of an original dissertation under the direction of a mentor and committee of faculty
- develop and defend in an oral examination an original dissertation in the area of counseling psychology
- complete a predoctoral internship
- complete all the requirements for the degree within eight years of initial registration in the program

PSGE 6653 Field Experience II in Mental Health Counseling (minimum 240 on-site hours)
PSGE 6655 Field Experience III in Mental Health Counseling (Summer 1 only; 120 on-site hours)
PSGE 6656 Multicultural Counseling
PSGE 6609 Advanced Assessment in Counseling
EDGE 0210 Recognition and Reporting of Child Abuse (0 credits)
EDGE 0705 Master's Comprehensive Exam/Assessment

WASHINGTON, D.C. 20002.) It is based on the scientist-practitioner model. Upon completion of all requirements for the Ph.D. degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other settings and are well-grounded in research methods. 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.

Admissions Requirements

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

- possess a baccalaureate or a master's degree from an accredited college or university
- have academic and professional goals consistent with the objectives and purposes of the program
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Such evidence may be contained in the student's application for admission and/or be sought in an interview with the program faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) and/or a minimum graduate grade point average of 3.5 (B+ or better)
- provide a minimum of two reference reports;
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Completion Requirements

Students are admitted 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, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the semester in which 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 and the National Association of School Psychology. 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, and/or professional standards.

All 7000-level practicum courses must be taken after achieving permanent matriculation in the doctoral program and under the supervision of doctoral-level psychologists.

To complete the Ph.D. 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 Ph.D. student handbook for more information) may be required based on academic and experiential background
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a two-semester doctoral prosemear (PSGE 7900) starting in the fall of their first semester
- complete a one-year doctoral residency research project (two consecutive semesters and a summer), including participation in PSGE 8001 (0 credit) Doctoral Residency Seminar, which includes monthly seminars, as well as a research apprenticeship under the supervision of a member of the faculty
- complete an end-of-program comprehensive assessment
- complete PSGE 8999 Dissertation Seminar, including the preparation of an original dissertation under the direction of a mentor and committee of faculty
- develop and defend in an oral examination an original dissertation in the area of counseling psychology
- complete a predoctoral internship
- complete all the requirements for the degree within eight years of initial registration in the program
Program of Study

Course highlighted by an asterisk must be satisfactorily completed prior to sitting for the Ph.D. comprehensive examination.

Psychology Core (18-21 credits)

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

Ethics in Professional Practice (3 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 8672</td>
<td>Social and Ethical Responsibilities in Counseling Psychology</td>
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(This course must be taken in the student’s first semester of study.)

Cognitive/Affective Aspects of Behavior

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PSGE 6312</td>
<td>Psychology of Cognition and Affect</td>
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Social Aspects of Behavior

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<th>Course Code</th>
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<tr>
<td>PSGE 6345</td>
<td>Social Psychology</td>
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Biological Aspects of Behavior

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<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSGE 7435</td>
<td>Foundations of Neuropsychology</td>
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</tbody>
</table>

History and Systems of Psychology

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

Multicultural Issues in Psychology (3 credits)

Select the appropriate course or courses in consultation with your program adviser.

Individual Differences/Human Development (3 credits)

Select the appropriate course or courses in consultation with your program adviser.

Exemptions from any courses will follow existing GSE procedures.

Ethics in Professional Practice (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSGE 8672</td>
<td>Social and Ethical Responsibilities in Counseling Psychology</td>
</tr>
</tbody>
</table>

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

Doctoral Research Core (12 to 24 credits)

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 5204</td>
<td>Introduction to Research in Counseling</td>
</tr>
<tr>
<td>PSGE 5210</td>
<td>Statistical Methods in Education and Psychology I</td>
</tr>
<tr>
<td>PSGE 6702</td>
<td>Fundamentals of Educational and Psychological Measurement or Assessment in Counseling</td>
</tr>
<tr>
<td>PSGE 6607</td>
<td>Psychological Measurement</td>
</tr>
<tr>
<td>PSGE 7210</td>
<td>Experimental Design</td>
</tr>
<tr>
<td>PSGE 7211</td>
<td>Correlational Design and Analysis</td>
</tr>
<tr>
<td>PSGE 7680</td>
<td>Qualitative Research Methods in Counseling Psychology</td>
</tr>
<tr>
<td>PSGE 7213</td>
<td>Multivariate Statistical Techniques</td>
</tr>
<tr>
<td>PSGE 7711</td>
<td>Psychometric Theory</td>
</tr>
<tr>
<td>PSGE 7900</td>
<td>Proseminar</td>
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Doctoral Counseling Psychology Requirements

Career Development (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 7640</td>
<td>Psychology of Career Development</td>
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Psychology of Career Development

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 7615</td>
<td>Adult Psychopathology</td>
</tr>
<tr>
<td>PSGE 7609</td>
<td>Advanced Personality Assessment</td>
</tr>
<tr>
<td>PSGE 7612</td>
<td>Assessment of Personality and Intelligence</td>
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Intervention Procedures (15 credits)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSGE 7620</td>
<td>Theories of Counseling</td>
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Consultation and Supervision (6 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 7649</td>
<td>Clinical Supervision and Consultation</td>
</tr>
<tr>
<td>PSGE 7657</td>
<td>Practicum in Supervision in Counseling Psychology</td>
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</table>

Comprehensive Assessment (0 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 0905</td>
<td>Ph.D. Comps Couns Psych I</td>
</tr>
<tr>
<td>PSGE 0910</td>
<td>Ph.D. Comps Couns Psych II</td>
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Dissertation Seminar

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 8999</td>
<td>Dissertation Seminar (required)</td>
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Students register for Dissertation Seminar each semester until the semester of their oral defense.

EDGE 9999 Dissertation Mentoring

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

Full-time Internship (0 credits)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSGE 7667</td>
<td>Internship in Counseling Psychology I</td>
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<tr>
<td>PSGE 7668</td>
<td>Internship in Counseling Psychology II</td>
</tr>
<tr>
<td>PSGE 7669</td>
<td>Internship in Counseling Psychology III</td>
</tr>
</tbody>
</table>

A one-year, full-time internship in an approved and appropriate agency or other facility must be completed. The internship occurs following completion of all coursework and comprehensive exams. Students should have an approved dissertation proposal prior to entering their internship. Prior approval must be obtained from the program faculty before beginning an internship.
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 emphasize training to maximize the educational and social-emotional development of children in urban settings, especially children from culturally and linguistically diverse backgrounds.

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

Students and graduates of Fordham’s school psychology programs are expected to be guided 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.

The Fordham University school psychology programs are fully accredited by the American Psychological Association and approved by the National Association of School Psychologists through the National Council for Accreditation of Teacher Education.

Practica and Internships

Pracitca and an internship are required in the school psychology programs. These experiences follow the fieldwork associated with a variety of courses.

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

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

The third practicum experience, Integration of Assessment Techniques, is designed to provide students with supervised experiences in psychoeducational assessment. Many students in this practicum gain experience by providing assessment services through the Rosa A. Hagin School Consultation Center and Early Childhood Center.

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

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

Prior to applying for internship placement, students must file for approval with the supervisor of field experiences in school psychology. The program attempts to place qualified students in approved internships but does not assume responsibility to do so. The program will assist by providing information about available placement sites. The school psychology program faculty must approve all internship placements prior to the start of the internship placement. Internships for students in the bilingual program must provide experience working with bilingual/bicultural children and families consistent with the student’s chosen language specialization.

The internship is designed to occur at the end of a student’s program of study. All coursework (with the exception of the doctoral clinical supervision course and dissertation mentoring) should be completed before the internship. Students may request to complete their internship prior to the completion of their coursework. In such cases, the faculty will determine the importance of the remaining coursework to the internship and decide accordingly. If permission is granted, remaining coursework must be completed concurrently with the internship. Doctoral students must have an approved dissertation proposal prior to the beginning of their internship.

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

Professional Diploma Programs

There are two professional diploma (P.D.) programs in school psychology at Fordham University. Both programs lead to certification as a school psychologist. One of these programs, the bilingual P.D. program, leads specifically to a school psychology certificate with a bilingual extension. It offers training to prepare psychologists who are bilingual with a specialty in working with culturally and linguistically
diverse children and families. Currently, the bilingual P.D. program offers a multilingual specialization that includes a diversity of language backgrounds.

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

The bilingual program is designed to go beyond simply training bilingual/bicultural individuals to offer school psychological services. The bilingual program offers an integrated training program to prepare psychologists with specialized competencies for working with children who are second-language learners. Graduates of this program are eligible for New York state certification as bilingual school psychologists.

Admission Requirements
Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific criteria:

- possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.)
- choose to take and pass a minimum competency examination in psychological and educational measurement (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 during their first semester at Fordham.)
- have academic and professional goals consistent with the objectives and purposes of the program
- show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student’s record and by an interview with school psychology faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) and/or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two letters of reference
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Applicants for the bilingual program must also demonstrate competency in both English and a second language through:

- a license as a bilingual teacher; or
- a successful rating on a test of dual language proficiency (for example, New York State Education Department Language Proficiency Examination).

Completion Requirements
To complete a P.D. in school psychology or bilingual school psychology, students must

- 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 with the approval of an adviser (credit for previous graduate work is granted depending on its relation to the program);
- maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
- successfully complete an end-of-program comprehensive assessment;
- successfully complete any required related practica or field experiences.

Consistent with NASP accreditation guidelines, students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in School Psychology Exam and request that their scores be submitted to the program director prior to graduation. A passing score on the test is not required for graduation. Students are encouraged but not required to seek national certification.

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 on the basis of inability to meet academic, personal, and/or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Professional Diploma Program in School Psychology (66 credits)
NYSED 14379, HEGIS 2099

Program of Study
P.D. Core (6 credits under advisement)

Assessment (9 credits)
PSGE 7412 Personality Assessment
PSGE 7418 Non-Biased Assessment and Decision Making
PSGE 7508 Cognitive Assessment

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

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

Research (3 credits)
PSGE 5203 Introduction to Research
Fieldwork (15 credits)
PSGE 7429 Integration of Assessment Techniques
PSGE 7480 Professional Diploma Internship in School Psychology I
PSGE 7481 Professional Diploma Internship in School Psychology II
PSGE 7500 Clinical Practicum in School Psychology
PSGE 7502 Consultation Practicum in School Psychology

Cognate (9 credits)
PSGE 6312 Psychology of Cognition and Affect
PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6418 Emotional Disorders of Childhood and Adolescence

Electives (6 credits under advisement)
Comprehensive Assessment (0 credit)
PSGE 0810 Comps — Core (0 credit)

Professional Diploma (P.D.) Program in Bilingual School Psychology (66 credits)
NYSED 83196, HEGIS 2099

Program of Study
P.D. Core (6 credits under advisement)

Assessment (9 credits)
PSGE 7412 Personality Assessment
PSGE 7418 Non-Biased Assessment and Decision Making
PSGE 7508 Cognitive Assessment

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

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

Research (3 credits)
PSGE 5203 Introduction to Research

Bilingualism in Education (6 credits with guidance to meet NYSED certification requirements)
CTGE 5841 Principles of Bilingual Education
CTGE 7843 Second Language Proficiency

CTGE 7844 Language and Educational Assessment in Multiple Language Settings
PSGE 6401 Seminar in the Psychology of Bilingual Students (required)
PSGE 6603 Multicultural Issues in Professional Psychology
PSGE 7425 Advanced Seminar in Intervention: Bilingual School Psychology

Fieldwork (15 credits)
PSGE 7429 Integration of Assessment Techniques
PSGE 7482 Professional Diploma Internship in Bilingual School Psychology I
PSGE 7483 Professional Diploma Internship in Bilingual School Psychology II
PSGE 7501 Clinical Practicum in Bilingual School Psychology
PSGE 7503 Consultation Practicum in Bilingual School Psychology

Cognate (9 credits)
PSGE 6312 Psychology of Cognition and Affect
PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6418 Emotional Disorders of Childhood and Adolescence

Comprehensive Assessment (0 credits)
PSGE 0815 Comps — Core (0 credit)

Master of Science in Education Programs

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

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

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

These master's degree programs are
• Educational Psychology: Educational Evaluation and Intervention;
• Psychology of Bilingual Students;
• Preschool Psychology;
• Therapeutic Interventions.

These master's degree programs are offered through the school psychology program.

Admission Requirements

Admission to one of these four M.S.Ed. programs is limited to students already admitted to the P.D. in school psychology, the bilingual P.D. in school psychology, or the Ph.D. 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 M.S.Ed. in the psychology of bilingual students. However, students in the bilingual P.D. 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 and/or deans' offices.

Completion Requirements

To complete the M.S.Ed. in the psychology of bilingual students, preschool psychology, or therapeutic interventions or the M.S.Ed.
in educational psychology—educational evaluation, students must
• complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the P.D. or bilingual P.D. programs prior to or concurrently with completing the P.D;
• maintain a minimum overall graduate 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

Program of Study

<table>
<thead>
<tr>
<th>Multicultural Core (3 credits)</th>
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<tbody>
<tr>
<td>EDGE 6101 Race and Multicultural Education in American Society</td>
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<tr>
<td>PSGE 6401 Seminar in Psychology of Bilingual Students</td>
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<tr>
<td>PSGE 6603 Multicultural Issues in Professional Psychology</td>
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<thead>
<tr>
<th>Foundational Knowledge for Specialization in Educational Evaluation and Intervention (12 credits)</th>
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<tbody>
<tr>
<td>PSGE 6312 Psychology of Cognition and Affect</td>
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<td>PSGE 6320 Psychology of Motivation</td>
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<tr>
<td>PSGE 6308 Cognition and Instruction I</td>
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<tr>
<td>PSGE 7456 Evaluation of Psychological Service Delivery (doctoral only)</td>
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<tr>
<td>ASGE 6720 Program Evaluation and Research</td>
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<td>CTGE 6270 Data, Inquiry, and Technology</td>
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<td>CTGE 5245 Children’s Literature in a Multicultural Society</td>
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<tr>
<td>CTGE 5534 Beginning Reading and Writing</td>
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<tr>
<th>Assessment and Intervention (15 credits)</th>
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<tr>
<td>PSGE 6311 Applications in Applied Behavior Analysis</td>
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<td>PSGE 7445 Theories of School-Based Consultation</td>
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<tr>
<td>PSGE 7422 Instructional Consultation</td>
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<td>PSGE 7418 Non-Biased Assessment and Decision Making</td>
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<tr>
<td>PSGE 7426 Advanced Seminar in Intervention: Instructional Interventions (required)</td>
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<th>Fieldwork (6 credits)</th>
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<tr>
<td>PSGE 7429 Integration of Assessment Techniques</td>
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<tr>
<td>PSGE 7502 Consultation Practicum in School Psychology</td>
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Research (3 credits)
PSGE 5203 Introduction to Research
PSGE 5210 Statistical Methods in Psychology and Education

Comprehensive Assessment (0 credit)
PSGE 0735 Master’s Comprehensive Assessment (portfolio assessment)

Master of Science Degree in the Psychology of Bilingual Students (39 credits)
NYSED 93020, HEGIS 2099

Program of Study

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<thead>
<tr>
<th>Master’s Core (6 credits)</th>
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<tbody>
<tr>
<td>EDGE 6100 Issues and Trends in American Education</td>
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<td>EDGE 6101 Race and Multicultural Education in American Society</td>
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<tr>
<th>Foundational Knowledge (3 credits)</th>
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<tbody>
<tr>
<td>CTGE 7491 Reading and Writing as Psycholinguistic Processes</td>
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</table>

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

Intervention (12 credits)
PSGE 6311 Application of Behavioral Analysis in Educational Settings
PSGE 7423 Therapeutic Interventions in Schools
PSGE 7445 Theories of School-Based Consultation
PSGE 7620 Theories of Counseling

Research (3 credits)
PSGE 5203 Introduction to Research

Cognate (6 credits)
PSGE 6418 Emotional Disorders of Childhood and Adolescence

Bilingualism in Education and Psychology (9 credits from among the following courses):
CTGE 5841 Principles of Bilingual Education
CTGE 6782 Bilingual Special Education: Issues and Trends
CTGE 7843 Second Language Proficiency Language and Educational Assessment in Multiple-Language Setting
CTGE 7844

Fieldwork (6 credits)
PSGE 7500 Clinical Practicum in School Psychology
PSGE 6401 Seminar in the Psychology of Bilingual Students (required)
PSGE 6603 Multicultural Issues in Professional Psychology (required)
PSGE 7427 Advanced Seminar in Interventions: Bilingual School Psychology

Comprehensive Assessment (0 credit)
PSGE 0730 Master’s Comprehensive Assessment (portfolio assessment)

Master of Science Degree in Preschool Psychology (42 credits)
NYSED 93021, HEGIS 2099

Program of Study

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<tr>
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<td>EDGE 6100 Issues and Trends in American Education</td>
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<table>
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<tr>
<th>Foundational Knowledge (3 credits)</th>
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<tbody>
<tr>
<td>PSGE 6401 Seminar in the Psychology of Bilingual Students (required)</td>
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<tr>
<td>PSGE 6603 Multicultural Issues in Professional Psychology</td>
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Assessment (0 credit)
PSGE 0735 Master’s Comprehensive Assessment (portfolio assessment)

Cognate (6 credits)
PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6418 Emotional Disorders of Childhood and Adolescence

Assessment (6 credits)
PSGE 7508 Cognitive Assessment
PSGE 7413 Advanced Assessment Seminar: required Preschool Assessment

Research (3 credits)
PSGE 5203 Introduction to Research

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

Bilingualism in Education and Psychology (9 credits from among the following courses):
CTGE 5841 Principles of Bilingual Education
CTGE 6782 Bilingual Special Education: Issues and Trends
CTGE 7843 Second Language Proficiency Language and Educational Assessment in Multiple-Language Setting
CTGE 7844
Bilingual Extension for Certified School Psychologists (15 credits)

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

- one of the following: proof of New York state certification as a school psychologist (provisional or permanent); proof of National Certification–School Psychology (NCSP); Proof of certification as a school psychologist, having earned certification from a NASP-approved or APA-university-accredited program; proof of language competence (evidence of passing score on the NYS BEA)
- GPA of 3.2 or better in graduate studies leading to certification
- proof of completion of the Child Abuse Prevention/Reporting Workshop and the Violence Prevention Workshop (these workshops can be taken at Fordham concurrently with other coursework)

Program of Study
Foundations Theory and Practice in Bilingual Education (3 credits)
CTGE 5841 Principles of Bilingual Education

Theory and Practices in Bilingual and Bilingual Special Education (3 credits)
PSGE 6401 Seminar in the Psychology of Bilingual Students

Multicultural Theory and Knowledge (3 credits)
PSGE 6603 Multicultural Issues in Professional Psychology

Assessment (3 credits)
PSGE 7418 Non-biased Assessment and Decision Making

Fieldwork (3 credits)
PSGE 7501 Bilingual Clinical Practicum (to enroll in this practicum, students must show evidence of graduate-level background in theories of counseling and therapeutic interventions)

Doctoral Program

Doctor of Philosophy in School Psychology
NYSED 76113, HEGIS 0826
The Doctor of Philosophy in School Psychology program is open to individuals who already have state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with both types of students, upgrading the skills of practicing school psychologists and developing those skills in beginning students. These two objectives are viewed within the context of the urban focus of the program. The program espouses the scientist-practitioner model, which is viewed as most appropriate for achieving our students' goals.

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

The school psychology doctoral program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists, and is registered with the New York State Department of Education for purposes of school psychology certification and professional licensing in psychology.
Admission Requirements
Applicants seeking admission to the Ph.D. program in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate or a master's degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalent at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.)
- have academic and professional goals consistent with the objectives and purposes of the program;
- show evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student's record and an interview with school psychology faculty;
- have earned a minimum undergraduate grade point average of 3.0 (B or better) and/or a minimum graduate grade point average of 3.5 (B+ or better);
- provide two reference reports;
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old;
- demonstrate satisfactory command of oral and written English;
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Completion Requirements
Students are admitted to the doctoral program on a provisional basis and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, 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, and/or professional standards.

To complete the Ph.D. in school psychology, students must:
- complete a predoctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs;
- complete the prescribed program of study, including a minimum of 99 credits beyond the baccalaureate, or 45 credits beyond a master's degree in school psychology or a collateral field. Additional courses may be required based on academic and experiential background;
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
- complete a two-semester doctoral proseminal (PSGE 7900). Students register once for the proseminal in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
- complete a one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in the EDGE 8001 (0 credit) Doctoral Residency Seminar, which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;
- complete a comprehensive assessment;
- complete the three-credit PSGE 8999 Dissertation Seminar, including the preparation of an original dissertation under the direction of a mentor and committee of faculty;
- develop and defend in an oral examination an original dissertation in the area of school psychology; and
- complete all the requirements for the degree within eight years of initial registration in the program. Students may be terminated from the program if they fail to complete any of these requirements.

Program of Study
Psychology Core (18-21 credits)
All doctoral students in the PES program must complete courses in the following six areas:

Cognitive/Affective Aspects of Behavior
PSGE 6312 Psychology of Cognition and Affect

Social Aspects of Behavior
PSGE 6345* Social Psychology

Biological Aspects of Behavior
PSGE 7435* Foundations of Neuropsychology
PSGE 7444 History and Systems of Psychology/Ethical Issues in Psychology

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

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

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

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

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

Advanced Studies

Exceptional Developmental Differences (6 credits)
PSGE 6417 Developmental and Intellectual Disabilities (required)
PSGE 6418 Emotional Disorders of Childhood and Adolescence (required)

Professional School Psychology Core (51 credits)

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

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

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

Fieldwork and Internship (16.5 credits)
Students must complete a total of 650 hours of pre-internship fieldwork.
PSGE 7429 Integration of Assessment Techniques
PSGE 7490 Doctoral Internship in School Psychology I
PSGE 7492 Doctoral Internship in School Psychology II
PSGE 7500 Clinical Practicum in School Psychology
PSGE 7502 Consultation Practicum in School Psychology
PSGE 7520 School Psychology Externship

Supervision (3 credits)
PSGE 7452 Clinical Supervision of School Psychologists

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

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

Comprehensive Assessment (0 credit)
PSGE 0930 Ph.D. Comps School Psych I (Clinical Practice)
PSGE 0935 Ph.D. Comps School Psych II (Research)

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

Doctoral students who received a master’s degree prior to admittance may be exempt from six credits of the cognate requirement if they choose to declare the area in which they received their master’s as their area of specialty, and if the area is approved by the adviser as relevant. The remaining three credits of study in the cognate should be chosen to enhance expertise in the area.

Doctoral students who complete a master’s degree as part of their P.D. program are exempt entirely from the cognate requirement.
Frequently Offered Courses

Graduate School of Education courses listed in this bulletin each earn three credits unless otherwise indicated. Course numbers are composed of a 4-character prefix that indicates the course discipline area and a 4-digit number that notes the course level and identity.

The prefixes used for Graduate School of Education courses are:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>ASGE</td>
<td>Administration and Supervision</td>
</tr>
<tr>
<td>CLGE</td>
<td>Contemporary Learning</td>
</tr>
<tr>
<td>CTGE</td>
<td>Curriculum and Teaching</td>
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<tr>
<td>EDGE</td>
<td>Interdisciplinary Research</td>
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<tr>
<td>PSGE</td>
<td>Psychology</td>
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<tr>
<td>UEGE</td>
<td>Urban Education</td>
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The numbering system is the key to the course levels, specifically:

<table>
<thead>
<tr>
<th>Series</th>
<th>Course Type</th>
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<tbody>
<tr>
<td>5000</td>
<td>Graduate courses and institutes</td>
</tr>
<tr>
<td>6000</td>
<td>Graduates courses and advanced institutes</td>
</tr>
<tr>
<td>7000</td>
<td>Advanced graduate courses</td>
</tr>
<tr>
<td>8000</td>
<td>Seminars and guided tutorials</td>
</tr>
<tr>
<td>9000</td>
<td>Special courses and process registrations</td>
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</table>

Administration and Supervision ASGE Courses

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

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

**ASGE 0705 HRE Master’s Comps (O credit) (HRE MASTER’S COMPS)**

**ASGE 0900 Permanent Matriculation Status (O credit) (PERMANENT MATRICULATION STATUS)**
Student demonstrates satisfactory progress towards completing 12-15 credits which contributes to permanent matriculation status.

**ASGE 0901 Doctoral Comprehensive Exam/Assessment (O credit) (DOCTORAL COMPS)**
Doctoral comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

**ASGE 0999 Proposal Acceptance (O credit) (PROPOSAL ACCEPTANCE)**
Make application during the semester the dissertation proposal is completed.

**ASGE 5112 Fundamentals of Educational Administration and Management (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 (FUND OF EDUC SUPERVISION)**
Considers the human, technical, educational, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will develop K–12 curricula as part of their studies.

**ASGE 5124 Funding and Grants (FUNDING AND GRANTS)**
This course analyzes the technical skills of grant writing, data gathering’s effect on funding sources, and the politics of grant-proposal submission.

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

**ASGE 6105 HR I: The Generalist (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, AFMA, OSHA, fire-at-will, sexual harassment).

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

**ASGE 6122 Applications of Computers to Administration and Supervision (COMPUTER APPL TO A & S)**
The course is designed to provide administrators and supervisors with an opportunity to develop computer literacy and to become familiar with applications of computers to instructional and administrative/ supervisory areas. All students in the Graduate School of Education may enroll in the course.
ASGE 6130 Instructional Leadership (INSTRUC LEADSHIP)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop protocol for curricula development.

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

ASGE 6133 Groups in Organizations (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 6145 Leading in a Diverse Society (LDG 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 dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community; and proposes solutions to meet challenges of a diverse society.

ASGE 6224 The Superintendency (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 (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 (ORG OF COMM RELS PGMS)
Studies the role of school administrators in developing school-community and school-home 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 (CASES SIMULA A & S)
This 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 (SCH FIN ACCTG)
This course is designed to provide students with a functional knowledge of educational financial accounting. Sessions will cover accounting procedures and policies relating to generally accepted accounting principles, the recording of revenues and expenditures, capital and general fund project accounting, debt services, financial statement preparation and presentations, internal control procedures, and relationships with auditing agencies.

ASGE 6241 Management of Schools Information Systems (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 districts needs; the application of information systems to financial, human resource, and administrative decision-making; the implications of computer-automated systems; and mainframe and PC-based applications for school district reporting and management needs.

ASGE 6245 Financial Management of Nonpublic Schools (FIN MGMT OF NONPUB SCHS)
This course will examine alternatives in generating, monitoring, and managing funds in nonpublic institutions.

ASGE 6246 Management of Funded Programs (MGMT OF FUNDED PROGRAMS)
Consideration of the aspects of planning, organizing, and managing externally funded programs in settings such as school districts, colleges, universities, and other nonprofit organizations.

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

ASGE 6322 School Finance (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 6323 School Business Administration (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 6325 School Law (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 6330 Assessment of Personnel Performance in Educational Institutions (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 6331  Shaping Educational Policy (SHAPING EDUCATIONAL POLICY)
A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6333  Professional Development (PROFESS DEVEL)
This course deals with promoting the personal and career growth of people in organizations, using a model of a career life cycle, beginning with orientation and moving through each job change and promotion. Focus is on ways to provide challenging assignments to people through lateral rather than vertical moves.

ASGE 6338  Ethics of School Administration (ETHICS OF SCHOOL ADMIN)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359  Administration of Post-Secondary Education (ADM POST SEC ED)
The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the history and philosophy of post-secondary education, this course will consider how purpose, structure, function, budget, and operations have developed and changed to meet the changing needs of and demands on post-secondary education in the 21st century.

ASGE 6361  Strategic Planning/Change (STRATEGIC PLNG/CHNGE)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362  Understanding and Managing Change (UNDRSTND/MANAG CHNGE)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371  Historical and Descriptive Research (HIST & DESCRIP RESEARCH)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6428  Administration of Higher Education (ADM HIGHER ED)
The course examines issues such as governance, leadership, decision-making, and personnel policies and practices in the day-to-day administration and long-range planning of higher education with special focus on both 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 (CRITICAL ISSUES IN A & S)
Synthesizes research on enduring and emerging issues in administration and supervision, including retrenchment, special education, finance, and desegregation.

ASGE 6520 – 6521  Internship I and II (6 credits) (ADMIN INTERNSHIP I and ADMIN INTERNSHIP II)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531  Clinic for School Administrators (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 (SEMNR: NONPUBL SCH ADMIN)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541  Perspectives on Leadership (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 (ADV STAT IN ASGE)
Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

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

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

**ASGE 7333 Data Analysis and Accountability (DATA ANALYSIS & ACCTLY)**
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus holding 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 and/or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

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

**ASGE 7429 Social Theories and Educational Institutions (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 Administration and Supervision (POLITICAL FACTORS IN A & S)**
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

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

**ASGE 7432 Seminar in Organizational Theory (SEM: ORGANIZATIONAL THRY)**
Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

**ASGE 7435 Strategic Thinking, Planning, and Implementation (STRAT THKG PLNG IMPLMTN)**
Every organization needs to grow, and today’s organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization’s core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D’Aveni. Using Nadler and Tushman’s model for Congruence, they learn to align their organizations with the chosen strategy.

**ASGE 7438 Interdisciplinary Foundations of Supervision (INTRDSCPLN FOUND OF SUPV)**
This course emphasizes theories and concepts from anthropology, economics, psychology, sociology, and communications, applicable to supervision.

**ASGE 7439 Advanced Seminar for Nonpublic School Administration (SEM NONPUBLIC SCH ADMIN)**
This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

**ASGE 7440 Seminar in Organizational Behavior (SEM IN ORG BEHAVIOR)**
This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

**ASGE 7442 Leading Organizational Change (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 leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

**ASGE 7444 Leading a Learning Organization (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 hypothesizing how these divergent interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present these models. This will lead to an individual reflective plan centering on leading a learning organization.

**ASGE 7446 Seminar in Organizational Culture (SEM IN ORG CULTURE)**
This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students discuss the development of norms, values, and behaviors in an organization. Examples of effective as well as dysfunctional cultures are analyzed.
ASGE 7448 Seminar in Ethics and Social Justice
(SEM ETHICS & SOC JUST)
This course develops students’ vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward their clients, and within the civic communities in which they are located.

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

ASGE 7530 Clinical Practice in Administration and Supervision (CLNCL PRACTICE IN A & S)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531 Advanced Qualitative Research (ADV QUALITATIVE RESEARCH)
This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

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

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

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

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

ASGE 8751 Dissertation Seminar: Educational Leadership, Administration, and Policy, Ph.D. (DISS SEM: ASGE — PHD)
Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

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

Contemporary Learning CLGE Courses

CLGE 0900 Permanent Matriculation Status (0 credit) (PERMANENT MATRICULATION STATUS)
Enroll in this course to demonstrate satisfactory progress completing 12 to 15 credits, which leads to permanent matriculation status.

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

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

CLGE 6140 Foundations of Interdisciplinary Research I (INTERDISC RES I)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6142 Foundations of Interdisciplinary Research II (INTERDISC RES II)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of
learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

**CLGE 6240 Global Perspectives on Language, Culture, and Equity (GLBL PERS LANG CULT EQTY)**

This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language. By exploring historical and contemporary scholarly sources, Graduate Students (GSs) will create a more holistic understanding of language policies and practices in multilingual educational communities. The multiple contexts where many languages intersect and the impact of such intersection on educational policies, practices, and advocacy, will be examined critically. GSs will consider key implications of the research for achieving educational equity, affirming identities, and assuming an additive multilingual perspective in education.

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

Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases; expand their conception of appropriate professional roles; and develop awareness, knowledge, and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small-group modes of learning. The prerequisite to this course is CTGE 6810, Sociopolitical Dimensions of Education.

**CLGE 6340 Designing, Implementing, and Evaluating Studies and Programs (DESIGN IMPLEMENT & EVAL)**

This course will integrate the discussion of research designs and the development and implementation of evidence-based practices in educational settings. Multiple perspectives and experiences will be provided in developing practitioners as researchers through understanding and critiquing critical issues related to the implementation of response-to-intervention models in school systems, research studies across disciplines, interventions provided to students with different challenges (e.g., reading, behavior, language/speech development), and practical experiences with classroom/school observations, and critiquing and conducting research using different research designs.

**CLGE 6380 Standardized and Alternate Assessments for Students at Risk or with Disabilities (STAND & ALT ASSESSMENTS)**

This course will focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policymaking. Assessment systems used with students with disabilities for progress monitoring, accountability, data-based decision making at individual, school, and state levels will be explored. The course will further explore roles of teachers and other professionals, administrators, and policymakers in developing equitable and meaningful standardized and alternative assessment approaches for all students.

**CLGE 6400 Learning Through Language (LEARNING THRU LANGUAGE)**

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

**CLGE 6440 Understanding Contemporary Literacies (UNDERSTAND CONTEMP LIT)**

This course introduces various frameworks of literacy in the contemporary world. By exploring print and traditional literacies, new literacies, digital literacies, multimodal literacies, critical literacy, language study (e.g., sociolinguistics, psycholinguistics), and multilingualism, this survey course introduces students to these areas of study and asks them to create definitions of literacy that will inform their own research in the field.

**CLGE 6540 Development in Context (DEVELOPMENT IN CONTEXT)**

This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research. Course readings and assignments will address developmental issues throughout the lifespan, such as the parent-child relationship during infancy, peer relations during middle childhood, media impact on 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 learners.

**CLGE 6550 Motivation to Learn (MOTIVATION TO LEARN)**

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

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

CLGE 7175  Internship in Contemporary Learning and Interdisciplinary Research (INTERNSHIP CONTEMP LEARN)
Offered as a guided tutorial course, students will engage in professional experiences in the schools and/or education-related agencies as interns. Students must receive a minimum of one hour of supervision for every eight hours at the site. Supervision may be provided by doctoral-level curriculum coordinators, supervisors, or consultants. Registration requires the written approval of chairperson, faculty supervisor, and agency director.

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

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

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

CLGE 7240  Multilingual Literacy: Exploring Literacy in Multiple Languages and Cultures (MULTILING LIT: EXPLR LIT)
This course provides theoretical and research foundations to the intersection of language and culture across literacy practices in multiple educational, social, and geographical contexts. Graduate Students (GSs) will examine notions about and uses of multilingual literacy informed by a variety of critical lenses that emerge from the scholarly literature in education, anthropology, sociocultural studies, and applied linguistics. We will explore the nature of language and culture as it interacts with the type of literacy that is enacted in schools and other educational settings in different countries and socioeconomic settings. Key implications for developing and implementing literacy pedagogy that is relevant to linguistic and cultural diversity and is instrumental in closing the achievement gap will be delineated.

CLGE 7260  Equitable Assessment in Multilingual and Multicultural Classrooms (EQUIT ASSESS MULTI CLSRM)
This course provides theoretical and research foundations to equitable assessment in
multilingual and multicultural classrooms. By exploring historical and contemporary scholarly sources, Graduate Students (GSs) will decipher the trajectory of assessing Emergent Bilinguals’ (EBs) language proficiency and content knowledge in the United States, and compare to practices in other countries. GSs will critically examine ways in which an accountability system for EBs can be valid and reliable to accomplish two interrelated goals: (1) assessment of learning and (2) assessment for learning. GSs will consider key implications of the research for challenging narrow notions of accountability within multiple educational contexts, and for developing and implementing assessment practices that fully demonstrate EBs’ linguistic proficiency and academic knowledge.

CLGE 7340 Contemporary Interventions for Struggling Readers and Writers (CONTEMP INTERVENTIONS)
It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7350 Positive Behavior Supports (POS BEHAVIOR SUPPORTS)
This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of Positive Behavior Support on student behavior. The course specifically covers general classroom management, Functional Behavior Assessment (FBA), and Positive Behavior Support (PBS) within the Response to Intervention (RTI). These are foundations of an appropriate behavioral intervention in supporting all students in classrooms and schools at large. The students will participate in lectures, discussions, article reviews, in-class activities, and case studies.

CLGE 7490 Teaching Composition in the 21st Century: Theory and Practice (TCH COMP 21ST CENT)
The nature of writing is changing in the 21st century. Contemporary models of teaching and learning must consider the role of composition in school curricula and the ways that technology and writing are inherently linked in a globalized world. This course will explore cognitive and sociocultural perspectives of writing, and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century. Particular focus will be given to finding, reading, and critiquing studies related to the teaching of writing.

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

CLGE 7570 Positive Trajectories: Resilience and Adaptation (POS TRAJ: RESIL & ADAP)
This course provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development among “at risk” learners. Drawing on a strengths-based model, emphasis will be placed on the compensatory and protective mechanisms that support learning and achievement in and across diverse contemporary learning contexts.

CLGE 8110 Dissertation Seminar: Contemporary Learning and Interdisciplinary Research (DISSERT SEMINAR: CLAIR)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111 Dissertation Seminar: Contemporary Learning and Interdisciplinary Research (DISSERT SEMINAR: CLAIR)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.
**Curriculum and Teaching CTGE Courses**

**CTGE 0701  Master’s Comprehensive Exam/Assessment (0 credit) (MASTERS COMPS I)**
Part one of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

**CTGE 0702  Master’s Comprehensive Exam/Assessment (0 credit) (MASTERS COMPS II)**
Part two of the master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

**CTGE 0703  Intern Fellowship Portfolio (0 credit) (INTERN FELLOW PORTFOLIO)**
Development and review of professional portfolio for elementary teacher candidates in the Intern Fellowship Program.

**CTGE 0704  Childhood Education Portfolio (0 credit) (CHILDHOOD PORTFOLIO)**
Development and review of professional portfolio for childhood education teacher candidates in M.S.T. certification programs. Candidates must demonstrate that they have met childhood education program goals, as well as program goals of specific certification areas.

**CTGE 0707  Early Childhood Education Portfolio (0 credit) (EARLY CHILDHOOD PORTFOLIO)**
Development and review of professional portfolio for early childhood education teacher candidates in M.S.T. certification programs. Candidates must demonstrate that they have met early childhood education program goals as well as program goals of specific certification areas.

**CTGE 0709  Adolescence Education Portfolio (0 credit) (ADOLESCENCEPORTFOLIO)**
Development and review of professional portfolio for adolescence education teacher candidates in M.S.T. certification programs. Candidates must demonstrate that they have met adolescence education program goals, as well as program goals of specific certification areas.

**CTGE 0710  Portfolio for Literacy Education (0 credit) (RDG & LITERACY PORTFOLIO)**
Development and review of professional portfolio for candidates in the Language and Literacy Education programs, Birth–Grade 6; Grades 5–12.

**CTGE 0712  Portfolio for TESOL (0 credit) (TESOL PORTFOLIO)**

**CTGE 0715  Young Readers Portfolio (0 credit) (YOUNG READERS PORTFOLIO)**

**CTGE 0718  Childhood Special Education Portfolio (0 credit) (CHILDHOOD SPEC ED PORTFOLIO)**
Development and revision of professional portfolio for Childhood Special Education teacher candidates in the M.S.Ed. program.

**CTGE 0900  Permanent Matriculation Status (0 credit) (PERMANENT MATRICULATION STATUS)**
During the semester the student demonstrates satisfactory process completing 12 to 15 credits, which leads to permanent matriculation status.

**CTGE 0901  Doctoral Comprehensive Exam/Assessment (0 credit) (DOCTORAL COMPS I)**
Part one of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

**CTGE 0902  Doctoral Comprehensive Exam/Assessment (0 credit) (DOCTORAL COMPS II)**
Part two of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

**CTGE 0999  Proposal Acceptance (0 credit) (PROPOSAL ACCEPTANCE)**
During the semester the dissertation proposal is completed.

**CTGE 5065  Integrating Technology into Elementary Education (1 credit) (INTEG TECH ELEM ED)**
This course assumes introductory knowledge, skills, and understanding of concepts related to technology, including the ability to access, generate, process, and transfer information using appropriate technologies, as well as familiarity with various software programs. This course will assist students in planning, designing, implementing, and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, managing classrooms, using assistive technology, and communicating electronically from a K-6 perspective.

**CTGE 5066  Teaching Social Studies to Children (TCHG S.S. TO CHILDREN)**
This basic course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

**CTGE 5153  Teaching the Gifted and Talented (TEACHING THE GIFTED)**
Characteristics and problems of gifted students, and ways of meeting their intellectual needs and interests. Emphasis will be placed on innovations, appropriate materials, and activities.

**CTGE 5154  Including Exceptional Students (INCLUDING EXCP STUDENTS)**
This course will introduce concepts, skills, and assistive technologies that enable teachers to include students with exceptionalities in regular classes. Emphasis will be on students with mild disabilities; in addition, we will learn about students with the full range of disabilities and special health care needs, along with the kinds of provisions often made for them in an Individualized Education Program (IEP). The course focuses on three interconnected strands: the effect of disabilities on learning and behavior, skills to identify student strengths and areas of need in order to individualize instruction, and collaboration with others to prepare students to their highest levels of academic
achievement and independence within inclusion settings. Students are encouraged to create ideal inclusion models.

CTGE 5155 Special Education Foundations: Past, Present, Future (SPED FOUNDATIONS)
Trace the principles, policies, practices, and perspectives of special education over time in the United States and other countries. Analyze characteristics and instructional needs of students with a range of disabilities and implications for the legal and professional responsibilities of classroom teachers. Study autism in-depth and apply learning to practical situations. Increase student access to the general education curriculum through collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Consider implications for multicultural classrooms in the diagnosis and instruction of students with disabilities. Students will complete eight hours of fieldwork focused on students with disabilities. Prerequisite for all special education courses.

CTGE 5156 Inclusive Curriculum: Design, Assessment, and Classroom Organization (INCLUSIVE CURRIC ASSESS ORG)
This course focuses on three interconnected teaching strands: curriculum design, classroom organization and management, and assessment. It assumes a reflective-practitioner stance in which the teacher draws from multiple models in planning for learning and teaching, as well as the position that sensitively planned curriculum and teaching will encourage an inclusive community of learners, minimize behavior problems, and provide an encouraging environment for all children. These three strands are integrated through the study of interdisciplinary curriculum.

CTGE 5157 Assessment Strategies for Young Children with Disabilities (ASSESS YOUNG CHILD W/DISBIL)
This course provides an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159 Assessment of All Children with Disabilities (ASSESS CHILD W/DISABIL)
This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis, and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160 Instructional Modifications for Adolescents in Inclusive Classrooms (INSTR MOD FOR ADOL INCL CLS)
This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161 Differentiating Instruction for All Students (DIFF INSTR ALL STUDENTS)
This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities; students of different racial, ethnic, religious, and socioeconomic origins; and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, etc.), and the use of technology in differentiating curricula.

CTGE 5165 Consultation and Co-Teaching in Collaborative Classrooms (CONSULT COLLAB CLASSRM)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures, such as IEP meetings, pre-referral intervention assistance teams, RTI teams, paraeducators, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community. Students will complete 10 hours of fieldwork focused on students with disabilities.

CTGE 5170 Assessment of All Learners with Disabilities (ASSESS LRNRS W/DISABIL)
Examine assessments used to determine eligibility for special education and responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, and curriculum-based assessments. Explore assessments designed specifically for evaluating students’ literacy skills, mathematics skills, behavior, and intelligence. Conduct an in-depth assessment project in which multiple assessment methods are used to evaluate an at-risk student or student identified with special needs in the language or communication domain, and make recommendations for services and instruction. Students will complete eight hours of fieldwork focused on students with disabilities.

CTGE 5175 Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms (ELA/SOC STUD INCLU ADOL CLRMS)
Learn strategies for resolving dilemmas of learner differences when planning
curriculum content, daily learning experiences, and assessments specifically for English language arts and social studies courses. Practice evidence-based teaching methods focused on remediation and acceleration to increase the accessibility and achievement of diverse learners 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, and 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 5176 Teaching Math and Science in Inclusive Adolescence Classrooms (MTH/SCI INCLU ADOL CLRMS)

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, monitor 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, and 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 (FLD EXPER RFL PRACI) (0 credits)

This continuous-enrollment seminar and series of field placements focus on issues in schooling practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences. The seminar also provides a structure for organizing workshops in the prevention of child abuse, drug and alcohol abuse, and violence, and for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

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

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

CTGE 5211 Practicum for In-Service Teachers (PRACTICUM) (0 credits)

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

CTGE 5212 Teaching the Arts in Childhood Education (1 credit)

Introduction to creative and expressive development in children, and to 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.

CTGE 5222 Practicum for In-Service Teachers (PRACTICUM)

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

CTGE 5227 Teaching Mathematics to Children (TCHG MATH TO CHILDREN)

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

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

A critical analysis of the theoretical and empirical bases for working in early childhood settings developed for young children with and without disabilities. Overview of legislation, program models, and program review.

CTGE 5231 Workshop in Early Childhood Education (WRKSHP EARLY CHILD ED)

Translating the theories and concepts of early childhood education into the practice of early childhood education; emphasis on structured discussions with speakers, films, and demonstrations. Course content will vary to meet the unique characteristics and needs of students enrolled.
Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5245  Children’s Literature in a Multicultural Society (CHILD LIT MULTICULT CLSRM)
Issues of equity and justice are explored through literature. Adult and children’s literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

CTGE 5247  Teaching Linguistically and Culturally Diverse Children (TCH LING CULT DIV CHILD)
Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms who may lack English language proficiency, experience, and background.

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This course will provide opportunities to critically analyze recent concepts, theories, and practices in developing a science curriculum. Current trends, technologies, and technological issues and their impact on society will be explored. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5245  Children’s Literature in a Multicultural Society (CHILD LIT MULTICULT CLSRM)
Issues of equity and justice are explored through literature. Adult and children’s literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

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Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms who may lack English language proficiency, experience, and background.

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

CTGE 5270  Teaching Biology to Adolescents (TCHG BIOLOGY TO ADOL)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271  Teaching and Assessing Biology: Adolescents (TCHG ASSESS BIO: ADOL)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection in action.

CTGE 5272  Teaching and Assessing Science in Adolescent Classrooms (7-12) (TCHG ASSESS SCI ADOL)
This course familiarizes students with a variety of methods and materials for teaching science (biology, chemistry, earth science, and physics) to adolescents.
CTGE 5275 Integrating Math, Science, and Technology Education (INTEG MATH SCI TECH ED)
This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge, and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning, such as project-based learning, problem-solving learning, and thematic and interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience, we will engage in dialogue, investigation, analysis, and reflection of specific projects that integrate math, science, and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5279 Contemporary Science Education (CONTEM SCIENCE ED)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280 Teaching Chemistry to Adolescents (TCHG CHEM TO ADOL)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of 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 programs.

CTGE 5281 Teaching and Assessing Chemistry: Adolescents (TCHG ASSESS CHEM: ADOL)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

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

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

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

CTGE 5298 Student-Teaching Adolescents: Research and Reflective Practice (TCHG RESEARCH REFLECTIVE PRAC)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development on classroom application of the critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates’ perceptions about the classroom and learning that are necessary for anticipated learning to occur, ways teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5305 Teaching Linguistically and Culturally Diverse Adolescent Students (TCHG LING/CULT DIVERSE ADOL)
This course highlights instructional approaches and strategies for teachers of adolescents to 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 adolescent English-language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English-language learners.

CTGE 5308 Student-Teaching Adolescents: Research and Reflective Practice (TCHG RESEARCH REFLECTIVE PRAC)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development on classroom application of the critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates’ perceptions about the classroom and learning that are necessary for anticipated learning to occur, ways teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.
of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5355 Curriculum Theories and Development (CURR THEORIES & DEVELOPMNT)
This course covers the objectives, theories, and practice issues and problems in relation to principles of learning, needs of students, and requirements of society; critical analysis of curriculum trends; and the role of the teacher in curriculum development.

CTGE 5357 Innovative Curriculum and Teaching Practices and Models (CUR/TCH PRAC)
Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5421 Planning Instruction for Young Children with Disabilities (INSTR CHLD W/DISABIL)
Topics include assessment, formal and informal, leading to the development of intervention in naturally occurring environments; examination of the learning environments and the multiple forces that affect learning; and strategies for intervention and evaluating their outcome. This course will enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of familial, cultural, linguistic, and societal diversity. Also, students will learn to respond to the individual interests, strengths, and needs of young children with disabilities.

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

CTGE 5460 Field Experience for Special Educators (FLD EXPER SPEC EDUC)
An initial student teaching placement in a general education classroom for teacher candidates in special education who are not certified in regular education (Sequence C). Students are required to observe, model, and provide instruction.

CTGE 5505 Foundations of Language and Literacy Education (FOUND LANG LITERACY ED)
Focuses on systems of language, relationships between speech and writing, and the variation within and across languages. It covers cognitive dimensions—perception and memory, reading comprehension, and writing processes—of literacy and their interrelationships. Develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5506 Foundations of Language and Literacy Education in Inclusive Classrooms (FND OF LIT ED INCL CLRM)
Focuses on systems of language, relationships between speech and writing, and the variation within and across languages. It covers cognitive dimensions—perception and memory, reading comprehension, and writing processes—of literacy and their interrelationships. Develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5531 Foundations of Adolescent Literacy and the English Language (FND ADOL LIT ENG LANG)
This course will focus on “ways with words” and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5534 Beginning Reading and Writing in Inclusive Classrooms (BEGIN RDG/WRTG: INCLUS)
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5536 Assessing and Developing Literacy English Language Arts Education (TCHG ASSESS ADOL LIT ENG ED)
In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and high-school grades. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and discover methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 5540 Adolescent Literature in a Multicultural Society (ADOLESCENT LIT IN MULTICULT SOC)
An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to 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 in the Content Areas (LITERACY CONTENT AREA)
In this course, students will learn about reading and writing as processes; language and literacy development; the use of literature and meaningful writing activities in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high-school application.

CTGE 5548  Literacy Across the Curriculum in Inclusive Classrooms (LIT ACROSS CURRIC: INCLUS)
This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549  Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics (ASSESS DEV RDG WRTG)
In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high-school application.

CTGE 5551  Reflective Practice and Field Experience I in an Inclusive Childhood Classroom (REFL PRAC FLD EXPER I)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The course is designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

CTGE 5552  Reflective Practice and Field Experience II in an Inclusive Childhood Classroom (REFL PRAC FLD EXPER II)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Student teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching in either the traditional or alternative programs.

CTGE 5553  Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom (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 theory can be integrated with practical experiences. Class focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

CTGE 5554  Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom (REFL PRAC ST TCHG II)
This course provides an introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. Class focuses on several interconnected teaching strands:
curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners; minimize behavior problems; and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Student teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction.

CTGE 5631 Science Curriculum and Instruction (SCIENCE CURR & INSTR)
Principles of curriculum construction applied to development of science sequences for children of various ages and ability levels, to assist teachers to understand and present basic concepts of science, and to utilize the environment in science teaching.

CTGE 5791 Social Studies Curriculum (SOC ST CURRIC)
This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—from framing goals and objectives to implementing the curriculum in middle and high-school settings.

CTGE 5838 Teaching English Language Arts to Adolescents (TCHG ENL LANG ARTS TO ADOL)
This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5840 Second Language Acquisition (SEC LANG ACQ)
Overview of the nature of second-language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language; second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches, and instructional resources for teachers.

CTGE 5841 Principles of Bilingual Education (PRIN OF BILINGUAL EDUC)
Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in bilingual students.

CTGE 5842 Second Language Acquisition and Assessment (SEC LANG ACQ ASSMNT)
Overview of the nature of second-language acquisition processes with emphasis on teaching and learning. Areas addressed include second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches, and instructional resources for ESL teachers.

CTGE 5844 Development of Communication Skills in English Language Learners (DEV COMM SKILLS ELL)
Practical approaches to development of language arts experiences, integrated bilingual and English-language techniques, curriculum materials, and assessment procedures.

CTGE 5845 Integrating English Language Arts Across the Content Areas in the ESL Classroom (INTEG LANG ARTS IN ESL)
This course provides an overview of the English language arts academic learning standards in terms of goals, learning 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 (TEACH ENG LIT CULT & LING DIVERSE)
Study of the oral, reading, and writing theories, processes, and strategies to teach students for whom English is a new or second language. A survey of appropriate literature for children and adolescents, with an examination of the relationship between reading and writing. The course emphasizes addressing all students to include the exceptional/learning disabled.

CTGE 5847 Practicum in Teaching English as a Second Language (PRACTICUM: TESOL)
Supervised teaching practice of a minimum of 180 hours in ESL classrooms. Biweekly seminars.

CTGE 5848 Student Teaching: TESOL (STUDENT TCHG: TESOL)
One semester of supervised student teaching in English as a second language in an accredited elementary, junior high, or high school, including observations and whole-class and small-group teaching. Seminar in effective teaching practices.

CTGE 5849 Observing and Documenting Children's Learning: Reflective and Effective English as a Second Language (OBSERV ASSES DOCU: ESL)
This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting the development and learning of English language learners. Implications for programming and instruction for English language learners will be discussed.

CTGE 5850 Observing and Documenting Children's Learning: Reflective and Effective Early Childhood Practices (OBSERV ASSES DOCU: EC)
This course will introduce major child-development and learning theories, and
different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

**CTGE 5851** Bilingual Curriculum Materials Workshop: Content Areas (BIL CUR MATL—CONT NT 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 Arts (BIL/ESL CUR DEV: RDG/LANG)

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 (PRACTICUM: BIL/ESL CLRMS)

Application and evaluation of teaching approaches, methods, and techniques 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 support personnel.

**CTGE 5855** English as a Second Language for Adults (ADULT ESL)

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

**CTGE 5900** Strategies for Teaching Adults (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 in Continuing Education (PGM DEV/EVAL CONTIN ED)

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

**CTGE 5903** Funding of Adult Education (FUNDING ADULT EDUCATION)

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

**CTGE 5904** Human Relations in Adult Education and Human Resource Development (HUMAN REL: ADULT ED & HRD)

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

**CTGE 5905** Techniques for Teaching Effective Communication in Adult Education (TCHNQ TCH COMM: ADULT ED)

This course will aid the institutional specialist in adult learning to teach writing and speaking skills to adults for institutional purposes. Topics will include writing reports, position papers, and recommendations, as well as speaking at formal meetings, workshops, and informal committee groupings.

**CTGE 5906** Computers and Technology for Educators (COMPUTERS & TECH FOR ED)

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

**CTGE 5912** Internet Applications and Distance Education (INTERNET APPL & DIST LRN)

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

**CTGE 5925** Foundations of Adult Education (FOUNDATIONS OF ADULT ED)

This course explores the historical, philosophical, and social foundations of adult education. Participants consider their personal philosophies and current issues as they strive to become reflective practitioners.

**CTGE 6000** Developing Emerging Literacy (DEVEL EMERGING LITERACY)

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

**CTGE 6002** Beginning Literacy Development in Inclusive Classrooms (BEG LIT DEV CLASS)

Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies
for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

**CTGE 6004 Instructional Practices for Writing Across the K–6 Curriculum (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 childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

**CTGE 6006 Instructional Practices for Writing Across the 5–12 Curriculum (WRIT 5–12 CURR)**

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

**CTGE 6008 Critical Literacy, Inquiry, and Literature for Children (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. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contexts for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

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

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

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design and/or select appropriate procedures for documenting, promoting, and evaluating learners’ strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

**CTGE 6014 Assessment and Development of Literacy Processes: Grades 5–12, Practicum I (LIT PROC 5–12)**

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design and/or select appropriate procedures for documenting, promoting, and evaluating learners’ strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

**CTGE 6016 Research and Practice for Struggling Readers and Writers: Grades 1–6, Practicum II (READ WRITE 1–6)**

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 completion of CTGE 6012.

**CTGE 6018 Research and Practice for Struggling Adolescent Readers and Writers: Grades 5–12, Practicum II (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 6018. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

**CTGE 6019 Research and Practice for Struggling Adolescent Readers and Writers: Grades 1–6, Practicum II (READ WRITE 1–6)**

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 completion of CTGE 6019.

**CTGE 6016 Research and Practice for Struggling Readers and Writers: Grades 5–12, Practicum II (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 completion of CTGE 6016.

**CTGE 6019 Research and Practice for Struggling Adolescent Readers and Writers: Grades 1–6, Practicum II (READ WRITE 1–6)**

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 completion of CTGE 6019.
CTGE 6195  Theory and Practice in Curriculum and Teaching (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 6261  Technology in Reading, Writing, and Social Studies (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 text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

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

CTGE 6265  Emerging Issues in Technology (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 educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

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

CTGE 6326  Perspectives on Standardized Language and Literacy Assessment: Policy and Practice (PERSP STAND LIT ASSESS)
This course focuses on issues, principles, and current practices in literacy assessment, examination of available measures, and evaluation procedures of norm-referenced language and literacy assessment, relationship of standardized assessment to instruction, examination of strengths and weaknesses of such instruments.

CTGE 6400  Language for School Learning: Implications for Reading and Writing Programs (LNG SCH LRN: RD/WRT PGMS)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.

CTGE 6401  Teaching the Structure of the English Language (TCH STRUC OF ENGLISH)
An introduction to theories of English-language phonology, syntax, and semantics and their implications for developing English-language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6495  Communications Media and Education (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 (COG/LING DIM LITERACY)
The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision making by literacy leaders.

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

CTGE 6532  Developing Literacy in Intermediate Grades (DEV LIT INTERMED GRADES)
In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5 through 9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 6551  Reflective Seminar in Literacy Education (REFL SEM LITERACY ED)
As a culminating experience in the language and literacy program, students engage in weekly seminar sessions reflecting on evolving personal and professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing, and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio
should contain evidence that the student has met each of the program objectives.

**CTGE 6558 Seminar in Special Education: Human Relations and Collaboration**  
(SEM: SPEC ED HR/COLLAB)  
Focus on current issues affecting special education practice. Examination of rights of students and parents; working with students from diverse backgrounds; and the various settings for providing instruction for students with physical, cognitive, and/or emotional disabilities. Application of this information in analyzing our own recent experiences in schools. Additional focus on human relations and collaboration.

**CTGE 6593 Administration and Supervision of Literacy and Language Programs**  
(ADM & SUPV: RDG/LANG PGM)  
The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

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

**CTGE 6662 Teaching Geometric Concepts (COMPUT: MATH/SCI INST)**  
Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia technologies as tools for teachers (not as replacements, not as babysitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

**CTGE 6781 Instructing Bilingual Special Education Students (INSTR BILING SPEC ED)**  
The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

**CTGE 6810 Sociopolitical Dimensions of Education (SOCIOPOLITICAL DMNTNS EDUC)**  
The course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of “teachers” and “students”? How is power—particularly in the form of class, race, gender, and other social stratifications— enacted, contested, and perpetuated in urban school contexts? Who is privileged? Who is disadvantaged?

**CTGE 6991/92 Internship in Curriculum and Teaching (3 or 6 credits) (INTERN IN CURR/TCHG)**  
Offered as a Guided Tutorial Course. Professional experiences in the schools and/or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

**CTGE 7190 Statistics and Quantification Design (STAT/QUANT DESIGN)**  
Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples, and implementing multivariate designs. Prerequisite: one semester of graduate study in educational and psychological statistics.

**CTGE 7194 Introduction to Qualitative Inquiry in Education (INTRO QUAL INQ IN)**  
In this course, students will examine the nature and characteristics of various qualitative inquiry traditions 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 (RESEARCH POL EC ED)**  
Critical analysis and review of recent research in early childhood education that affects program planning for all young children. Examination of the impact of research on legislative changes and lobbying efforts. Understanding of advocacy efforts for all young children.

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

**CTGE 7236 Problems and Issues in Early Childhood Education (PBLM ISS IN ERLY CHLD ED)**  
Examination of the concerns that affect practice and the child’s ability to learn. Selection of topics current to working with all young children in early childhood settings.

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

**CTGE 7460 Advanced Seminar in Special Education Curriculum (ADV SEM: SPEC ED CURRIC)**  
Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address 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 (SEM: LANG DISORD IN SP ED)
Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7491  Reading and Writing as Psycholinguistic Processes (RDG/WRTG AS PSYCHOLING PRO)
This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.

CTGE 7494  Language Development (LANGUAGE DEVELOPMENT)
An analysis of competing theories of the process of language development, language learning, and language acquisition, particularly as these influence instruction focusing on language, learning, and literacy.

CTGE 7495  Language and Cognition (LANGUAGE AND COGNITION)
An examination of the relationship between language and cognitive human development and related issues in curriculum and instruction. Students will investigate seminal and recent studies from linguistics, philosophy, and psychology as these relate to the problem of curricular and instructional development to improve students' critical thinking and use of higher-level cognitive skills.

CTGE 7496  Sociolinguistics: Language and Reading Analysis (SOCIOLING: LANG/RDG ANALY)
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 (ADV PRACTICUM: SPEC EDUC)
Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.

CTGE 7570  Advanced Study on Problems and Issues in Special Education (ADV STY: PLM/ISS SPEC ED)
This course focuses on problems and issues in special education related to the development and education of children, adolescents, 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 (RES ISS/PLCY TRND: SP ED)
Focus on the design and conduct of 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 7591  Evaluation and Testing in Literacy (EVAL TEST LITERACY)
Analysis and evaluation of current tests in reading; 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 (TCHR LDRSHP & 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 (COG BASES LANG LIT)
This course traces the origins of constructivist theory from the cognitive revolution in psychology, and includes work on theories of information processing, reader response, metacognition, and schema building, as well as the study of recent language- and literacy-based neurobiological methods. The course includes implications for curriculum and teaching, and possible links to the development of students’ research agendas.

CTGE 7597  Tools for Inquiry in Language and Literacy Education (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 7664  Ethnography of Educational Settings (ETHNOG 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 (SCND LANG PROFICNCY/LRNG)
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 chairperson or instructor required.

CTGE 7844  Language and Educational Assessment in Multiple Language Settings (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 (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 (THEORY/RES IN BILING ED)
Examination of curriculum development, models, trends, and theories in bilingual, bicultural education and allied fields; analysis, critique, and evaluation of educational research pertaining to the educational development of the bilingual/bicultural student. Prerequisites: (1) a basic course in research, and (2) a course in linguistics, for example, CTGE 5546, CTGE 7841.

CTGE 8101  Advanced Research in Curriculum and Teaching (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 approved proposal for their doctoral dissertation.

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

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

CTGE 9990  Independent Study (INDEPENDENT STUDY)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the student’s adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the Associate Dean for Academic Affairs.

Interdisciplinary Research EDGE Courses

EDGE 0210  Child Abuse Identification and Reporting Workshop (0 credit) (CHILD ABUSE IDENTIFICATION TRNG)

EDGE 0220  Drug, Alcohol, and Tobacco Training (0 credit) (DRUG/ALCOHOL ABUSE INSTR TRNG)

EDGE 0230  Schools Against Violence Education Workshop (0 credit) (SCH VIOLENCE PRVT TRNG)

EDGE 0250  Health and Physical Education Training (0 credit) (HEALTH & P.E. INSTR TRNG)

EDGE 0666  Maintenance of Matriculation (0 credit) (MAINTENANCE OF MATRCLTN)

EDGE 0990  Dissertation Oral Defense (0 credit) (DISSERTATION ORAL DEFENSE)

EDGE 0999  Dissertation Format Review (0 credit) (DISSERTATION FORMAT REVIEW)

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

EDGE 6101  Race and Multicultural Education in American Society (RACE & MULTICULT EDUC)
Examines the concept of cultural pluralism—the values, traditions and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6104  Instructional Design (INSTRUCTIONAL DESIGN)
This course builds students’ skills in determining customer learning needs by conducting needs analyses and following a five-step model of instructional design: specifying performance and instructional objectives, determining content requirements, selecting learning activities and media for each content item, developing means for determining training effectiveness, and determining whether to use off-the-shelf materials or to develop in-house materials.

EDGE 6105  Consulting Skills (CONSULTING SKILLS)
Students develop the skills involved in each phase of the consultation process: contracting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for intervention. This course prepares students for different types of client-consultant relationships and for the multiple roles they must play during a consultation.
EDGES 6106  Practicum in Human Relations Education I (HRE PRACTICUM I)
This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data, and provide feedback to the appropriate organizational members.

EDGES 6107  Practicum in Human Relations Education II (HRE PRACTICUM II)
This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGES 6226  Design of Interactive Learning Systems (DESGN INTERACT LRN)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGES 6280  Implementing a Computer-Based Instructional Program (IMPL COMP-BASED INST PGM)
Participants receive a broad exposure to computer technology and its potential in education. The course considers practical methods for integrating microcomputers with the existing structure and culture of the schools.

EDGES 6703  Assessment in HR (MEAS HUM RES ED)
Focuses on understanding, using, and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGES 6888  Practicum in Creative Studies (PRACT CREATIVE STUDIES)
Application of skills of creative problem solving in an education or training setting. Development and communication of a personal project concerned with education and training of thinking abilities and attitudes.

Psychology PSGE Courses

PSGE 0705  Master’s Comprehensive Exam/Assessment in Counseling (O credit) (MSE COMPS COUNSELING)
Comprehensive exam or assessment for master’s program in counseling and personnel services.

PSGE 0710  Master’s Comprehensive Exam/Assessment in Educational Psychology (O credit) (MSE COMPS ED PSY:RSRCH)

PSGE 0720  Master’s Comprehensive Exam/Assessment in Therapeutic Interventions (O credit) (MSE COMPS THERAPEUTIC INTV)

PSGE 0725  Master’s Comprehensive Exam/Assessment in Preschool Psychology (O credit) (MSE COMPS PRESCHOOL PSYCH)

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

PSGE 0735  Master’s Comprehensive Exam/Assessment in Educational Evaluation and Intervention (O credit) (MSTERS COMPS)

PSGE 0805  P.D./Advanced Certificate Comprehensive Exam/Assessment in Counseling (O credit) (PD COMPS COUNSELING)

PSGE 0810  PD/Advanced Certificate Comprehensive Exam/Assessment in School Psychology (O credit) (PD/ADV CERT COMPS)

PSGE 0815  PD/Advanced Certificate Comprehensive Exam/Assessment in Bilingual School Psychology (O credit) (PD/ADV CERT COMPS)

PSGE 0900  Permanent Matriculation Status (O credit) (PERMANENT MATRICULATION STATUS)
During the semester the student demonstrates satisfactory progress.

EDGES 8001  Doctoral Research Apprenticeship (O credit) (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.

EDGES 9990  Independent Study (O credit) (INDEPENDENT STUDY)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration only by approval of professor directing study, chairman of the student’s division, and director of graduate studies.

EDGES 9995  Doctoral Maintenance of Matriculation (O credit) (DOCTORAL MAINTENANCE)

EDGES 9999  Dissertation Mentoring (DISSERTATION MENTORING)
Consultation with mentor and dissertation committee on defense of completed dissertation work.
completing 12 to 15 credits, which leads to permanent matriculation status.

PSGE 0905 Doctoral Comprehensive in Counseling Psychology Exam/Assessment (0 credit) (PHD. COMPS COUNS PSYCH I)
Part One of the doctoral comprehensive exam or assessment for Ph.D. program in counseling psychology.

PSGE 0910 Doctoral Comprehensive Exam/Assessment in Educational Psychology Part I (0 credit) (DOCTORAL COMPS I)
Part Two of the doctoral comprehensive exam or assessment for Ph.D. program in counseling psychology.

PSGE 0915 Doctoral Comprehensive Exam/Assessment in Educational Psychology Part II (0 credit) (DOCTORAL COMPS II)

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

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

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

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

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

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

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

PSGE 5210 Statistical Methods in Education and Psychology (STAT METH IN ED & PSY)

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

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

PSGE 5302 Psychology of Adolescent Development and Learning (PSY OF ADOLESCENT DEVLMT)
Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

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

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

PSGE 5316 Psychology of Child Development and Learning (PSYCH CHLD DEVEL LRNG)
This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318 Human Development and Learning: Pre-K-Grade 12 (HUM DEVEL PREK-12)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500 Psychological Factors in Children with Disabilities (PSY FACTORS DISABILITIES)
An introduction to understanding children with disabilities and special health care needs. Study of the physical, social,
emotional, and learning characteristics of children identified as disabled.

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

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

PSGE 5621 Foundation of Professional Counseling and Consultation (FOUND PROF COUNS & CONSULTATION)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.

PSGE 5622 Pre-Practicum in Counseling I (PRE-PRACT COUNSELING I)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

PSGE 5623 Pre-Practicum in Counseling Process, Skills, and Techniques (CLINICAL INSTR COUNS PROCESS)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

PSGE 5630 Introduction to Counseling II (INTRO COUNSELING II)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5632 Pre-practicum in Counseling II.

PSGE 5631 Counseling Theory and Practice (COUNS THEORY & PRACTICE)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632 Pre-Practicum in Counseling II (PRE-PRACT COUNSELING II)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5630 Introduction to Counseling II. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 5633 Pre-Practicum in Applications of Counseling Theory to Practice (CLINICAL INSTR THEORY TO PRACT)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases though role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 5658 Fundamental Counseling and Interviewing Skills (FUND COUN/INTERVW SKILLS)
Students develop attending and listening skills, and learn to respond therapeutically in a decision-making framework. Intended for students needing or interested in acquiring interviewing skills who have not taken PSGE 5622.

PSGE 6220 Computer Applications to Research (COMPUTER APPS TO RES)
Direction of computerized data analysis in research. Use and modification of statistical package programs. Reporting findings. Prerequisite: PSGE 5210 or permission of instructor.
cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310 Institute on Applied Cognition (INSTITUTE APPL COGNITION)
The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311 Applications of Behavior Analysis in Educational Settings (APPL BEHAV ANALY ED STG)
Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312 Psychology of Cognition and Affect (PSYCHOLOGY OF LEARNING)
This course is designed to introduce students to the theoretical and empirical investigation of human learning. Specifically, emphasis is placed on understanding both cognitive and affective bases of learning, and on new findings that improve understanding and maximize the use of three complex human skills, particularly in relation to educational and psychological practice.

PSGE 6314 Psychology of Problem Solving and Creativity (PSY OF PROBLM SOLV/CREATIV)
Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6320 Psychology of Motivation (PSYCHOLOGY OF MOTIVATION)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior. Prerequisite: PSGE 6312 or instructor’s permission.

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

PSGE 6324 Environments for Managing Challenging Behaviors (ENVIRON MANAGE BEHAV)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

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

PSGE 6327 Advanced Educational Psychology: Instructional Design (ADV ED PSY: INSTR DES)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6338 Design and Evaluation of Creativity Programs (DESIGN/EVAL CREATIV PGM)
Design, development, and evaluation of education and training programs to encourage 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 (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 6312 or permission of instructor.

PSGE 6345 Social Psychology (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 (SOC PSYCH 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 (SEM PSYCH BILINGUAL STUDENTS)
This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

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

PSGE 6418 Emotional Disorders of Childhood and Adolescence (EMOT DIS: CHILD/ADOL)
Survey of causes and consequences of emotional problems of children and
implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

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

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

PSGE 6601 Understanding the Individual (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 (HUMAN DEVELOPMENT)
This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.

PSGE 6603 Multicultural Issues in Professional Psychology (MULTICULT ISSUES IN PSY)
The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6604 Addressing the Clinical and Cultural Realities of HIV Disease (1 credit) (REALITIES HIV)
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 have the opportunity to practice HIV/AIDS-related counseling skills, identify potential barriers to effective practice, address HIV/AIDS-related grief, and expand their knowledge of mental health networks and local resources.

PSGE 6605 Counseling Program Development and Evaluation (COUNS PROG DEV & EVAL)
The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation. Prerequisites: PSGE 5620, 5622, 5204.

PSGE 6607 Assessment in Counseling (ASSESSMENT IN COUNSELING)
This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PSGE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

PSGE 6609 Advanced Assessment and Appraisal in Counseling (ADV ASST & APPR COUNS)
Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process.

PSGE 6630 Group Counseling (GROUP COUNSELING)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6632 Pre-Practicum in Groups (PRE- PRACTICUM IN GROUPS)
The course is an experientially focused group-counseling course in which students participate as both group members and leaders. Must be taken with PSGE 6630. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6640 Career Counseling (CAREER COUNSELING)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6641 Practicum in Career Counseling (PRACTM: 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 6645 General Psychopathology (GENERAL PSYCHOPATHOLOGY)
This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related
diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

**PSGE 6649 Administration, Consultation, and Supervision of Counseling Services (ADMIN CONSULT SUPERVIS)**
Theory and research related to the administration of counseling services, consultation, and the supervision processes are explored. Attention is given to counseling services in both private and public sectors.

**PSGE 6650 Ethics and Professional Issues in Counseling (ETHIC/PROF ISS COUNSEL)**
An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: Areas I, II, III, and IV from the counseling curriculum.

**PSGE 6651 Field Experience I in Mental Health Counseling (FIELD EXP I 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 may include individual or 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 presentations, and content specific to developing mental health counseling competencies. Corequisite: PSGE 6650. Prerequisites: PSGE 5620-5622, 5630-5632, 6630-6632, 6640-6641, 6602, and 6607.

**PSGE 6652 Field Experience in Counseling I (FLD EXPERIENCE IN COUN)**
Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student’s vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, and/or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities, such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings, and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Prerequisites: PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.

**PSGE 6653 Field Experience II in Mental Health Counseling (FIELD EXP II MENTAL HEALTH)**
This is the second field experience course (spring only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

**PSGE 6654 Field Experience in Counseling II (FIELD EXP COUNSEL II)**
This course is the second semester of a two-semester practicum experience for master’s students in counseling and personnel services.

**PSGE 6655 Field Experience III in Mental Health Counseling (FIELD EXP III MENTAL HEALTH)**
This course is offered as an option of a third field experience course (summer-I only) for those master’s students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

**PSGE 6656 Multicultural Counseling (MULTICULT COUN PRACT)**
This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

**PSGE 6670 Topical Seminar in Counseling (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 an elective in both the professional diploma and doctoral programs. Students in other programs in the University may enroll with the permission of the instructor.

**PSGE 6702 Fundamentals of Educational and Psychological Measurement (FUND OF ED/PSY MEASRMNT)**
Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.
PSGE 7101 Advanced Independent Study: PES (ADV INDEPEND STUDY: PES)
Independent study in topics in psychology. Permission of instructor required.

PSGE 7210 Experimental Design (EXPERIMENTAL DESIGN)
This is an advanced course in statistical methods applied to experimental and quasi-experimental research. Students will use and interpret analysis of variance and covariance in two- and three-way factorial designs with fixed random factors. Controls for the threats to internal and external validity are considered. Post hoc means tests in main and interaction effects are examined. Students will use calculators and computer computation programs.

PSGE 7211 Correlational Design and Analysis (CORRELATION DESIGN AND ANALY)
The purpose of this course is to survey fundamental and advanced topics in regression analysis. We will begin with standard linear regression before covering more advanced topics (e.g., path analysis). Special emphasis will be placed on the development of statistical reasoning skills and concepts; computational skill is secondary. Students will be taught the use of statistical software to handle the computations. This course will be writing-intensive. Completion of an extensive statistics project is an essential component of this course.

PSGE 7213 Multivariate Techniques in Education and Psychology (MULTIVAR TECH: ED AND PSYCH)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7301 Advanced Developmental Psychology (ADV DEVELOPMENTAL PSYCH)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7340 Practicum or Fieldwork in Educational Psychology (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 Pro-Seminar in Educational Psychology (PRO-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 (PERSONALITY ASSESSMENT)
Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508.

PSGE 7413 School Psychology: Advanced Assessment Seminar (SCH PSY ADV ASSESSMENT SEM)
This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418 Non-Biased Assessment and Decision Making (NON BIAS ASSESS)
In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422 Instructional Consultation (INSTRUCTIONAL CONSULT)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7508 and PSGE 7445.

PSGE 7423 Therapeutic Interventions in the Schools (THERAPEUTIC INTERVENTION)
This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7425 Advanced Intervention Seminar: Preschool Intervention (ADV SEM INTERVENTION)
This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426 Advanced Intervention Seminar: Educational Intervention (ADV SEM INTERVENTION)
This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427 Advanced Intervention Seminar: Bilingual Intervention (ADV SEM INTERVENTION)
This course is designed to be a topical seminar that will cover a number of major issues and trends in interventions with bilingual students.

PSGE 7428 Advanced Intervention Seminar: Therapeutic Intervention (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 (INTEGRAT OF ASSESS TECHS)
Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; 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. Hagin 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 7508, PSGE 7412, and PSGE 7418.

**PSGE 7430  The Neuropsychology of Learning Disorders (NEUROPSYCH OF LRNG DISOR)**

**PSGE 7435  Foundations of Neuropsychology (NEUROPSYCH)**
Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

**PSGE 7442  Role and Function of the School Psychologist (ROLE/FUNC SCH PSYCHOLGST)**
An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

**PSGE 7444  Psychology: History and Ethics (PSYCH: HISTORY AND ETHICS)**
The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

**PSGE 7445  Theories of School-Based Consultation (THEOR SCH-BASED CONSULT)**
Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

**PSGE 7452  Clinical Supervision of School Psychologists (CLIN SUPV SCH PSYCHOLGST)**
This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to Ph.D. students in school psychology. Prerequisites: PSGE 5210 and PSGE 6702.

**PSGE 7456  Evaluation of Psychological Services Delivery Programs (EVAL OF PSY SERV DEL PGM)**
Theories, models, and practice of program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6702.

**PSGE 7480  Professional Diploma Internship in School Psychology I (PD INTERN IN SCH PSY I)**
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7481, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For professional diploma students only.

**PSGE 7481  Professional Diploma Internship in School Psychology II (PD INTERN IN SCH PSY II)**
A continuation of PSGE 7480.

**PSGE 7482  Professional Diploma Internship in Bilingual School Psychology I (PD INTERN BIL SCH PSY I)**
Experience in providing school psychological services to a bilingual population under qualified supervision that, in combination with PSGE 7483, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional diploma students only.

**PSGE 7483  Professional Diploma Internship in Bilingual School Psychology II (PD INTERN BIL SCH PSY II)**
A continuation of PSGE 7482.

**PSGE 7490  Doctoral Internship in School Psychology I (PHD INTERN SCH PSY I)**
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to Ph.D. degree students).

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

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

**PSGE 7501  Clinical Practicum in Bilingual School Psychology (CLINCL 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 (CONSUL PRACTM SCH PSYCH)**
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.
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

This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508 Cognitive Assessment (COGNITIVE ASSESSMENT)

This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.

PSGE 7509 School Psychology Advanced Seminar (SCH PSY ADV SEM)

The advanced seminar is constructed in relation to major emergent issues/trends/developments that are pertinent to the field of school psychology. Prerequisite: Permission from instructor.

PSGE 7510 School Psychology Externship I (0 credit) (SCH PSY EXT I)

The externship provides an opportunity for students in the school psychology program to enhance research or practice related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Prerequisite: Permission from instructor.

PSGE 7511 School Psychology Externship II (0 credit) (SCH PSY EXT 2)

A continuation of PSGE 7490.

PSGE 7520 Doctoral Externship in School Psychology (1.5 credits)

The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica 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 7609 Advanced Personality Assessment (ADV PERSONALITY ASSESS)

This course is designed to enable students to develop basic skills in projective assessment techniques with children, adolescents, and adults. An applied orientation will be assumed, yet one based on personality, affective processes, and developmental theories. Sociocultural aspects of personality assessment will be integrated in the context of projective assessment techniques. Prerequisite: PSGE 7615.

PSGE 7610 Advanced Measurement and Appraisal in Counseling (MSMT/APPRSL FOR COUN)

An in-depth study of factors relating to valid test interpretation in professional settings. Experience in administering, scoring, and interpreting objective measures of personality, interest, attitude, and aptitude. Issues related to differential diagnosis, alternative methods of assessment, and actuarial analysis are studied. Prerequisite: PSGE 6702.

PSGE 7611 Assessment of Adult Intelligence (ASSESS OF ADULT INTELL)

Study of major theories of human abilities with a focus on their importance in late adolescence and adulthood. Intelligence is analyzed as a major individual difference characteristic in clinical, vocational, and educational settings. Skills acquired in the administration, scoring, and analysis of major intelligence measures, including the WAIS-R. Prerequisite: PSGE 7610.

PSGE 7615 Adult Psychopathology (ADULT PSYCHOPATHOLOGY)

The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students.

PSGE 7620 Theories of Counseling (THEORIES OF COUNSELING)

Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630 Psychology of Small Groups (PSYCH OF SMALL GROUPS)

The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7634 Theory and Research of Family Interaction (THRY/RES FAMILY INTERACT)

The course surveys and analyzes the major theoretical approaches and empirical literature in the area of family interactions.

PSGE 7638 Family Dynamics and Counseling (FAMILY DYNAM COUNSEL)

Techniques and strategies of family and marriage intervention applied in supervised sessions involving demonstrations and role playing. Permission of the instructor required. Prerequisite: PSGE 5622.
PSGE 7639  Theories of Family Intervention and Counseling
(THRY FAMILY INTERV/COUN)
An in-depth study of the major approaches to working with couples and families. Recent developments in couple enrichment and education will be considered, in addition to the major theories and strategies of family counseling.

PSGE 7640  Psychology of Career Development
(PSYCH OF CAREER DEVELOPMNT)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.

PSGE 7649  Clinical Supervision in Counseling Psychology (SUPERV CONSULT COUNS PSY)
Theory and research in clinical supervision. Prerequisite: PSGE 7655 or 7663.

PSGE 7654  Doctoral Practicum in Counseling Psychology I (DOC PRACT COUN PSYCH I)
This is the first semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 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. Prerequisite: master's-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisite: master's-level psychologist.

PSGE 7655  Doctoral Practicum in Counseling Psychology II (ADV PRACT COUN I)
The course is the second half of the internship requirement that is described in PSGE 7667. A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency. A formal application process is required, in the year prior to beginning the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

PSGE 7657  Practicum in Supervision in Counseling Psychology (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. Prerequisite: PSGE 7655.

PSGE 7658  Advanced Doctoral Practicum in Counseling Psychology II (ADV DOC PRACT COUN II)
This is the fourth semester of practicum for doctoral students in counseling psychology. The course requirements are as described for PSGE 7656. Prerequisite: PSGE 7656.

PSGE 7661  Advanced Practicum in Counseling I (ADV PRACT COUN I)
Closely supervised practice in counseling requiring a minimum of 112 hours of experience in an approved setting. Registration limited to students in the professional diploma program. Taping of sessions is required. Approval by coordinator of field experience is required to register.

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

PSGE 7666  Supervision of Counseling Practicum (SUPV OF COUNS PRACTICUM)
Theories and methods of clinical supervision will be studied. This course requires a two-hour, weekly supervision of master's-level trainees following the class period. Prerequisite: PSGE 7663. For P.D. students.
It constitutes an initial, developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

**UEGE 5102** Historical, Philosophical, and Multicultural Foundations of American Education (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 (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 (URBAN ED: PROB & PERP)
An analysis of those trends and innovations most likely to shape urban education delivery systems in the future.

**UEGE 6243** The Impact of Prejudice on Minority Groups in America (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 (HISTORY OF EDUCATION)
An examination of selected innovations in American public and nonpublic education with an emphasis on use of the past to improve current practice.

**UEGE 6330** Urban Sociology and Education (URBAN SOCIOLOGY AND EDUC)
An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems.

**UEGE 6557** Educational Futures (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.

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

**PSGE 9990** Independent Study (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.

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**Urban Education UEGE Courses**

**UEGE 5102** Historical, Philosophical, and Multicultural Foundations of American Education (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 (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 (URBAN ED: PROB & PERP)
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.

**UEGE 6243** The Impact of Prejudice on Minority Groups in America (IMPACT OF PREJUDICE)
A seminar for advanced students to review issues and research in vocational development and to plan for research projects in career development.

**UEGE 6276** History of Education (HISTORY OF EDUCATION)
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.

**UEGE 6557** Educational Futures (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 (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 Bene Merenti Award for 20 years of service. Dates in parentheses indicate initial year of appointment.
** Two asterisks denote Bene Merenti Award for 40 years of service.


Anita Batisti (2006) Associate Dean for Educational Partnerships. B.B.A., CUNY (Baruch College); M.S., CUNY (Hunter College); Ph.D., Fordham University: Arts in Education, Educational Media.


Faculty

Vincent C. Alfonso (1994) Professor. B.S., CUNY (Brooklyn); M.A., Ph.D., Hofstra University: Psychoeducational Assessment, Early Childhood Psychology, Subjective Well-Being.


Fran C. Blumberg (1997) Associate Professor. B.A., SUNY (Stony Brook); M.S., Ph.D., Purdue University: Educational Psychology, Attention and Learning Strategies.


Diana Caballero (2003) Clinical Associate Professor. B.S., City College; M.S., Long Island University; M.Ed., Ed.D., Teachers College, Columbia University: Educational Administration, Bilingual/Multicultural Education, Childhood Education.

* Anthony Cancelli (1981) Professor. B.S., St. Joseph’s University; M.Ed., West Chester State College (PA); Ed.D., Oklahoma State University: School Psychology, Behavioral Intervention, Consultation.


* Gerald Cattano (1994) Professor and Director of the Center for Catholic School Leadership and Faith-Based Education. (1998) B.A., Merrimack; M.S., CUNY (City College); M.S., Pace University; Ed.M., Ed.D., Teachers College, Columbia University: Administration, Catholic School Leadership, Nonpublic School Policy.

Su-Je Cho (2003) Associate Professor. B.A., Daung-A University; M.A., California State University; Ph.D., University of California, Santa Barbara: Educational Psychology, Special Education, Families and Children with Disabilities.

Eric Chun-Lung Chen (1995) Associate Professor. B.A., National Taiwan Normal University (Taipei); M.S., University of Oregon; Ph.D., Arizona State: Counseling Psychology, Career Development, Counseling Supervision, Cultural Diversity.


John Craven (2008) Associate Professor. B.S., University of Connecticut, Storrs; B.S., Memphis State University; M.S., University of Memphis; Ph.D., University of Iowa: Environmental Education, Teacher Education, Assessment and Evaluation.

Yi Ding (2010) Assistant Professor. B.Ed., M.Ed., Beijing Normal University; Ed.S./Ph.D., University of Iowa.

Amelio D’Onofrio (2006) Clinical Professor and Director of the Psychological Services Institute. B.S., Georgetown University; M.A., University of Chicago; Ph.D., Fordham University: Psychodiagnostic Assessment and Evaluation, Solution Focused Therapy, Family Therapy, Couples Therapy.

Antony Elia (2007) Director of Field-Based Education and Accountability. B.A., CUNY (City College); M.A., New York University; Ph.D., New York University: Educational Administration and Supervision.


Robert J. Graham Clinical Associate Professor. B.A., CUNY (Brooklyn); M.S., CUNY (Richmond); Ph.D., CUNY (Staten Island); Ed.D., St. John’s University: Instructional Technology, Online Instruction, Distance Learning, Mathematics Education K-12, Teacher Education, Educational Leadership, Educational Administration and Supervision.

Rosa A. Hagin (1979) Professor Emerita. B.S., College of New Jersey (Trenton); M.A., Ph.D., New York University.


** John C. Houtz (1973) Professor. B.S., M.S., Bucknell University; Ph.D., Purdue University: Problem Solving and Creativity, Gifted/Talented, Teacher Education, Assessment and Evaluation, Statistical Methods.


* Merle A. Keitel (1986) Professor. B.A., SUNY (Binghamton); Ph.D., SUNY (Buffalo): Counseling Psychology, Grief and Loss Counseling, Stress Management, Health Psychology.

Zsusanna Király (2007) Clinical Associate Professor and Director of The Rosa Hagen School Consultation and Early Childhood Centers: B.A., M.A., City College of New York; Ph.D., Fordham University.


Melissa Laracuent (2010) Clinical Assistant Professor. B.A., Marist College; M.S., Ed.D., Pace University.


** Sheldon Marcus (1968) Professor. B.A., M.A., CUNY (City College); Ed.D., Yeshiva University: Administration and Supervision, College Administration, Multiculturalism.

Adjunct Faculty

Susan Appel, Adjunct Instructor.

Bethany Aaronson, Adjunct Instructor.

Kathy Behrend, Adjunct Assistant Professor. B.A., College of the Holy Cross; Ph.D., Fordham University.

Gerard Beirne, Adjunct Instructor. B.S., Manhattan College; M.S., P.D., St. John’s University.

Marc F. Bernstein, Adjunct Associate Professor. B.S., New York University; M.B.A., New York University; Ed.D., New York University.

Anthony Biscone, Adjunct Instructor. B.A., Fordham University; M.A., Fordham University.

Teresa A. Bruno, Adjunct Assistant Professor. B.A., College of Saint Elizabeth; M.A., Kean University; Ed.D., Seton Hall University.

Steven Cheeseman, Adjunct Assistant Professor. B.A., St. Joseph’s College; M.A., SUNY/Empire State College; Ph.D., Ed.D., Dowling College.

Robert A. Cohen, Adjunct Instructor. B.A., M.S., Queens College; P.D., St. John’s University.

Kevin Colleary, Adjunct.

Rose Cooper, Adjunct Instructor. B.A., William Paterson College; M.S., SUNY New Paltz.

David Coppola, Adjunct Professor. B.A., Seton Hall University; STB, STM, St. Mary’s University; Ph.D., Fordham University.


Angela L. Reyes-Carrasquillo (1975) Professor Emerita, Distinguished Professor (Retired). B.A., M.A., University of Puerto Rico; Ph.D., New York University: ESL; Language, Literacy, and Learning; Bilingual/Second Language Education; Multicultural Education.

* Patricia Shea-Bischoff (2003) Clinical Professor. B.A., Fordham University; M.S., CUNY; M.A., Keen College; Ph.D., Fordham University: Language, Literacy, and Learning; Professional Development; Middle School Literacy; Teacher Education; Secondary English Education.


Kristen Turner (2006) Assistant Professor. B.A., Bucknell University; M.A., Columbia University; Ph.D., Rutgers University: Writing, Connection Between Talk and Writing, Argumentative Genres, Transfer of Knowledge.


* Thomas G. Vinci, Professor Emeritus and Associate Dean Emeritus. B.S. Fordham University; M.A., Ed.D., Teachers College, Columbia University.

* Max Weiner (1981) Professor Emeritus and Dean Emeritus. B.A., University of Connecticut; M.A., Trinity College (Hartford); Ph.D., Yale University.

Chun Zhang (2000) Professor. B.A., Central China Normal University; M.Ed., Eastern Illinois University; Ph.D., University of Illinois at Urbana-Champaign: Families and Children from Culturally and Linguistically Diverse Areas; Service Delivery to Young Children with Developmental Delays and their Families; Family/Professional Relationships and Partnerships.


Lyubomir Detichkov, Adjunct Professor.

Cynthia Diaz-Burgos, Adjunct Instructor. B.A., Syracuse University; M.A., Brooklyn College; M.A., Touro College.

Meredith J. Donovan, Adjunct Instructor.

Jane Dorian, Adjunct Assistant Professor. B.A., Lehman College; M.S., Iona College; P.D., Pace University; Ph.D., Fordham University.

Kathleen Evans, Adjunct Instructor.

Edward M. Fale, Adjunct Assistant Professor. B.A., Queens College; M.S., Fordham University; Ed.D., New York University.

Salvatore Ferrera, Adjunct Assistant Professor. B.A., Manhattan College; M.S., M.A., New York University; Ph.D., Fordham University.

Anita Fereira, Adjunct Associate Professor. B.A., University of Maryland; M.S., Western Connecticut State University; Ph.D., Fordham University.

Michael Fiorentino, Adjunct Instructor. M.S., Fordham University; P.D., Fordham University.

Elizabeth Fregella, Adjunct Assistant Professor. B.A., St. Francis College; M.S.Ed., Brooklyn College; P.D. Queens College; Ed.D. Seton Hall University.

Joe Fusaro, Adjunct Instructor. B.S., Hofstra University; M.S., Queens College.

Joan Galley, Adjunct Associate Professor. B.A, Colgate University, J.D., Columbia University School of Law, M.S.Ed., Psy.D, Pace University.

Arlene Moliterno (2003) Clinical Professor. B.A., Lehman College; M.A., Adelphi University; Ph.D., Fordham University: Language, Literacy and Learning; Instructional Technology; Field Supervision.


Aida Nevarez-La Torre (2006) Associate Professor. B.A., University of Puerto Rico; M.S., State University of New York at Albany; Ed.D., Harvard University: Linguistic Diversity in Teacher Preparation, Practitioner Research, Literacy Development in English Language Learners.


Delores Pogue (2004) Administrator Alternative Education Programs. B.S., Howard University; M.S., CUNY (Lehman); Advanced Certificate Administration Supervision CUNY (City College).


* Max Weiser (1980) Professor Emeritus and Dean Emeritus. B.A., University of Connecticut; M.A., Trinity College (Hartford); Ph.D., Yale University.

Kevin Colleary, Adjunct Instructor.

David Coppola, Adjunct Assistant Professor. B.A., Paterson College; M.S., SUNY New Paltz.


Angela L. Reyes-Carrasquillo (1975) Professor Emerita, Distinguished Professor (Retired). B.A., M.A., University of Puerto Rico; Ph.D., New York University: ESL; Language, Literacy, and Learning; Bilingual/Second Language Education; Multicultural Education.

* Patricia Shea-Bischoff (2003) Clinical Professor. B.A., Fordham University; M.S., CUNY; M.A., Keen College; Ph.D., Fordham University: Language, Literacy, and Learning; Professional Development; Middle School Literacy; Teacher Education; Secondary English Education.


Kristen Turner (2006) Assistant Professor. B.A., Bucknell University; M.A., Columbia University; Ph.D., Rutgers University: Writing, Connection Between Talk and Writing, Argumentative Genres, Transfer of Knowledge.


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Notice Regarding the Clery Act

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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.

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Phone: (212) 636-6406

Directions to the Westchester Campus in West Harrison

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

Westchester Campus | West Harrison, New York
Fordham University
Westchester Campus
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West Harrison, NY 10604
Phone: (914) 367-3230

* For detailed information regarding the Westchester campus in West Harrison, please visit www.fordham.edu/westchester.
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<th>Office</th>
<th>Bldg. and Room Number</th>
<th>Telephone Number</th>
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<tr>
<td>Admissions</td>
<td>33 West 60th St., 207</td>
<td>(212) 636-6400</td>
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<tr>
<td>Bookstore</td>
<td>113 West 60th St., Street Level</td>
<td>(212) 636-6080</td>
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<tr>
<td>Career Services</td>
<td>33 West 60th St., 816</td>
<td>(212) 636-6280</td>
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<tr>
<td>Enrollment Services (formerly Bursar, Financial Aid, and Registrar)</td>
<td>113 West 60th St., 216</td>
<td>(212) 636-6700</td>
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<td>Interdisciplinary Research Programs</td>
<td>113 West 60th St., 1008</td>
<td>(212) 636-6400</td>
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<td>International Students</td>
<td>33 West 60th St., 306</td>
<td>(212) 636-6270</td>
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<td>Leadership Programs</td>
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<td>Quinn Library, Lincoln Center</td>
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<td>(212) 636-6050</td>
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<td>Residential Life</td>
<td>113 West 60th St., McMahon, 108</td>
<td>(212) 636-7100</td>
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<td>School Counseling Programs</td>
<td>113 West 60th St., 1008H</td>
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<td>Teacher Certification</td>
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