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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.
PROGRAM AREAS

- Advanced and Specialist Teaching Programs (M.S.E.) (p. 3)
- Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate) (p. 5)
- Counseling and School Psychology Programs (p. 11)
- Initial Teaching Programs (M.S.T.) (p. 25)
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- Leadership Programs (p. 45)
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Advanced and Specialist Teaching Programs (M.S.E.)

The Fordham Graduate School of Education offers several programs 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.

- Childhood Special Education, M.S.E. (p. 3)
- Early Childhood Special Education, M.S.E. (p. 3)
- Literacy Education (Birth-Grade 6), M.S.E. (p. 4)
- Literacy Education (Grades 5-12), M.S.E. (p. 5)

Childhood Special Education, M.S.E.

30 credits
NYSED 25434/25444

The 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.

Admissions

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

Requirements

Program of Study

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<td>DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS</td>
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<tr>
<td>CTGE 6192</td>
<td>RESEARCH IN THE TEACHING PROCESS</td>
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</tr>
<tr>
<td>CTGE 6310</td>
<td>EDU STU W/DIS IN ELEM SCHS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6320</td>
<td>COL/CONSULT W/FAM &amp; PROF</td>
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</tr>
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</table>

Early Childhood Special Education, M.S.E.

30 credits
NYSED 25486/25489

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.

This program places 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.

Admissions

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

Requirements

Program of Study

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<th>Course</th>
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<th>Credits</th>
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<td>CTGE 6340</td>
<td>INTERVENTIONS READ / WRITE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6350</td>
<td>POSITIVE BEHAVIOR SUPPORT</td>
<td>3</td>
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<tr>
<td>CTGE 6781</td>
<td>INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5222</td>
<td>PRACTICUM FOR IN-SERVICE TEACHERS</td>
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<tr>
<td>CTGE 0718</td>
<td>CHILDHOOD SPECIAL EDUCATION PORTFOLIO</td>
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Total Credits: 30

Required Workshops

The following workshops are required for students in this program:

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<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
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<td>EDGE 0260</td>
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</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
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</tbody>
</table>
Literacy Education (Birth–Grade 6), M.S.E.

30 credits
NYSED 25425/25423

The master’s degree for literacy specialists is designed for certified early childhood, childhood, special education, and TESOL/English teachers who are preparing for professional responsibilities supporting pre-school-grade 6 teachers’ efforts to guide students enrolled in preschool through grade 6.

Graduates of the program earn a Master of Science Degree and are qualified and endorsed for New York state certification as a literacy specialist birth through grade 6. In addition, they meet the requirement for professional certification in the area of their initial certification. Graduates enhance their understanding of reading-writing-learning connections and become increasingly proficient at helping students from diverse backgrounds become confident, successful, lifelong learners. Included within the program is a 50-hour practicum accomplished through 1:1, small group, and whole class experiences.

Admissions

In addition to the general admission and completion requirements for master’s level study in the Graduate School of Education, applicants must provide evidence of their initial/provisional or permanent/professional certification as an early childhood, childhood, or prek−12 teacher, including completion of 9 credits in Literacy Education and 6 credits in Inclusion/Special Education.

Requirements

The program is organized for students to enroll in specific experiences in a faculty guided sequence; specifically CTGE 6500 INTERDISCIPLINARY PERSPECTIVES ON LITERACY, LINGUISTIC AND COGNITIVE DEVELOPMENT, typically the first course in the program, precedes CTGE 6501 SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY; CTGE 6012 ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: BIRTH–GRADE 6; PRACTICUM I precedes CTGE 6016 RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 1−6, PRACTICUM II. CTGE 6551 REFLECTIVE SEMINAR IN LITERACY EDUCATION is the final course in the program.

Program of Study

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<th>Title</th>
<th>Credits</th>
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<tr>
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</tr>
<tr>
<td>CTGE 6500</td>
<td>INTERDISCIPLINARY PERSPECTIVES ON LITERACY, LINGUISTIC AND COGNITIVE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6501</td>
<td>SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6326</td>
<td>PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5840</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6012</td>
<td>ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: BIRTH–GRADE 6: PRACTICUM I</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6002</td>
<td>BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6008</td>
<td>CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR CHILDREN</td>
<td>3</td>
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<tr>
<td>CTGE 6004</td>
<td>INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE K–6 CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6016</td>
<td>RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 1−6, PRACTICUM II</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6551</td>
<td>REFLECTIVE SEMINAR IN LITERACY EDUCATION</td>
<td>3</td>
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</tbody>
</table>

Total Credits 30

1 These courses include required fieldwork.

Required Workshops

The following workshops are required for students in this program:

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
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</tbody>
</table>

Updated: 07-24-2018
Literacy Education (Grades 5 through 12), M.S.E.

30 credits
NYSED 25426/25424

The master's degree for literacy specialists is designed for certified early childhood, childhood, special education, and TESOL/English teachers who are preparing for professional responsibilities supporting teachers of grades 5-12. Graduates of the program earn a Master of Science Degree and 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 program is designed for those preparing for professional responsibilities designing, implementing, and assessing reading and literacy programs for grades 5 through 12. Included within the program is a 50-hour practicum accomplished through 1:1, small group, and whole class experiences.

Admissions

In addition to the general admission and completion requirements for master's level study at the Graduate School of Education, 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.

Requirements

The program is organized for students to enroll in courses in a faculty-guided sequence; specifically CTGE 6500, typically the first course in the program, precedes CTGE 6501 SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY; CTGE 6014 ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I precedes CTGE 6018 RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. CTGE 6551 REFLECTIVE SEMINAR IN LITERACY EDUCATION is the final course in the program, taken with at most one elective course. Students will confer with their faculty adviser each semester during registration.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CTGE 0710</td>
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<tr>
<td>CTGE 6500</td>
<td>INTERDISCIPLINARY PERSPECTIVES ON LITERACY: LINGUISTIC AND COGNITIVE DEVELOPMENT</td>
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<td>SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY</td>
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<tr>
<td>CTGE 6326</td>
<td>PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE</td>
<td>3</td>
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<tr>
<td>CTGE 5840</td>
<td>SECOND LANGUAGE ACQUISITION</td>
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<td>CTGE 6014</td>
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<tr>
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<tr>
<td>CTGE 6006</td>
<td>INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE 5–12 CURRICULUM</td>
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<tr>
<td>CTGE 6018</td>
<td>RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II</td>
<td>3</td>
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<tr>
<td>CTGE 6551</td>
<td>REFLECTIVE SEMINAR IN LITERACY EDUCATION</td>
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</table>

Total Credits 30

1 Note: These courses include required fieldwork.

Required Workshops

The following workshops are required for students in this program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
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<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
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</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
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</table>

Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate)

The Fordham Graduate School of Education extension programs are available to certified teachers seeking extensions beyond the area in which they are initially certified. These are also available to current students matriculated in initial certification (M.S.T.) programs who want to add an extension certificate to their current program. All lead to Fordham University endorsement for New York State certification in these extension areas.

- Bilingual Education, Adv (p. 6)
- Bilingual Special Education, Adv (p. 6)
- Childhood Special Education, Adv (p. 6)
- Early Childhood Special Education, Adv (p. 7)
- Exceptional Adolescents with Subject Extension, Adv (p. 7)
- Middle Childhood Biology 7–9, Adv (p. 8)
- Middle Childhood Chemistry 7–9, Adv (p. 8)
- Middle Childhood English 7–9, Adv (p. 9)
- Middle Childhood Mathematics 7–9, Adv (p. 9)
- Middle Childhood Physics 7–9, Adv (p. 9)
- Middle Childhood Social Studies 7–9, Adv (p. 10)
- Special Education/Teaching English to Speakers of Other Languages, Adv (p. 10)
- Teaching English to Speakers of Other Languages, Adv (p. 11)
Bilingual Education, Advanced Certificate
15 credits
NYSED 32679/32795

The Bilingual Education Extension Program 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 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
In addition to the general admissions requirements for the Graduate School of Education, applicants must meet the following requirements:

- hold New York state initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence)
- competence in a language other than English, as demonstrated by fulfilling one of the following three options:
  a. taking and obtaining a passing score in the ACTFL Language Test (oral and written) in the target language;
  b. documentation in transcripts of having completed undergraduate studies in the target language; or
  c. agreeing to complete successfully two courses in the target language
- International candidates for whom English is an additional 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 as outlined below.
  - IELTS: 7 for General Test Score; no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet-based (IBT) test
  - minimum of 3.0 GPA in graduate work
  - two professional/academic recommendations

Scores can be no more than two years old.

Requirements
Program of Study

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<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
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<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
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1 Requires completion of 10 hours of fieldwork in a school that has a bilingual education program.

Bilingual Special Education, Advanced Certificate
15 credits
NYSED 32725/32799

The Bilingual Special Education Extension Program is for teachers who already possess initial, provisional, permanent, or professional certification in special education. The 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 also apply.

Admissions
In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- IELTS: 7 for General Test Score; no subtest can be lower than 6
- TOEFL: 577 for paper test, 90 for Internet-based (IBT) test
- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

Scores can be no more than two years old.

Requirements
Program of Study

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1 Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

Childhood Special Education, Advanced Certificate
15 credits
NYSED 36085/35086

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<td>CTGE 584</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
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<tr>
<td>CTGE 584</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 678</td>
<td>INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 678</td>
<td>BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS</td>
<td>3</td>
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<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1 Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

Updated: 07-24-2018
The Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in Childhood (grades 1-6) or Elementary Education (pre-k-6). The 15-credit program leads to New York State certificate for teaching Students with Disabilities (grades 1-6). The coursework and field experiences develop competencies in understanding, assessing, and instructing students in special education. The program does not lead to a degree.

Admissions

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

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5159</td>
<td>ASSESSMENT OF ALL CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5161</td>
<td>DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6340</td>
<td>INTERVENTIONS READ / WRITE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6350</td>
<td>POSITIVE BEHAVIOR SUPPORT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5222</td>
<td>PRACTICUM FOR IN-SERVICE TEACHERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

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

Early Childhood Special Education, Advanced Certificate

15 credits

NYSED 36087/35088

The Early Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in Early Childhood (birth-grade 2), or Childhood (Grades 1-6) or Elementary Education (pre-k-6). The program leads to New York state certification for teaching Students with Disabilities (birth-grade 2). The program does not lead to a degree.

Admissions

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

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Candidates who did not take a special education foundation course prior to admission can take a foundation course (or CTGE 6300 CURRICULUM EVALUATION) concurrently with required courses for the advanced certificate program.

Exceptional Adolescents with Subject Extension, Advanced Certificate

15 credits

NYSED 34670/34677

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 leads to certification to become the teacher of record for a special class in the candidate’s certification subject area or support, consultant, and collaborative roles. This program does not lead to a degree.

The coursework develops competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must hold current general education initial, provisional, permanent, or professional certificate in a subject area and a master’s degree.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
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<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES</td>
<td>3</td>
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<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
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</table>

Updated: 07-24-2018
Middle Childhood Biology 7–9, Advanced Certificate

12 credits
NYSED 25438/25448

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 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. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- 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.

Requirements Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3 or 4</td>
</tr>
<tr>
<td>CTGE 5279</td>
<td>CONTEMPORARY SCIENCE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5270</td>
<td>TCHG BIOLOGY TO ADOL</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
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<td>Total Credits</td>
<td></td>
<td>12-13</td>
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</table>

Updated: 07-24-2018
Middle Childhood English 7–9, Advanced Certificate

12 credits
NYSED 25436/25446

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 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. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
• Complete or have completed 30 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural (non-Anglo) writers, women writers, study of multiple genres, and written composition.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
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<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5540</td>
<td>ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5838</td>
<td>INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>3</td>
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</tbody>
</table>

Total Credits 12

Middle Childhood Mathematics 7–9, Advanced Certificate

12 credits
NYSED 28443/28444

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 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. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
• Complete or have completed 30 credits or more in a mathematics major or concentration.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5275</td>
<td>INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5286</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

Middle Childhood Physics 7–9, Advanced Certificate

12 credits
NYSED 25440/25450

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 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. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

• Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
• 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.

Updated: 07-24-2018
**Requirements**

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5279</td>
<td>CONTEMPORARY SCIENCE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5290</td>
<td>TEACHING PHYSICS TO ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 12

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**Middle Childhood Social Studies 7–9, Advanced Certificate**

**12 credits**

NYSED 25437/25447

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 programs lead to a certificate and endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

### Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must:

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

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**Requirements**

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CTGE 5791</td>
<td>SOCIAL STUDIES CURRICULUM</td>
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<tr>
<td>CTGE 5260</td>
<td></td>
<td>3</td>
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<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one or both of the following: 3 to 6

**Total Credits**: 9-12

---

**Special Education/Teaching English to Speakers of Other Languages, Advanced Certificate**

**15 credits**

NYSED 34103/34104

The English as a Second Language Special Education Extension Program is for teachers who already possess initial, provisional, permanent, or professional certification in special education. 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 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.

### Admissions

In addition to the general admissions requirements for the Graduate School of Education, 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 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
- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

Scores can be no more than two years old.

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**Requirements**

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 07-24-2018
Teaching English to Speakers of Other Languages, Advanced Certificate

15 credits
NYSED 32677/32793

The Advanced TESOL Certificate Program is for teachers holding an initial, provisional, permanent, or professional certificate in early childhood (birth–grade 2), childhood (grades 1–6), or adolescence (grades 7–12 in any one of the subject areas offered at Fordham) who are interested in expanding their knowledge about working with Emergent Bilinguals (EBs). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply.

The 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

In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- a copy of New York State initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University
- 12 credits in a language other than English
- 3 credits in English Literature
- 3 credits in English Composition/Writing
- International candidates for whom English is an additional language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test Score; no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet based (IBT) test
- minimum 3.0 GPA in graduate work
- two professional/academic recommendations

1 Scores can be no more than two years old.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5845</td>
<td>LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

1 Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

Counseling and School Psychology Programs

Office: Room 1008
Phone: 212-636-6460 or 6461

The Division of Psychological and Educational Services (PES) 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 PhD 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.

Updated: 07-24-2018
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; 45 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.

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

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

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.

The school psychology doctoral program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists. The PhD degree program in counseling psychology is based on the scientist-practitioner model and is fully accredited by the American Psychological Association. For more information, contact the Office of Program Consultation and Accreditation of the American Psychological Association

750 1st Street NE, Washington DC 20002
Email: apaaccred@apa.org

Also, the school psychology doctoral program is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

**Programs**

- Bilingual School Psychology, Advanced Certificate (p. 12)
- Bilingual School Psychology, Professional Diploma (p. 13)
- Counseling Psychology, PhD (p. 14)
- Mental Health Counseling, MSE (p. 16)
- School Counseling, MSE (p. 17)
- School Psychology, Professional Diploma (p. 18)
- School Psychology, PhD (p. 20)

The following program are captured master’s programs that students earn along the way to earning the professional diplomas in Bilingual School Psychology and School Psychology and doctorate in School Psychology.

**Bilingual School Psychology, Advanced Certificate**

15 credits
NYSED 83196

This program is a bilingual extension for certified school psychologists.

### Admissions

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)
- competency in both English and a second language through:
  a. a license as a bilingual teacher; or
  b. a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination)

### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations Theory and Practice in Bilingual Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>or CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td><strong>Theory and Practices in Bilingual and Bilingual Special Education</strong></td>
<td></td>
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<tr>
<td>PSEG 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Multicultural Theory and Knowledge</strong></td>
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<tr>
<td>PSEG 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or PSEG 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
<td></td>
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<tr>
<td><strong>Assessment</strong></td>
<td></td>
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<tr>
<td>PSEG 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
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</tbody>
</table>

Updated: 07-24-2018
students must To complete a PD in school psychology or bilingual school psychology, Completion Requirements as a school psychologist with a bilingual extension). York state certification as bilingual school psychologists (i.e. certification master's in the psychology of the bilingual student are eligible for New certification as a school psychologist. Students who complete the program successfully are eligible of supervised internship. The student is then awarded the professional minimum of 66 graduate credits of academic study, including one year undergraduate psychology coursework, the student completes a practicum (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; and • successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP; students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Bilingual School Psychology, Professional Diploma Program

66 credits NYSED 83196

The Fordham Graduate School of Education offers two professional diploma (PD) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychology certificate with a bilingual extension.

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. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master's in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Completion Requirements
To complete a PD 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);

• 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 FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT 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) 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).

## Requirements

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 7412</td>
<td>PERSONALITY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
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</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Role

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
<td>3</td>
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</tbody>
</table>

### Proseminar in the Professional Practice of School Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Bilingualism in Education

Select two of the following with guidance to meet NYSED certification requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>CTGE 7843</td>
<td>SCND LANG PROFICENCY/LRNG</td>
<td></td>
</tr>
<tr>
<td>CTGE 7844</td>
<td>LANG/ED ASMT MLT LANG ST</td>
<td></td>
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<tr>
<td>PSGE 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS (required)</td>
<td></td>
</tr>
<tr>
<td>PSGE 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
<td></td>
</tr>
<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7425</td>
<td>ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION</td>
<td></td>
</tr>
<tr>
<td>PSGE 7424</td>
<td>ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT (required)</td>
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### Comprehensive Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 0815</td>
<td>PD/PROFESSIONAL PRACTICE IN BILINGUAL SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
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</tbody>
</table>

Total Credits: 66

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting
2. Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years).
3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
4. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting

## Counseling Psychology, Ph.D.

NYSED 86174

The Ph.D. degree program in counseling psychology is based on the scientist-practitioner model and is fully accredited by:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE, Washington, DC 20002
Phone: 202-336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

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 also prepared for research or academic careers. In addition, program graduates will have satisfied the academic and internship requirements for licensing as a psychologist in New York state.
The program is structured so that it is open both to those who have already completed an appropriate master’s degree or professional diploma program in counseling and to those who have had no previous graduate work in the field. The number of credits needed to complete the program is based upon students’ standing upon entry.

Admissions

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 or be sought in an interview with the program faculty
• have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
• provide a minimum of two reference reports
• have 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

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Psychology Core</strong></td>
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<td>18 to 21</td>
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<tr>
<td>Ethic in Professional Practice</td>
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<td></td>
</tr>
<tr>
<td>PSGE 8672</td>
<td>SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY</td>
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</tr>
<tr>
<td>Cognitive/Affective Aspects of Behavior</td>
<td></td>
<td></td>
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<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td></td>
</tr>
<tr>
<td>Social Aspects of Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6345</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
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<tr>
<td>Biological Aspects of Behavior</td>
<td></td>
<td></td>
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<tr>
<td>PSGE 7435</td>
<td>FOUNDATIONS OF NEUROPSYCHOLOGY</td>
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<tr>
<td>History and Systems of Psychology</td>
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<tr>
<td>PSGE 6615</td>
<td>HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
<td></td>
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<tr>
<td>Multicultural Issues in Psychology</td>
<td></td>
<td></td>
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<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>or PSGE 6655</td>
<td>MULTICULTURAL COUNSELING</td>
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<tr>
<td>Individual Differences/Human Development</td>
<td></td>
<td></td>
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<tr>
<td>PSGE 7301</td>
<td>ADVANCED DEVELOPMENTAL PSYCHOLOGY</td>
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<tr>
<td><strong>Doctoral Research Core</strong></td>
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<td>12 to 24</td>
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<tr>
<td>PSGE 7681</td>
<td>QUANT RES METHODS I</td>
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</tr>
<tr>
<td>PSGE 7682</td>
<td>QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II</td>
<td></td>
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<tr>
<td>PSGE 6607</td>
<td>ASSESSMENT IN COUNSELING</td>
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</tr>
<tr>
<td>PSGE 7210</td>
<td>EXPERIMENTAL DESIGN</td>
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<tr>
<td>PSGE 7683</td>
<td>QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS I</td>
<td></td>
</tr>
<tr>
<td>PSGE 7684</td>
<td>QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS II</td>
<td></td>
</tr>
<tr>
<td>PSGE 7213</td>
<td>APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7711</td>
<td>PSYCHOMETRIC THEORY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7900</td>
<td>PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES</td>
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Doctoral Counseling Psychology Requirements

Career Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 7640</td>
<td>PSYCHOLOGY OF CAREER DEVELOPMENT</td>
<td>3</td>
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Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 6645</td>
<td>GENERAL PSYCHOPATHOLOGY</td>
<td>9</td>
</tr>
<tr>
<td>PSGE 7611</td>
<td>ASSESSMENT IN PERSONALITY</td>
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Intervention Procedures

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<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 7654</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I</td>
<td>12</td>
</tr>
<tr>
<td>PSGE 7655</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II</td>
<td></td>
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<tr>
<td>PSGE 7656</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III</td>
<td></td>
</tr>
<tr>
<td>PSGE 7658</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV</td>
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Consultation and Supervision

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSGE 7649</td>
<td>CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY</td>
<td>6</td>
</tr>
<tr>
<td>PSGE 7657</td>
<td>PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY</td>
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</table>

Comprehensive Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 0905</td>
<td>DOCTORAL COMPREHENSIVE IN COUNSELING PSYCHOLOGY EXAM/ASSESSMENT (clinical practice)</td>
<td>0</td>
</tr>
<tr>
<td>PSGE 0910</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING PSYCHOLOGY (research)</td>
<td></td>
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</tbody>
</table>

Dissertation Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 8999</td>
<td>DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES (required)</td>
<td>3</td>
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</tbody>
</table>

Dissertation Mentoring

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDGE 9999</td>
<td>DISSERTATION MENTORING</td>
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</table>

Full time Internship

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

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

- 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

**Mental Health Counseling, M.S.E.**

**60 Credits**

NYSED 31303

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

The program can be completed full time in two years (with summers) or part time in three years (with summers). 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**

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

- possess a baccalaureate degree from an accredited college or university
- 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 approximately 3.0 (B or better)
- provide two reference reports
- demonstrate proof of immunization against measles, mumps, meningitis, and rubella

**Requirements**

**Program of Study**

The 60-credit program includes a 600-hour, on-site, supervised internship completed during the fall and spring (PSGE 6651 FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING and PSGE 6653 FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING courses) semesters. The curriculum includes the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 0705</td>
<td>MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING</td>
<td>0</td>
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**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 after they complete 12 to 15 credits.

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

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

- complete the prescribed program of study, including a minimum of 96 credits beyond the baccalaureate, or 45 credits beyond a master's degree in counseling or a collateral field. Additional courses (such as master's degree prerequisite courses; see PhD student handbook for more information) will be required
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a one-year doctoral research apprenticeship project (two consecutive semesters and a summer), including participation in PSGE 8001 RESEARCH APPRENTICESHIP, 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 IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES, including the preparation of an original dissertation under the direction of a mentor and committee of faculty
The MSEd program in school counseling is designed to prepare school counselors who will work in Pre-K and K-12 schools. This program meets the course requirements for provisional/initial and permanent/professional certification as a school counselor in New York state. Students that successfully complete all of the program requirements will be recommended for certification as a school counselor.

The required courses in this degree program are only offered at the Lincoln Center campus. All of the courses are offered during the fall and spring semesters; some of the courses are offered during the two summer sessions.

**Admissions**

**Admission Requirements**

Applicants seeking admission to the MSEd 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 3.3 on a 4.0 scale
- provide two reference reports
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

**Requirements**

**Program of Study**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; PSGE 5620</td>
<td>INTRODUCTION TO COUNSELING I &amp; PRE-PRACTICUM IN COUNSELING</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PSGE 5630</td>
<td>THEORIES OF COUNSELING FOR SCHOOL COUNSELORS &amp; SOCIAL JUSTICE PRACTICUM IN PROFESSIONAL SCHOOL COUNSELING</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PSGE 6630</td>
<td>GROUP COUNSELING &amp; PRE-PRACTICUM IN GROUPS</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PSGE 6640</td>
<td>CAREER COUNSELING &amp; PRACT CAREER COUNSELING</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PSGE 6654</td>
<td>FIELD EXPERIENCE IN COUNSELING I and PSGE 6654 FIELD EXPERIENCE IN SCHOOL COUNSELING II, as well as for PSGE 5632 SOCIAL JUSTICE PRACTICUM IN PROFESSIONAL SCHOOL COUNSELING.</td>
<td>6</td>
</tr>
</tbody>
</table>

In addition to the 60 course credits (in semester hours), students must complete a minimum of 600 hours in an approved school counseling field experience, and a minimum of 100 hours in a practicum. Students are required to obtain their own placements for field experience, and a one semester practicum.
time students must take one summer module in order to satisfy all prerequisites to their field experience

### Course Title Credits

**Area I: Foundations of Counseling**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5620 &amp; PSGE 5622</td>
<td>INTRODUCTION TO COUNSELING I and PRE-PRACTICUM IN COUNSELING I</td>
<td>6</td>
</tr>
<tr>
<td>PSGE 5630 &amp; PSGE 5632</td>
<td>THEORIES OF COUNSELING FOR SCHOOL COUNSELORS and SOCIAL JUSTICE PRACTICUM IN PROFESSIONAL SCHOOL COUNSELING (Minimum of 100 hour placement in K-12 School, 40 of those hours must be direct service.)</td>
<td>6</td>
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</table>

**Area II: Understanding the Individual**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSGE 6659</td>
<td>TRAUMA INTERP NEUROBIO</td>
</tr>
<tr>
<td>PSGE 6417</td>
<td>DEVELOPMENTAL AND INTELLECTUAL DISABILITIES</td>
</tr>
<tr>
<td>PSGE 6602</td>
<td>HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>PSGE 6607</td>
<td>ASSESSMENT IN COUNSELING</td>
</tr>
<tr>
<td>PSGE 6645</td>
<td>GENERAL PSYCHOPATHOLOGY</td>
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</tbody>
</table>

**Area III: Working with Groups**

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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSGE 6630 &amp; PSGE 6632</td>
<td>GROUP COUNSELING and PRE-PRACTICUM IN GROUPS</td>
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</tbody>
</table>

**Area IV: Career Development and Counseling**

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSGE 6640 &amp; PSGE 6641</td>
<td>CAREER COUNSELING and PRAC CAREER COUNSELING</td>
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</table>

**Area V: The Counselor: Role and Function**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSGE 5627</td>
<td>COUNS COLLEGE &amp; POST HS</td>
</tr>
<tr>
<td>PSGE 6650</td>
<td>ETHICS AND PROFESSIONAL ISSUES IN COUNSELING</td>
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**Area VI: Professional Issues**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSGE 5204</td>
<td>RESEARCH METHODS IN COUNSELING</td>
</tr>
<tr>
<td>PSGE 6605</td>
<td>COUNSELING PROGRAM DEVELOPMENT AND EVALUATION</td>
</tr>
<tr>
<td>PSGE 6656</td>
<td>MULTICULTURAL COUNSELING</td>
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**Comprehensive Assessment**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSGE 0705</td>
<td>MASTER'S COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING</td>
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**Field Experiences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSGE 6652</td>
<td>FIELD EXPERIENCE IN COUNSELING I (minimum of 240 hours)</td>
</tr>
<tr>
<td>PSGE 6654</td>
<td>FIELD EXPERIENCE IN SCHOOL COUNSELING II (minimum of 240 hours)</td>
</tr>
</tbody>
</table>

Total Credits: 60

1. Area III requires PSGE 5620 INTRODUCTION TO COUNSELING I and PSGE 5622 PRE-PRACTICUM IN COUNSELING I as prerequisites.
2. Area IV requires PSGE 5620 INTRODUCTION TO COUNSELING I and PSGE 5622 PRE-PRACTICUM IN COUNSELING I as prerequisites.
3. Area V may be taken only after students have completed Areas I, II, III, and IV.
4. No prerequisites needed for courses in Area VI. Full time students typically take these courses in their second year of study.

### Bilingual Extension Option (15 credits)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6656</td>
<td>MULTICULTURAL COUNSELING</td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
</tr>
<tr>
<td>or CTGE 6782</td>
<td>BIL SPEC ED:ISSUES&amp;TREND</td>
</tr>
<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
</tr>
<tr>
<td>or PSG 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS</td>
</tr>
<tr>
<td>PSGE 6652 &amp; PSGE 6654</td>
<td>FIELD EXPERIENCE IN COUNSELING I and FIELD EXPERIENCE IN SCHOOL COUNSELING II (Bilingual)</td>
</tr>
</tbody>
</table>

Total Credits: 15

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

### Completion Requirements

To complete the MSEd in 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. All transfer credits need to be approved by the student’s adviser and program
- 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.

### School Psychology, Advanced Certificate

66 credits

NYSED 14379

The Fordham Graduate School of Education offers two professional diploma (PD) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychology certificate with a bilingual extension.

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. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master's in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Completion Requirements
To complete a PD 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; and
- successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Admissions
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 the following 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 FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT 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) 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).

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7412</td>
<td>PERSONALITY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
<td>3</td>
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<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH</td>
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Fieldwork

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<tr>
<th>Fieldwork</th>
<th>PSGE 7429</th>
<th>INTEGRATION OF ASSESSMENT TECHNIQUES 1</th>
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<tbody>
<tr>
<td>PSGE 7480</td>
<td>PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY I 2</td>
<td>3</td>
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<tr>
<td>PSGE 7481</td>
<td>PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY II 2</td>
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<tr>
<td>PSGE 7500</td>
<td>CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY 3</td>
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<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY 4</td>
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Cognate

<table>
<thead>
<tr>
<th>Cognate</th>
<th>PSGE 6312</th>
<th>PSYCHOLOGY OF COGNITION AND AFFECT</th>
<th>3</th>
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<tbody>
<tr>
<td>PSGE 6417</td>
<td>DEVELOPMENTAL AND INTELLECTUAL DISABILITIES</td>
<td>3</td>
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<tr>
<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
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Urban Education

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<tr>
<th>Urban Education</th>
<th>EDGE 6100</th>
<th>ISSUES AND TRENDS IN AMERICAN EDUCATION</th>
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<tbody>
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<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
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Electives

Select 6 credits under advisement

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<tr>
<th>Electives</th>
<th>PSGE 0810</th>
<th>PD/PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</th>
<th>0</th>
</tr>
</thead>
</table>

Total Credits 66

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting
2. Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years).
3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
4. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting

School Psychology, Ph.D.

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:

1. scientist-practitioner, providing direct services to children and indirect services through socializing agents such as school/clinic personnel and parents
2. supervisor, responsible for the effectiveness of other school psychologists;
3. administrator, responsible for developing, implementing, and evaluating educational psychological programs;
4. researcher, advancing the state of scientific knowledge; and
5. 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. For more information, contact the Office of Program Consultation and Accreditation of the American Psychological Association
750 1st Street NE, Washington DC 20002
Telephone: 202-336-5979
Email: apaaccred@apa.org

Admissions

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

- possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalent at either the undergraduate or graduate level:
  - general psychology
  - child/developmental psychology
  - educational psychology
  - the psychology of learning
  - abnormal psychology
  - psychology of personality
- 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
- have academic and professional goals consistent with the objectives and purposes of the program;
- evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student’s record and an interview with school psychology faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two reference reports
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella
### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td><strong>Psychology Core</strong></td>
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<td>18 to 21</td>
</tr>
<tr>
<td><strong>Cognitive/Affective Aspects of Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td></td>
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<tr>
<td><strong>Social Aspects of Behavior</strong></td>
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<tr>
<td>PSGE 6345</td>
<td>SOCIAL PSYCHOLOGY</td>
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<tr>
<td><strong>Biological Aspects of Behavior</strong></td>
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<tr>
<td>PSGE 7435</td>
<td>FOUNDATIONS OF NEUROPSYCHOLOGY</td>
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<tr>
<td>PSGE 7444</td>
<td>PSYCHOLOGY: HISTORY AND ETHICS</td>
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<tr>
<td><strong>Doctoral Research Core</strong></td>
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<td>Select 12-21 credits among of the following:</td>
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<td>PSGE 6702</td>
<td>FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT</td>
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<tr>
<td>PSGE 7681</td>
<td>QUANT RES METHODS I (required)</td>
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<tr>
<td>PSGE 7682</td>
<td>QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II (required)</td>
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<tr>
<td>PSGE 7683</td>
<td>QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS I (required)</td>
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<tr>
<td>PSGE 7684</td>
<td>QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS II (required)</td>
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<tr>
<td>PSGE 7711</td>
<td>PSYMETRIC THEORY (required)</td>
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<tr>
<td>PSGE 7900</td>
<td>PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES (required)</td>
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<tr>
<td><strong>Advanced Studies</strong></td>
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<td><strong>Exceptional Developmental Differences</strong></td>
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<tr>
<td>PSGE 6417</td>
<td>DEVELOPMENTAL AND INTELLECTUAL DISABILITIES (required)</td>
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<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE (required)</td>
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<td><strong>Professional School Psychology Core</strong></td>
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<td><strong>Assessment</strong></td>
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<td>PSGE 7609</td>
<td>ADVANCED PERSONALITY ASSESSMENT</td>
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<td><strong>Intervention</strong></td>
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<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
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<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
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<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
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<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
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<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
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<tr>
<td><strong>Professional Issues</strong></td>
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<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
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<tr>
<td><strong>Fieldwork and Internship</strong></td>
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<tr>
<td>PSGE 7429</td>
<td>INTEGRATION OF ASSESSMENT TECHNIQUES</td>
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**Supervision**

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<tbody>
<tr>
<td>PSGE 7452</td>
<td>CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS</td>
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**Program Evaluation**

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<th>Credits</th>
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<tbody>
<tr>
<td>PSGE 7456</td>
<td>EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS</td>
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**Research Seminar**

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<tr>
<td>PSGE 7507</td>
<td>RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY</td>
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**Comprehensive Assessment**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSGE 0930</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART I (Psychology Core)</td>
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<tr>
<td>PSGE 0935</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART II (Research Core)</td>
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<tr>
<td>PSGE 0810</td>
<td>PD/PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
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<tr>
<td>or PSGE 0815</td>
<td>PD/PROFESSIONAL PRACTICE IN BILINGUAL SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
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</table>

**Cognate Areas of Studies**

Select a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
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**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>97.5-109.5</td>
</tr>
</tbody>
</table>

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1. Select the appropriate course or courses in consultation with your program adviser. Requirements in this core area differ by program.
2. 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 21.
3. Students must complete a total of 650 hours of pre-internship fieldwork.
4. Requires student to conduct project with teacher and child
5. Requires student to consult with teacher for 8 sessions
6. Requires school visits to interview/ shadow school psychologists
7. Requires minimum of 1 day per week for 15 weeks in Centers or approved assessment setting
8. Doctoral Internship includes a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years), must meet CDSP Internship Guidelines
9. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting

Updated: 07-24-2018
To complete the PhD in school psychology, students must:

- Develop and defend in an oral examination an original dissertation in the direction of a mentor and committee of faculty;
- Complete a two-semester doctoral proseminar (PSGE 7900 PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
- Complete a one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in the PSGE 8001 RESEARCH APPRENTICESHIP (0 credits), which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;
- 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.

**Educational Psychology, M.S.E.**

**39 credits**

NYSED 14862

Students who are admitted to the doctoral program in school psychology, 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.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the school psychology professional diploma and doctoral programs.

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

**Completion Requirements**

To complete the MSEs, 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. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits in school psychology or a collateral field must be taken at Fordham University;
- Maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
- Complete a two-semester doctoral proseminar (PSGE 7900 PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
- Complete a one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in the PSGE 8001 RESEARCH APPRENTICESHIP (0 credits), which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;
- 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.
• complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD or PhD;
• maintain a minimum overall graduate grade point average of 3.25 (B or better); and
• complete an end-of-program comprehensive assessment.

### Admissions

Admission to one of these three M.S.E. programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the Ph.D. in school psychology. Admission to and 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.E. in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master's degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.

To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.

### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td><strong>Multicultural Core</strong></td>
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<td>Select one of the following:</td>
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<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
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<tr>
<td>PSGE 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS</td>
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<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
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<tr>
<td><strong>Foundational Knowledge for Specialization in Educational Evaluation and Intervention</strong></td>
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<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td>3</td>
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<tr>
<td>PSGE 6320</td>
<td>PSYCHOLOGY OF MOTIVATION</td>
<td>3</td>
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<tr>
<td>PSGE 6308</td>
<td>COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES</td>
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<td>Select one additional course among the following:</td>
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<td>PSGE 7456</td>
<td>EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS</td>
<td>3</td>
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<tr>
<td>ASGE 6720</td>
<td>PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
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<tr>
<td>CTGE 6270</td>
<td>DATA, INQUIRY &amp; TECH</td>
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<td>CTGE 5245</td>
<td>CHILDREN’S LITERATURE IN A MULTICULTURAL SOCIETY</td>
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<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
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<tr>
<td><strong>Assessment and Intervention</strong></td>
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<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
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<tr>
<td><strong>Fieldwork</strong></td>
<td></td>
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<tr>
<td>PSGE 7429</td>
<td>INTEGRATION OF ASSESSMENT TECHNIQUES</td>
<td>3</td>
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<tr>
<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH or PSGE 768 QUANT RES METHODS I</td>
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<td><strong>Comprehensive Assessment</strong></td>
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<td>PSGE 0735</td>
<td>MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL EVALUATION AND INTERVENTION (portfolio assessment)</td>
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### Psychology of Bilingual Students, M.S.E.

39 credits

NYSED 93020

Students who are admitted to the doctoral program in school psychology, 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.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are "captured" programs that overlap with the school psychology professional diploma and doctoral programs.

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

### Completion Requirements

To complete the MSEs, students must

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

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting

Updated: 07-24-2018
Admissions

Admission to one of these three M.S.E. programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the Ph.D. in school psychology. Admission to and 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.E. in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.

To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MASTER'S CORE</td>
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<tr>
<td>EDGE 6100</td>
<td>ISSUES AND TRENDS IN AMERICAN EDUCATION</td>
<td>3</td>
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<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
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<tr>
<td>FOUNDATIONAL KNOWLEDGE</td>
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<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
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<td>ASSESSMENT</td>
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<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
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<tr>
<td>INTERVENTION</td>
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<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
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<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
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<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
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<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
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<tr>
<td>RESEARCH</td>
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<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH or PSGE 7681</td>
<td>3</td>
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<tr>
<td>Cognate</td>
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<tr>
<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
<td>3</td>
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<tr>
<td>BILINGUALISM IN EDUCATION AND PSYCHOLOGY</td>
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<td>Select three of the following:</td>
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<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
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<tr>
<td>CTGE 7843</td>
<td>SCND LANG PROFICNCY/LRNG</td>
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<td>PSGE 6401</td>
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<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY (required)</td>
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<tr>
<td>PSGE 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
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</table>

Therapeutic Interventions, M.S.E.

39 credits

NYSED 21374

Students who are admitted to the doctoral program in school psychology, 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.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the school psychology professional diploma and doctoral programs.

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

Completion Requirements

To complete the MSEs, students must:

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

Admissions

Admission to one of these three M.S.E. programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the Ph.D. in school psychology. Admission to and 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.E. in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.

To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.
Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Master's Core</td>
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<tr>
<td>EDGE 6100</td>
<td>ISSUES AND TRENDS IN AMERICAN EDUCATION</td>
<td>3</td>
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<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
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<td>Foundations</td>
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<td>PSGE 6341</td>
<td>PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES</td>
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<td>Research</td>
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<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>or PSGE 7681</td>
<td>QUANT RES METHODS I</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
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<td></td>
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<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
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<tr>
<td>PSGE 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
<td>3</td>
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<tr>
<td>PSGE 7428</td>
<td>ADVANCED INTERVENTION SEMINAR; THERAPEUTIC INTERVENTION</td>
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<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
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<tr>
<td>Fieldwork</td>
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<td>PSGE 7500</td>
<td>CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY</td>
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<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY</td>
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<td>Cognate</td>
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<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
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<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
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<td>PSGE 7630</td>
<td>PSYCHOLOGY OF SMALL GROUPS</td>
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<td>Total Credits</td>
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</table>

1. Usually taken in the first semester of the internship or during externship. An intervention project is required.

2. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting.

3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting.

Initial Teaching Programs (M.S.T.)

Office: Room 1102
Phone: 212-636-6450

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.

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).

Programs

- Adolescence Biology, M.S.T. (p. 25)
- Adolescence Chemistry, M.S.T. (p. 26)
- Adolescence Earth Science Education, M.S.T. (p. 27)
- Adolescence English Language Arts, M.S.T. (p. 28)
- Adolescence Mathematics, M.S.T. (p. 29)
- Adolescence Physics, M.S.T. (p. 29)
- Adolescence Social Studies, M.S.T. (p. 30)
- Adolescence Special Education, M.S.T. (p. 31)
- Bilingual Childhood Education, M.S.T. (p. 32)
- Childhood Education, M.S.T. (p. 34)
- Childhood Social Studies, M.S.T. (p. 33)
- Early Childhood and Childhood Education, M.S.T. (p. 35)
- Early Childhood Education, M.S.T. (p. 37)
- Early Childhood Special Education, M.S.T. (p. 36)
- Exceptional Adolescents with Subject Extension, M.S.T. (p. 38)
- Five-Year Teacher Education Program (BA/BS and M.S.T.) (p. 39)
- General and Exceptional Adolescents, M.S.T. (p. 41)
- Teaching English to Speakers of Other Languages, M.S.T. (p. 42)

Adolescence Biology, M.S.T.

30 credits
NYSED 25525/25534

This clinically-rich master's degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Biology 7–12.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in...
the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following 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)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay 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^{1} test scores for English language proficiency for admission to the Graduate School of Education: IELT^{1}: 7 for General Test Score, no subtest can be lower than 6 TOEFL^{1}: 577 for paper test, 90 for Internet-based (IBT) test

^{1} 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

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
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</tr>
<tr>
<td>CTGE 5401</td>
<td>HUMAN DEVELOPMENT AND LEARNING</td>
<td>3</td>
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<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
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<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
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Elective Course on Technology

- CTGE 5155 SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE 3
- CTGE 5402 TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: ASSESSMENT & PLANNING 3
- CTGE 0709 ADOLESCENCE EDUCATION PORTFOLIO 0
- CTGE 5200 FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE 0

Total Credits 30

The following courses may apply toward the elective technology requirement:

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<tr>
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<th>Title</th>
<th>Credits</th>
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<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
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<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
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<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
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<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
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<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
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<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
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Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

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<tr>
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<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
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<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
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<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
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<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
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Adolescence Chemistry, M.S.T.

30 credits
NYSED 25526/25533

This clinically-rich 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 in Chemistry 7–12.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence chemistry program must have an earned degree in
chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
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<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PRE-K12</td>
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<tr>
<td>CTGE 5276</td>
<td>CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION</td>
<td>3</td>
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<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
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<tr>
<td>CTGE 5401</td>
<td>HUMAN DEVELOPMENT AND LEARNING</td>
<td>3</td>
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<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
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<tr>
<td>Elective Course on Technology</td>
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<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
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<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
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<tr>
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<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
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Total Credits: 30

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<td>DEVELOPING DIGITAL LITERACIES</td>
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<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
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<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
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<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
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<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
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</tbody>
</table>

Required Workshops
The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

Adolescence Earth Science, M.S.T.

30 credits

NYSED 34419/34421

This clinically-rich 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.

Admissions

In addition to the general requirements for study at the Graduate School of Education and for initial teacher education programs, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements
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<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
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CTGE 0709  ADOLESCENCE EDUCATION PORTFOLIO  0
CTGE 5200  FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE  0

Total Credits  30

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<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
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<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
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<td>EDGE 0220</td>
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Adolescence English Language Arts, M.S.T.

30 credits
NYSED 25527/25531

This clinically-rich master’s degree program prepares candidates to teach English as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in English 7–12.

Admissions

In addition to the general requirements for study in the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, 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 completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Updated: 07-24-2018
Adolescence Mathematics, M.S.T.

30 credits
NYSED 28439/30606

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

Admissions

In addition to the general requirement for graduate study and for initial teacher education programs, candidates for the adolescence mathematics program must have an undergraduate major in mathematics or its equivalent with a minimum of 27 credits in specific mathematics content areas.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements

Program of Study

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<td>CLINICAL SEMINAR IN ADOLESCENCE MATHEMATICS</td>
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<td>CTGE 5200</td>
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<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
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Adolescence Physics, M.S.T.

30 credits
NYSED 25528/25532

This clinically-rich 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 in Physics 7–12.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher education programs, candidates for the adolescence physics program must 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, 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 completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements

Program of Study

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<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
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Admissions

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Admissions

In addition to the general requirements for study at the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, 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 coursework related to: U.S. history, non-U.S. history, anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. Of these, at least 21 credits must be in the study of history 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.

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Adolescence Social Studies, M.S.T.

30 credits

NYSED 25529/25530

This clinically-rich 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.
Adolescence Special Education, M.S.T.

30 credits

NYSED 34664/34671

This clinically-rich 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.

Admissions

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following 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)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay 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

1 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

Requirements

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<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Seminar in Adolescence Exceptional Students</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

1 Requires eight to ten fieldwork hours with students with disabilities.

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 07-24-2018
Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Bilingual Childhood Education, M.S.T.

42 credits

NYSED 25432/25442

The master's degree program in bilingual childhood education leads to endorsement for New York state teacher certification as a childhood education teacher and an extension to the certificate for bilingual education.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 54) and the requirements for admission to initial teacher education programs.

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

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

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

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
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<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
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<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
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<tr>
<td>CTGE 5851</td>
<td>BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS</td>
<td>3</td>
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<tr>
<td>CTGE 5852</td>
<td>MULTILINGUAL ORACY AND LITERACY</td>
<td>3</td>
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<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0704</td>
<td>CHILDHOOD EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 42

1 One of the required student-teaching experiences must be completed in a bilingual education classroom (grades 1-6).

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.
### Childhood Special Education, M.S.T.

**45 credits**

NYSED 25433/25443

The master's degree program in childhood special education is an integrated dual-certificate program, and leads to endorsement for New York state teacher certification as a childhood teacher (grade 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 both regular and special-education settings. This program is nationally recognized by the Council for Exceptional Children.

### Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 54) and the requirements for admission to initial teacher education programs.

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

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

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

### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
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<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5159</td>
<td>ASSESSMENT OF ALL CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5161</td>
<td>DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6324</td>
<td>ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0718</td>
<td>CHILDHOOD SPECIAL EDUCATION PORTFOLIO</td>
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</tbody>
</table>

**Total Credits** 45

### Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

**Updated: 07-24-2018**
Applicants for any of the initial teacher education (ITE) programs must meet the following three options:

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

In addition to the workshops listed above, the following workshops are also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

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

1. 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
2. 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
3. baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
4. a minimum undergraduate grade point average of approximately 3.0 (B or better)
5. MAT or GRE scores (no more than five years old)
6. two reference reports: academic and professional
7. satisfactory command of oral and written English as evidenced through an admissions essay or interview
8. 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 1<sup>1</sup>, 7 for General Test Score, no subtest can be lower than 6 TOEFL 1<sup>1</sup>, 577 for paper test, 90 for Internet-based (IBT) test

8. 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:

1. proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator
2. 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
3. proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
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<tr>
<td>CTGE 5227</td>
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<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
</tbody>
</table>

**Childhood Education, M.S.T.**

**36 credits**

NYSED 25431/25441

The 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. Graduates of the program are endorsed for New York state teacher certification in childhood education.

**Admissions**

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 54) and the requirements for admission to initial teacher education programs.

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

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

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

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following 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)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay 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 1<sup>1</sup>, 7 for General Test Score, no subtest can be lower than 6 TOEFL 1<sup>1</sup>, 577 for paper test, 90 for Internet-based (IBT) test

1. Scores can be no more than two years old. See program descriptions for additional program-specific requirements.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0704</td>
<td>CHILDHOOD EDUCATION PORTFOLIO</td>
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</tbody>
</table>

**Total Credits**: 36

**Required Workshops**

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
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<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
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</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshops are also required of students in this MST program:

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<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0250</td>
<td>HEALTH AND PHYSICAL EDUCATION TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

**Early Childhood and Childhood Education, M.S.T.**

45 credits

NYSED 25435/25445

The master's degree program in early childhood and childhood education is an integrated dual-certificate program and leads to endorsement for New York state teacher certification as a childhood education teacher (grades 1-6) and an early childhood teacher (birth-grade 2). The program includes specialized knowledge and instructional practices effective in the early years of childhood, and those appropriate and effective for children in grades 1 through 6.

The program of study is carefully coordinated and sequenced, progressing from foundations and teaching methods through the development of a professional portfolio or a student work sample. Field experiences linked to courses provide guided development throughout the program and culminate in full time student teaching. Clinical experience is provided in both early childhood and childhood settings.

**Admissions**

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 54) and the requirements for admission to initial teacher education programs.

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

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

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

**Requirements Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
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<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
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<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
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<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
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<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
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<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
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<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
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<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
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<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
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Updated: 07-24-2018
CTGE 5230 FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN 3
CTGE 5232 EARLY CHILDHOOD CURRICULUM AND ASSESSMENT 3
CTGE 5233 EARLY LEARNING THROUGH PLAY 3
CTGE 5234 FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN 3
CTGE 5551 REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5552 REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5553 REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5554 REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 0704 CHILDHOOD EDUCATION PORTFOLIO 0

Total Credits 45

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
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<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Early Childhood Special Education, M.S.T.

45 credits

The master's degree program in early childhood/early childhood special education is an integrated, dual-certificate program that leads to endorsement for New York state teacher certification as an early childhood teacher and as a teacher of children with disabilities in early childhood education (birth–grade 2) and two master’s degrees. Student teaching experience is required in regular and special education settings over two semesters.

This program is approved by the Council for Exceptional Children (CEC) and NAEYC (National Association for Education of Young Children).

Admissions

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education and the requirements for admission to initial teacher education programs. 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.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
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<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
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<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
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<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5230</td>
<td>FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5232</td>
<td>EARLY CHILDHOOD CURRICULUM AND ASSESSMENT</td>
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<tr>
<td>CTGE 5233</td>
<td>EARLY LEARNING THROUGH PLAY</td>
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<tr>
<td>CTGE 5234</td>
<td>FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN</td>
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<tr>
<td>CTGE 5850</td>
<td>OBSERVING AND DOCUMENTING CHILDREN’S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES</td>
<td>3</td>
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<tr>
<td>CTGE 5411</td>
<td>PERS AND ISSUES ECSE</td>
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<tr>
<td>PSGE 5301</td>
<td>PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
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<tr>
<td>CTGE 5157</td>
<td>ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
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<tr>
<td>CTGE 5421</td>
<td>PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES</td>
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<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>1</td>
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<tr>
<td>CTGE 5201</td>
<td>STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0707</td>
<td>EARLY CHILDHOOD EDUCATION PORTFOLIO</td>
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</table>

Total Credits 45

Updated: 07-24-2018
1. Student teaching required
2. There is a fee associated with this course.

**Required Workshops**

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
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<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

**Early Childhood Education, M.S.T.**

36 credits

NYSED 25484/25487

The master's degree program in early childhood education (birth - second grade) offers coursework in child development, teaching exceptional children, effective instructional practices for young children, professional studies, and related field experiences for student teaching, and provides a beginning teacher with the knowledge and skills needed to be an effective early childhood teacher.

Graduates of the program are endorsed for New York state teacher 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.

**Admissions**

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education and the requirements for admission to initial teacher education programs. 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.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- a 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)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay 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\(^1\): 7 for General Test Score, no subtest can be lower than 6
  - TOEFL\(^1\): 577 for paper test, 90 for Internet-based (IBT) test

\(^1\) 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

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
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<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
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<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
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</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5230</td>
<td>FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN</td>
<td>3</td>
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</table>

Updated: 07-24-2018
Exceptional Adolescents with Subject Extension, M.S.T.

42 credits
NYSED 34666/34673

This clinically-rich master’s degree program prepares graduates 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.

Admissions

In addition to the content-core requirements, applicants for an extension certification must complete these prerequisite 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, radioactivity, 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 the 18 semester hours through a combination of study in United States history, world history, and geography including coursework related to anthropology or cultural studies, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society.

Requirements

Program of Study

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
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<tr>
<td>CTGE 5305</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS</td>
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Updated: 07-24-2018
CTGE 5155  SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE 1 3
CTGE 5170 ASSESSMENT OF ALL LEARNERS WITH DISABILITIES 1 3
CTGE 5175 TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS 1 3
CTGE 5176 TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS 1 3
CTGE 5166 COLLAB & CO-TEACHING 1 2
CTGE 5167 BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT 1 3
CTGE 5547 LITERACY AND LEARNING ACROSS THE CURRICULUM 3
CTGE 5401 HUMAN DEVELOPMENT AND LEARNING 3
CTGE 5402 TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: ASSESSMENT & PLANNING 0 to 3
CTGE 5403 TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION 0 to 3
CTGE 5404 TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION & INNOVATION 0 to 3
CTGE 6201 DEVELOPING DIGITAL LITERACIES 1
CTGE 5200 FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE 0

Subject Extension Area Requirement
Select one subject extension area 6
Total Credits 36-45

1 Courses require eight to ten fieldwork hours with students with disabilities.

Subject Extension Areas
In addition to the content-core courses, candidates for this degree must complete related subject-area requirements to obtain the extension. The course of study includes six additional credits in the extension's subject area.

Biology, Chemistry, Physics, Earth Science Extension
Course Title Credits
CTGE 5272 TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12) 3
CTGE 5631 SCIENCE CURRICULUM AND INSTRUCTION 2
CTGE 6203 CYBER COMMUNITIES FOR STEM 1
Total Credits 6

Social Studies Extension
Course Title Credits
CTGE 5261 TEACHING AND ASSESSING SOCIAL STUDIES: ADOLESCENTS 3
CTGE 5791 SOCIAL STUDIES CURRICULUM 3
Total Credits 6

Mathematics Extension
Course Title Credits
CTGE 5286 TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS 1
CTGE 5283 TEACHING AND LEARNING MATH IN THE MIDDLE GRADES 2
CTGE 5284 TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH 3
Total Credits 6

English Language Arts Extension
Course Title Credits
CTGE 6405 TEACHING AND ASSESSING COMPOSITION ADOLESCENTS 3
CTGE 6410 TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS 3
Total Credits 6

Required Workshops
The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

Course Title Credits
EDGE 0230 SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP 0
EDGE 0210 CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP 0
EDGE 0260 DIGNITY FOR ALL STUDENTS TRAINING 0
EDGE 0220 DRUG, ALCOHOL, AND TOBACCO TRAINING 0

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

Course Title Credits
EDGE 0270 Autism Training Module 0

Five-Year Teacher Education Program (B.A./B.S. and M.S.T.)
The Fordham University Graduate School of Education (GSE) offers a 5-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Programs are offered at the Lincoln Center campus. The 5-Year Track provides an opportunity for students to complete a B.A./B.S. and a 36 credit Master of Science in Teaching (MST) degree in Early Childhood Education, Childhood Education, or Adolescence Education (biology, chemistry, physics, earth science, mathematics, English, or social studies), or TESOL (Teaching English to Students of Other Languages). Dual certification and extensions may also be pursued in early childhood special education, childhood special education, early childhood/childhood education, bilingual Childhood education, and adolescence special education. Dual certification MST programs are 45 credits. Extensions are also offered in middle childhood education, TESOL, special education or bilingual education for additional credits.

Students interested in teaching English to students of other languages may pursue a program in TESOL for grades Pre K-12. There are specific
language requirements for this program and consultation with the appropriate program adviser is necessary.

The five-year combined degree track consists of early admission to the GSE, integration of 12 GSE credits during senior year, the completion of a B.A./B.S. degree, and a fifth year as a full-time student completing the additional credits in coursework and two semesters of student teaching. Dual certifications are additional credits and might take longer to pursue. After completion of all program requirements, students receive an MST degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement and coordination is an important feature of this track. Please note that any student who does not complete successfully all degree requirements will not be endorsed for New York State Initial Teacher Certification.

Graduate School of Education graduates 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. Fordham is accredited by the National Council for Accreditation of Teacher Education (NCATE).

To find out more about the track, consult with the GSE adviser.

**Program Activities**

**Field Experience**

Once the Declaration of Interest is submitted, the coordinator will permit registration into the 1 credit Field Experience Seminar (CTGE 4200 FLD EXPR RFL PRACT). Sophomores meet twice each semester, juniors meet three times each semester, and seniors meet once monthly. Seminars are held on both campuses except in senior year when they are held at LC along with GSE courses. Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student's schedule. The field experience helps the student to examine interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student’s suitability for teaching, and prepares the student for the fifth year student teaching experience.

**Student Teaching Orientation**

Prior to beginning fall student teaching, an orientation is held for students in all programs who are beginning this experience. Students are provided with extensive information, meet with their field specialists, and receive their school and grade assignment for the fall semester.

**Student Teaching**

In the 5th year, each student completes a full-time student teaching placement at two different sites in the grade levels of the certification area. Students are placed in schools that have partnerships with the GSE and with cooperating teachers that have more than three years of experience teaching. Each works with a field specialist who serves as a mentor and coach and who observes and evaluates the student in their student teaching placement site. A career adviser works specifically with students throughout the job search process. Field and student teaching placements provide more than 600 hours of comprehensive experience in public schools.

**NYS Teacher Certification Exams and Workshops**

Students are notified about NYS teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Extensive support is provided to students throughout this process.

**Final Project**

At the end of the fifth year, students prepare a capstone project as a culminating activity. This includes a theoretical and reflective essay highlighting teaching practice and knowledge gained. Adolescence education programs require the completion of a student work sample.

**Admissions**

There are two application stages to the Five-Year Integrated Teacher Education Track:

**First Stage**

• Complete a Declaration of Interest Form and submit to the Five-Year Track coordinator at the Graduate School of Education.
• Plan to seek program advisement about core courses to complete the B.A./B.S. Students should plan so as to be able to integrate 12 GSE credits in senior year. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
• Inform major advisor of decision to apply. Advisor will give permission to register for the one-credit Field Experience Seminar.
• Meet with GSE Five-Year Track coordinator.

**Second Stage**

• Complete a GSE admissions application and submit all required supplemental information in the spring of the junior year for early admission. The application includes a written personal statement, two letters of reference, a resume, and a copy of all transcripts.
• Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
• Maintain a minimum grade point average of 3.0 (B or better).
• Meet the general admissions requirements to the Graduate School of Education and for the specific program to which the Fordham undergraduate student is applying. Specific admissions requirements are listed on each program's page in this Bulletin.

**Note:** Fordham Juniors who apply to the 5-Year Integrated Track program are not required to submit standardized test scores from the Miller Analogies Test, Graduate Record Examination, or significantly equivalent exam with their application to the program. However, official test scores MUST be submitted during the first semester as a fully-matriculated GSE student.

**Requirements**

**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; and
• completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education.

**Undergraduate Core and Content Requirements**

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

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major can be obtained from the coordinator of the Five-Year Integrated Track. It is students’ responsibility to meet with their advisers and to ensure they are meeting Fordham undergraduate, GSE, and New York State admissions and completion requirements for their program of choice.

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.

**General and Exceptional Adolescents, M.S.T.**

**45 credits**

NYSED 34668/34675

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

**Admissions**

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

**Biology**

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

**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.

**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.

**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.

**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.

**Math**

Have an undergraduate major in mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

**Social Studies**

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

**Requirements Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5305</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5166</td>
<td>COLLAB &amp; CO-TEACHING ¹</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5167</td>
<td>BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ - 1 credit for special education courses also applies to specific subject area requirements.
Subject Area Requirement
Select a subject area 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 48

1 Courses require eight to ten fieldwork hours with students with disabilities.

**Subject Areas**

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

### Biology, Chemistry, Physics, Earth Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5631</td>
<td>SCIENCE CURRICULUM AND INSTRUCTION</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5275</td>
<td>INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
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</table>

Total Credits 9

### Social Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CTGE 5261</td>
<td>TEACHING AND ASSESSING SOCIAL STUDIES: ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5791</td>
<td>SOCIAL STUDIES CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5790</td>
<td>INTRODUCTION TO HISTORICAL THINKING</td>
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</table>

Total Credits 9

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### Mathematics

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CTGE 5284</td>
<td>TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5286</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>3</td>
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<tr>
<td>CTGE 5283</td>
<td>TEACHING AND LEARNING MATH IN THE MIDDLE GRADES</td>
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Total Credits 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5793</td>
<td>CURRICULUM DESIGN</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5531</td>
<td>LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 6405</td>
<td>TEACHING AND ASSESSING COMPOSITION ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6410</td>
<td>TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 9

### English Language Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5793</td>
<td>CURRICULUM DESIGN</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5531</td>
<td>LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 6405</td>
<td>TEACHING AND ASSESSING COMPOSITION ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6410</td>
<td>TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 9

### Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Teaching English to Speakers of Other Languages, M.S.T.**

30 credits

NYSED 25421/25419

This program exposes teacher candidates to contemporary understandings about language, communication, and language education emphasizing the development of English as an additional language in K through 12th grades. Courses explore research-based instructional practices which promote cognitive and emotional growth, academic learning, cultural and linguistic development, and enhanced understanding of the purposes and functions of using English to interact with others in diverse settings.

Updated: 07-24-2018
This program is not available to individuals with an F-1 visa status. Individuals interested in a master's degree in TESOL without initial teaching certification should refer to the English as a World Language M.S. (p. 51) program in the section on Non-certification Programs.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 54) and the requirements for admission to initial teacher education programs.

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

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

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

Specific Admission Requirements

In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the TESOL program must have the following:

- International candidates for whom English is an additional 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
- 12 college credits in a language other than English
- college-level study in the following general education core areas: history and social sciences, English written analysis and expression, and at least one college-level course in English Literature. These courses may be part of or taken in addition to a liberal arts major/concentration.

1 Scores can be no more than two years old.

Requirements

Program of Study

Course | Title | Credits
--- | --- | ---
UGE 5102 | HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION | 3
CTGE 6781 | INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS | 3
CTGE 5842 | SECOND LANGUAGE ACQUISITION AND ASSESSMENT 1 | 3
CTGE 5845 | LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS 1 | 3
CTGE 5846 | TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES 1 | 3
CTGE 6401 | TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE 1 | 3
PSGE 5316 | PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING | 3
or PSGE 5318 | HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12 | 3
CTGE 5849 | DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION | 3
CTGE 5841 | PRINCIPLES OF BILINGUAL EDUCATION 1 | 3

Total Credits | 30

1 Courses require fieldwork.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

Course | Title | Credits
--- | --- | ---
EDGE 0230 | SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP | 0
EDGE 0210 | CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP | 0
EDGE 0260 | DIGNITY FOR ALL STUDENTS TRAINING | 0
EDGE 0220 | DRUG, ALCOHOL, AND TOBACCO TRAINING | 0

Interdisciplinary Research Programs

Programs

- Contemporary Learning and Interdisciplinary Research, Ph.D. (p. 44)
Contemporary Learning and Interdisciplinary Research, Ph.D.

NYSED 35223

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.

CLAIR includes a research core that engages students in authentic research. Through the perspective of multiple paradigms and the use of multiple methodologies, research teams of University faculty and CLAIR students generate new knowledge, test hypotheses, and solve problems related to contemporary learning.

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

Matriculation Requirements

Doctoral students are not fully matriculated until they have successfully completed the initial phase of the program. During the semester in which provisional doctoral students expect to complete their 12th to 15th credits of doctoral work, they must obtain permanent matriculation status. In CLAIR, the review is conducted after students have completed at least one course in the research core and at least 15 credits. CLAIR faculty evaluate each student’s portfolio to determine whether permanent matriculation will be granted. Candidates for matriculation must complete at least one course in the research core and 15 credits; hold a 3.7 or higher GPA in CLAIR coursework at the time of review; receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment; demonstrate competence in APA style; submit an updated personal statement related to research in contemporary learning; and submit a course plan, a specialization focus, and a request for a research mentor.

Admissions

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 gre.org. Information about the Miller Analogies Test is available from its website at milleranalogies.com.
- **Personal and Professional Goals Appropriate to Program**: Applicants must submit a personal statement as part of their application to the program.
- **Academic/Professional References**: A minimum of two references are required with the application. The purpose of these references is to establish suitability for doctoral study in this program. Therefore, references should be from persons qualified to assess academic and professional potential. References who can speak to the applicant’s research interests and abilities are also encouraged.
- **Interview**: An in-person, phone, or virtual interview will be required.
- **Academic Writing Samples**: Applicants are required to submit one academic writing sample with their application.

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, the CLAIR director, and CLAIR faculty.

Requirements

Program of Study

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Core</td>
<td>Foundations of Interdisciplinary. Research I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Critique of Research</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Seminar in Interdisciplinary Research I, II, &amp; III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Qualitative Methods</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Advanced Quantitative Methods</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Learning Core</td>
<td>Sociopolitical Dimensions of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Cognates and Electives**
Cognates include courses outside of specialization and can be taken from GSE or university courses, research modules, or internship offerings. Students may also take elective courses that enhance an interdisciplinary specialization or focus on research methodology. Courses may be taken from any GSE division or university department with approval from adviser. (minimum 12 credits)

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

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

**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 and defend a one-year independent, capstone research project (3 consecutive semesters)
- develop and defend an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty

**Leadership Programs**
**Office:** Room 1119  
**Phone:** 212-636-7670  

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 non-school settings. Within the general program are specialties in pre-K–12 education, and church and religious organizations.

**New York State School Building Leader (SBL) Certification**
Our master's program in Administration and Supervision is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates of this two-year program will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools.

Prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

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

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

**Programs**
- Administration and Supervision, Catholic/Faith-Based Educational Leadership, M.S.E. (p. 45)  
- Administration and Supervision, Ed.D. (p. 46)  
- Administration and Supervision, Ph.D. (p. 48)  
- School Building Leader, M.S.E. (p. 49)  
- School District Leadership, Advanced Certificate (p. 50)

**New York State School District Leadership, Advanced Certificate**
Our master's program in Administration and Supervision is approved and recognized by the New York State School District Leadership, Advanced Certificate program. Graduates of this two-year program will be prepared to take the examination for New York State School District Leader (SDL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools.

Prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

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- Administration and Supervision, Ph.D. (p. 48)  
- School Building Leader, M.S.E. (p. 49)  
- School District Leadership, Advanced Certificate (p. 50)
School Building Leader Certification

The master’s program is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools. Candidates within and outside New York are responsible for meeting state certification requirements as well as understanding reciprocity policies.

Admissions

Applicants must meet the general requirements for Graduate School of Education as well as the following requirements for the master’s in Administration and Supervision:

- possess a baccalaureate degree from an accredited college or university in an appropriate field;
- have a minimum grade point average of approximately 3.0 (B or better);
- have at least three years of teaching experience;
- provide two references;
- submit a statement of purpose;
- have a satisfactory command of oral and written English;
- submit test scores from the Miller Analogy Test, or the Graduate Record Exam; and
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Matriculation Requirements

Students may take up to 12 credit hours as a non matriculated student. After completion of 12 credit hours of course-work, students desiring to complete the degree must apply for full admission.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 512</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
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<tr>
<td>ASGE 519</td>
<td>FUNDAMENTALS OF EDUCATIONAL SUPERVISION</td>
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<tr>
<td>ASGE 6130</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
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<tr>
<td>ASGE 6145</td>
<td>LEADING IN A DIVERSE SOCIETY</td>
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<td>ASGE 6322</td>
<td>SCHOOL FINANCE</td>
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<td>SCHOOL LAW</td>
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<td>ASGE 6333</td>
<td>PROFESSIONAL DEVELOPMENT</td>
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<td>ASGE 6338</td>
<td>ETHICS OF SCHOOL ADMINISTRATION</td>
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<td>ASGE 6361</td>
<td>STRATEGIC PLANNING/CHANGE</td>
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<tr>
<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
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</tr>
<tr>
<td>ASGE 6520</td>
<td>INTERNSHIP I (optional)</td>
<td></td>
</tr>
</tbody>
</table>

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates must meet the requirements:

- complete the prescribed program of study
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
- pass a master’s comprehensive examination which is generally taken during the last semester of coursework

Administration and Supervision, Ed.D.

45 credits

NYSED 06067, 14372

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 administrators. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders.

The PhD requires 12 credits beyond the requirements for the EdD. Applicants may apply for either the EdD or the PhD, but they cannot apply to both programs.

The EdD program comprises three cohorts:

- The Executive Leadership Cohort (ELP) is designed to prepare transformative leaders who understand the social, political, economic, and cultural changes that will alter, in irreversible ways, traditional conceptions of American society.
- The Urban School Leadership Cohort (ULP) is a parallel program to the ELP designed for current New York City school-building leaders with a focus on urban education.
- The K-12 Educational Leadership Cohort (K12) is a parallel program to the ELP designed with an urban/suburban education focus. This cohort is based on the Westchester campus.

Admissions

Applicants seeking admission to the Doctor of Education degree program 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 graduate 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.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 6331</td>
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<td>ASGE 6359</td>
<td>ADMINISTRATION OF POST-SECONDARY EDUCATION</td>
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<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
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<tr>
<td>ASGE 6531</td>
<td>CLINIC FOR SCHOOL ADMINISTRATORS</td>
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<td>ASGE 7322</td>
<td>ECONOMICS AND FINANCE OF EDUCATION</td>
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<td>ASGE 7333</td>
<td>DATA ANALYSIS AND ACCOUNTABILITY</td>
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<td>ASGE 7428</td>
<td>SEMINAR IN LEADERSHIP</td>
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<td>ASGE 7429</td>
<td>SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS</td>
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<td>ASGE 7430</td>
<td>POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION</td>
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<td>ASGE 7431</td>
<td>ADMIN &amp; SUPV SEMINAR</td>
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<td>SEMINAR IN ORGANIZATIONAL THEORY</td>
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<td>ASGE 7435</td>
<td>STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION</td>
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<td>ASGE 7442</td>
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<td>ASGE 7444</td>
<td>LEADING A LEARNING ORGANIZATION</td>
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<td>ASGE 7446</td>
<td>SEMINAR IN ORGANIZATIONAL CULTURE</td>
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<td>ASGE 7448</td>
<td>SEMINAR IN ETHICS AND SOCIAL JUSTICE</td>
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<td>UEGE 6001</td>
<td>PHILOSOPHY OF EDUCATION</td>
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<td>ASGE 6620</td>
<td>ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
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<tr>
<td>ASGE 7531</td>
<td>ADVANCED QUALITATIVE RESEARCH</td>
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<tr>
<td>ASGE 7721</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
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<tr>
<td>ASGE 7731</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION II</td>
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<tr>
<td>ASGE 8750</td>
<td>DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP ADMINISTRATION, AND POLICY (3 credits maximum toward degree)</td>
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<td>ASGE 8001</td>
<td>DOCTORAL RESEARCH APPRENTICESHIP</td>
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<td>ASGE 0901</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
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<td>ASGE 0900</td>
<td>PERMANENT MATRICULATION STATUS</td>
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<td>ASGE 0999</td>
<td>PROPOSAL ACCEPTANCE</td>
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<tr>
<td>Total</td>
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<td>45</td>
</tr>
</tbody>
</table>

Completion Requirements

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

To complete the 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 DOCTORAL RESEARCH APPRENTICESHIP, 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 FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT)
Administration and Supervision, Ph.D.

Church and Faith-Based School Leadership
57 credits
NYSED 06066

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 administrators. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders.

The PhD requires 12 credits beyond the requirements for the EdD. Applicants may apply for either the EdD or the PhD, but they cannot apply to both programs.

The primary focus of the program is the preparation and development of researchers, professors, leaders, and key administrators in church and faith-based universities, colleges, school systems, and schools. This doctoral program qualifies GSE students to complement their studies with courses in the Graduate School of Religion and Religious Education.

Admissions

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

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

Requirements

Program of Study

Course | Title | Credits

Required Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<td>ASGE 6359</td>
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<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
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<td>ECONOMICS AND FINANCE OF EDUCATION</td>
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<td>ASGE 7333</td>
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<td>SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS</td>
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<td>ASGE 7430</td>
<td>POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION</td>
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<td>ASGE 7439</td>
<td>ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION</td>
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<td>PHILOSOPHY OF EDUCATION</td>
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<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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<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

Select 3-4 of the following:

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<td>ASGE 6371</td>
<td>HIST &amp; DESCRIP RESEARCH</td>
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<tr>
<td>ASGE 7721</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
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<tr>
<td>ASGE 7731</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION II</td>
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</tbody>
</table>
To complete the PhD in administration and supervision, students must demonstrate satisfactory performance on the dissertation seminar for PhD 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 PhD. (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 faith-based educational institutions, religious organizations, or other faith-based organizations.

### School Building Leader, M.S.E.

#### 30 credits

NYSED 29020/29019

This program is designed for current and aspiring administrators and supervisors in public and nonpublic schools and school districts. There are several options within the master’s degree program: a certification track for those seeking New York State School Building Leader certification, a faith-based track for those seeking to become leaders in religious schools, and a one-year, accelerated cohort track (known as AMPLEN). It is possible to combine tracks (e.g., there is a faith-based certification track).

#### Certification Requirements

This master’s program is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates will be prepared to take the examination for New York State School Building Leader (SBL) certification, which is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools. Prospective students should consult with their respective state education departments to determine whether they meet qualifications for their state certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. Many states have reciprocity with New York State and individuals outside New York should consult with their individual state departments of education.

#### Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- possess an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
- have earned a minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
- two references (if currently working in a pre-K-12 setting, one reference should be from your current school principal)
- proof of immunization against measles, 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 or SDL certification
Additional Accelerated Program (AMPEL) Requirements  
Applicants to the one-year accelerated master’s program must submit complete a supplemental application (in addition to the general Graduate School of Education application), submit additional essays and a work sample, and interview with program faculty.

AMPEL applicants seeking SBL certification should already have a minimum of two years of paid, full-time teaching experience in order to meet the three year teaching requirement at the time of application for SBL certifications.

Requirements  
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASGE 5112</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
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<tr>
<td>ASGE 5119</td>
<td>FUNDAMENTALS OF EDUCATIONAL SUPERVISION</td>
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<td>ASGE 6130</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
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<td>ASGE 6145</td>
<td>LEADING IN A DIVERSE SOCIETY</td>
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<td>ASGE 6222</td>
<td>SCHOOL FINANCE</td>
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<td>ASGE 6225</td>
<td>SCHOOL LAW</td>
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<td>ASGE 6333</td>
<td>PROFESSIONAL DEVELOPMENT</td>
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<td>ASGE 6361</td>
<td>STRATEGIC PLANNING/CHANGE</td>
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<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
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<td>ASGE 6520</td>
<td>INTERNSHIP I (required of candidates seeking SBL certification)</td>
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<td>ASGE 6521</td>
<td>INTERNSHIP II (required of candidates seeking SBL certification)</td>
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<td>ASGE 6541</td>
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<td>ASGE 6720</td>
<td>PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION</td>
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<td>ASGE 0701</td>
<td>MASTER’S COMPREHENSIVE EXAM/ASSESSMENT</td>
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</table>

Total Credits: 30

There is required fieldwork associated with all courses except for ASGE 0701 MASTER’S COMPREHENSIVE EXAM/ASSESSMENT.

Completion Requirements

In addition to the general degree-completion requirements of the Graduate School of Education, candidates for the MSE in administration and supervision must meet these requirements:

- complete the prescribed program of study, which includes 30 credits in the master’s degree program in educational administration and supervision or 15 credits in the advanced certificate program in school district leadership
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
- pass a master’s comprehensive examination which is generally taken during the last semester of coursework

School District Leadership, Advanced Certificate

15 credits

NYSED 29021/29022

The advanced certificate program is for those seeking to qualify for the New York State Education Department’s School District Leader (SDL) certification. The advanced certificate SDL program may also be taken as an extension program for current students and recent graduates from our educational leadership programs.

School District Leader (SDL) Certification

SDL certification is required by the New York State Education Department for anyone seeking school-district-level positions, such as superintendent, assistant deputy superintendent, district supervisor, etc. in a New York state public school district. Students within and outside New York State are responsible for knowing and understanding individual state SDL requirements as well as reciprocity policies.

Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- possess an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
- have earned a minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
- submit two references (if currently working in a pre-K-12 setting, one reference should be from your current school principal)
- submit proof of immunization against measles, meningitis, mumps, and rubella
- possess a satisfactory command of oral and written English
- have three years of paid, full time approved, and successful teaching experience by completion of the degree

Applicants are responsible for ascertaining which NYSED certificate is required for the positions they are seeking.

Requirements

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

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>ASGE 6224</td>
<td>THE SUPERINTENDENCY</td>
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<tr>
<td>ASGE 6225</td>
<td>BOARDS OF EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 6227</td>
<td>CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION</td>
<td>3</td>
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<tr>
<td>ASGE 7444</td>
<td>LEADING A LEARNING ORGANIZATION</td>
<td>3</td>
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<tr>
<td>ASGE 7530</td>
<td>CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION (Internship District Level)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

There is required fieldwork associated with all courses in this program.

Updated: 07-24-2018
Current students and recent graduates (within the past 5 years) of the Division of Educational Leadership, Administration, and Policy are eligible to take this program as an extension. Contact the program coordinator for additional information.

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

- complete the prescribed program of study, which includes 30 credits in the master's degree program in educational administration and supervision or 15 credits in the advanced certificate program in school district leadership
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate's own school
- if seeking the SDL certification, complete a one-semester, three-credit, district-level internship
- for the master's degree program, pass a master's comprehensive examination (Students must register in advance for this during the semester in which they complete their course work. See programs of study.) for the master's degree program, apply for graduation at the appropriate point in time

Non-Certification Teaching Programs (Masters and Advanced Certificate)
The Fordham Graduate School of Education offers several programs for candidates who are not seeking New York State certification.

- Curriculum and Teaching, M.S.E. (p. 51)
- English as a World Language, M.S. (p. 51)
- Literacy Leadership, Adv Cert (p. 52)

Curriculum and Teaching, M.S.E.
30 credits
NYSED 80001/77596

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 New York State certification.

Admissions
Students must meet the general requirements to study at the Graduate School of Education.

English as a World Language, M.S.
30 credits
NYSED 25422/25420

This Master of Science degree program is designed for persons who want to develop expertise in teaching English to speakers of other languages but are not pursuing a state teaching certificate.

It is appropriate for those who work in adult, corporate, or community education, and for international educators preparing to teach English as a foreign language.

Admissions
In addition to the general admission and completion requirements for master's-level study at the Graduate School of Education, 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 1 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

- 12 college credits in a language other than English
- 3 credits in English Literature
- 3 credits in English Composition/Writing

Scores can be no more than two years old.

Requirements
Program of Study

| Course   | Title                                                                 | Credits |
|----------|                                                                      |---------|
| UEGE 5102 | HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION | 3       |
| CTGE 5842 | SECOND LANGUAGE ACQUISITION AND ASSESSMENT 1                          | 3       |
| CTGE 5855 | ENGLISH AS A SECOND LANGUAGE FOR ADULTS 1                             | 3       |
| CTGE 6502 | ENGLISH AS A WORLD LANGUAGE                                           | 3       |
| CTGE 5845 | LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS 1        | 3       |
| CTGE 5846 | TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES 1 | 3       |
| CTGE 6401 | TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE 1                      | 3       |
| CTGE 5841 | PRINCIPLES OF BILINGUAL EDUCATION                                     | 3       |
| CTGE 5849 | DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION        | 3       |

Practicum

| Course   | Title                                                                 | Credits |
|----------|                                                                      |---------|
| CTGE 5847 | PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 1, 2   | 3       |
| CTGE 0701 | MASTER'S COMPREHENSIVE EXAM/ASSESSMENT                               | 0       |

Total Credits 30

1 Fieldwork required.
2 There is a fee associated with this course.

Literacy Leadership, Advanced Certificate

15 credits

NYSED 32704/32706

This program leads to the Literacy Leadership Certificate and 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 enables graduates to develop, organize, and evaluate literacy programs and acquire proficiencies as a supervisor and/or coordinator of school personnel 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.

Admissions

In addition to meeting general admissions requirements for the Graduate School of Education, applicants must have a master's degree and teaching certification as a literacy/reading specialist, a classroom teacher, or a school administrator.

Requirements
Program of Study

| Course   | Title                                                                 | Credits |
|----------|                                                                      |---------|
| Content Core Requirements |
| CTGE 5920 | ADULT DEVELOPMENT AND ADULT LEARNING THEORY                         | 3       |
| CTGE 6991 | INTERNSHIP IN CURRICULUM AND TEACHING                                | 3       |
| CLGE 6400 | LEARNING THROUGH LANGUAGE                                            | 3       |

Electives

Select one of the following advanced courses:

- CTGE 7000 SPECIAL TOPICS LANG LIT LRNG 3
- CLGE 7220 CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP
- CLGE 7340 CONTEMPORARY INTERVENTIONS FOR STRUGGLING READERS AND WRITERS
- CLGE 6380 STANDARDIZED AND ALTERNATE ASSESSMENTS FOR STUDENTS AT RISK OR WITH DISABILITIES
- CLGE 6440 UNDERSTANDING CONTEMPORARY LITERACIES

Additional Elective course in Literacy 3

Total Credits 15

Others selected in consultation with academic adviser

Updated: 07-24-2018
POLICIES AND PROCEDURES

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

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

• Program Requirements (p. 53)
• Certification (p. 54)
• Enrollment (p. 54)
• GSE Academic Policies (p. 57)
• Tuition, Fees, and Financial Aid (p. 59)
• University Policies (p. 61)

General Program Requirements

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, degree and/or program-specific criteria must be met before degrees are awarded.

Master’s

Time Limit and Credit Requirements

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

Comprehensive Assessments

Comprehensive, end-of-program assessments (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 this assessment, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for registration and for the administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student’s matriculation will be terminated.

Professional Diploma and Advanced Certificate

Time Limit and Credit Requirements

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

Comprehensive Assessments

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

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

Doctoral

Time Limit and Credit Requirements

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

Permanent Matriculation

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult
your adviser or division chair for additional information on permanent matriculation.

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

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

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

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

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

**Dissertation Mentoring**
Doctoral candidates must engage in original research under the direction of their mentors and dissertation committees. When the candidate’s 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 (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.

**Certification**

**Teacher Certification**
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 certification in their program area provided they also have earned a passing score on the relevant New York state teacher examinations; and completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education. Note: Some programs have additional certification requirements.

**Enrollment**

**General Requirements for Admissions**

**Applications to GSE Programs**
Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and our website 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 Sciences Background**
Applicants must have a baccalaureate degree from an accredited college or university with a major or appropriate concentration in a liberal arts or sciences 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 undergraduate cumulative GPA of approximately 3.5 (B+). 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.

**Transcripts**
Applicants are required to submit official transcripts of all coursework taken (with the exception of study abroad course work). Only transcripts submitted to the Graduate School of Education’s Office of Admissions directly from the institutions that an applicant has attended/is attending are considered official. Official transcripts can be sent by mail or official electronic download. If a degree has been completed, the transcript must include the degree awarded and date conferred. Applicants who have been admitted to the Graduate School of Education, but have not yet completed their undergraduate degrees will be required to submit an official copy of their final undergraduate degree which indicates the degree awarded and date of degree conferral.

**Recommendations**
Applicants are required to submit two letters of recommendation from respondents familiar with the applicant’s academic or professional background are required for application to all graduate degree and...
Certificate programs. Applicants may provide more than the required number of recommendations, however an application can not be completed until all recommendations have been received or written authorization to remove the named recommender from an application is sent to the Graduate School of Education’s Office of Admissions. Respondents with familial ties (i.e. parent, sibling, spouse, grand parent, etc.) to the applicant are not permitted.

Personal Statement
Applicants are required to submit a clear and concise personal statement with their admission application. Personal statement requirements vary by program and can be found on the Personal Statement section of the online application.

Resume/C.V.
Applicants are required to submit a resume or curriculum Vitae (CV) with their online application

Application Fee
Applicants are required to submit an application fee (see Tuition and Fees section for more information on fee amount) in order for their application to be considered complete for review by the faculty admissions committee.

Standardized Test Requirements
Most applicants are required to submit standardized test scores from the Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) with their application and submit an official test score report from testing sites. Test score submission requirements vary by program and are as follows:

- Teacher Education Programs: ALL programs (MAT, GRE General Test or significantly equivalent examination)
- Educational Leadership Programs: ALL Doctoral programs (GRE General Test or MAT); Masters and Advanced Certificate Programs (MAT, GRE General Test, or significantly equivalent examination)
- Psychological and Educational Services Programs: Ph.D. in Counseling Psychology (GRE General Test); Ph.D. in School Psychology (GRE General Test)
- Contemporary Learning and Interdisciplinary Research PhD Program (GRE General Test or MAT)

The required exam(s) should be taken at least two months prior to the application deadline to ensure timely receipt of scores by GSE admissions. GRE School Code: 2259. MAT School Code: 1453. Information about the Graduate Record Examinations is available at the Educational Testing Service, Graduate Record Examinations website. Information about the Miller Analogies Test is available from its website.

Additional Review of English Language Proficiency
Depending on the review of an application, official transcripts, personal statement, and test of English Language Proficiency, accepted students might be required to engage in further evaluation and study in English language prior to or in conjunction with admission and matriculation in the Graduate School of Education. For further information about the tests, go to ielts.org or ets.org/toefl. All students are expected to demonstrate a satisfactory level of written and spoken English proficiency in coursework and written reports throughout their graduate study. Inability to maintain an acceptable level of English is a basis for review of student status and may result in referral to Fordham's Institute of American Language and Culture (IALC), academic probation, suspension, or termination of matriculation.

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

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

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

- Complete a GSE admissions application and submit all required supplemental documentation* in the spring of the junior year (available online).
- Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
- Maintain a minimum grade point average of 3.0 (B or better).

*Fordham Juniors who apply to the 5-Year Integrated Track program are not required to submit standardized test scores from the Miller Analogies Test, Graduate Record Examination, or significantly equivalent exam with their application to the program. However, official test scores must be submitted during the first semester as a fully-matriculated GSE student.

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

For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and mathematical...
processes; and literature. These core/content requirements do not replace Fordham’s requirements.

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major can be obtained from the coordinator of the Five-Year Integrated Track in the Division of Curriculum and Teaching at 212-636-6450. To meet all requirements for the baccalaureate degree and a master’s degree, candidates work closely with their Fordham undergraduate advisers and their GSE adviser.

**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.

Applications are evaluated by faculty committees and will not be reviewed unless they are complete. An application is complete when the application is submitted; the fee is paid; and all required official transcripts, recommendations, official test scores, 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, the professional diploma programs in School Psychology, and the English as a World Language program have special deadlines.

Applicants will be notified of admissions decisions as soon as possible after completed applications are received and reviewed by faculty admission committees. Following notification of admission, students must:

- Respond to their offer of admission. Accepted offers of admission require an admissions deposit. The admissions deposit can be paid online by credit/debit or electronic check and is non-refundable. Accepted students should refer to their admission letter for their required deposit amount. The admission deposit is credited toward the first tuition bill.
- Meet with their assigned faculty advisers to discuss their programs and course selection.
- Register by the start of the academic term to which they were admitted or request a deferment (for up to one academic year from the term of acceptance) in writing. Requests are reviewed and approved pending faculty decision.
- Application materials of non-enrolled accepted students will be destroyed after three years.
- Submit Immunization form to the University Health Services Center before the start of the semester*.
- Submit the Financial Responsibility agreement*.

*Failure to complete these items by their respective deadlines will result in administrative withdrawal from classes.

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

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

- the completed online application;
- recommendation letters and application fee;
- personal statement and resume;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support; and
- transcript evaluations from World Evaluation Services (WES) that include a course-by-course evaluation and conversion to a U.S. scale, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale for applicants who are admitted before their undergraduate studies have been completed.

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

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, and must be submitted to the Office of International Students (OIS). A Certificate of Eligibility (I-20) cannot be issued until this form is completed and returned with the required documentation. Contact OIS for additional information at 212-636-6270. For more information on the latest visa issues, visit the Department of State website.

**Requirements for Enrollment for Non-degree Graduate Study**

Applicants for non-degree (or non-matriculated) courses must provide proof of the following:

- earned baccalaureate or graduate degree from an accredited college or university (A copy of your diploma or transcript is acceptable and can be uploaded to your online application);
- proof of identity, in the form of a government-issued photo ID (driver license, passport, etc.); and
- course approval from an academic adviser for your courses

Applicants must meet with a Fordham Graduate School of Education adviser during our in-person registration hours.
Non-matriculated Student Status
Undergraduate seniors already enrolled at Fordham University whose programs do not require their full time attendance may register as non-matriculated students; written consents from the GSE associate dean for academic affairs and their school's dean is required. A maximum of six credits will be allowed.

If individuals have recently been accepted or are currently matriculated in another Fordham University academic program, they must take an official leave of absence from or withdraw from the program prior to seeking non-matriculated 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 non-matriculated students.

Non-degree Credit Limits and Course Limitations
- The Graduate School of Education provides opportunities for non-matriculated students to take courses for any of our three academic terms: fall, spring, or summer.
- Nondegree students may not exceed more than 12 credits of non-matriculated study in the Graduate School of Education. Enrollment as a nonmatriculated student does not imply acceptance or eligibility to any degree program in the Graduate School of Education.
- Courses taken as a nonmatriculated student do not automatically count toward a graduate degree program.
- Nonmatriculated students are not eligible to take advanced level courses (level 7000 or higher), courses requiring pre- or corequisites, independent studies, tutorials, field placement, practica, or those reserved for a cohort group.
- All programs, with the exception of the doctoral programs in Administration and Supervision, permit non-matriculated study.
- International students who wish to take non-matriculated courses are permitted to do so, however must take a minimum of 12 credits.

Non-degree Tuition and Fees
Non-degree (or non-matriculated) students pay the regular tuition rate plus the following additional fees:
- University General Fee: $90 per term, fall and spring only
- GSE Taskstream-TK20 Assessment Fee: $100 one-time-only fee, assessed at time of first registration
- Technology Access Fee: $138 per term, fall and spring only

Non-degree 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.

Academic Policies

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 (for master’s level) or EDGE 9995 (for doctoral level). Students must register for EDGE 0666 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 director of enrollment services.

Dissertation Format Review
After completing the dissertation seminar, and upon the successful oral defense of the dissertation, doctoral students must submit their dissertations for format review to assure that the dissertation document meets all the formatting and stylistic requirements of the Graduate School of Education and is ready for publication. Upon submission, doctoral students will be registered for EDGE 0999.

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

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

Updated: 07-24-2018
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 exact dates). Add/drop forms are available from divisional offices and enrollment services. To add a course, a student must complete the add/drop 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.

To drop a course outside of the add/drop window, a student must complete the add/drop form and receive faculty and division chairperson approval, and then the form is forwarded for signature and approval from the dean’s office and, if approved, forwarded to enrollment services for processing. Notifying Fordham by phone, mail, of speaking in person with a faculty member or any other University personnel is not sufficient. Under most circumstances, the course will remain on the student’s transcript with a W and tuition charges will apply.

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

Grade Point Average

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

Attendance

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

Course Load

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

Independent Studies/Tutorials

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

Transfers of Credit

Students may request a transfer of credit for a course completed at another accredited institution provided the course is at the graduate level and its content is equivalent to course content required/permited for the degree at Fordham. The course may not have been used to fulfill requirements for another degree and 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). In addition, the course must have been taken within the five years prior to date of anticipated completion of the degree in-progress at Fordham. Associated knowledge or performance assessments may be required, depending on the course.

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

Transfer credits do not contribute to a student’s GPA. Please note that if transfer credit is granted for a course taken prior to admission to Fordham, the time limit for program completion is computed from the semester of the transferred course.

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

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

Grades
The following grades are used to indicate student performance and achievement: A, 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. Changes of Grade forms are available in division offices. Changes to grades require approval of the division chair and associate dean for academic affairs, and if processed past the last date to change grades noted in the academic calendar, will require Vice President approval. 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, other than Incompletes, 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, that are not open to auditors. Application by letter should be made to the associate dean for academic affairs, who will provide a letter to be presented to the instructor of the course to be audited if the application is approved.

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

Tuition, Fees, and Financial Aid
Tuition and Fees
The University and its Board of Trustees reserve the right to adjust these charges without notice. Fees and charges during the period covered by this bulletin will change. The charges effective fall semester 2017 are as follows:
Tuition

- Tuition per credit: $1,367
- Tutorial course, per credit: $1,367
- Doctoral Residency Seminar: $1,367
- PhD Internship PSGE 7667/8 (two semesters): $1,367
- College Teaching Internship PSGE 8100 (two semesters): $1,367

Fees and Other Charges

- General University fee: $81
- Technology access fee: $206
- Application fee: $70
- Auditing fee (equivalent of one credit): $1,367
- Copyright of dissertation (optional): $55
- Fieldwork/malpractice insurance (one-time fee): $60
- Late registration fee (matriculated students only): $250
- Assessment Fee (Taskstream-TK20) (one-time fee): $100
- Late payment fee: Minimum of $15 or 1.5 percent per month on outstanding balance, whichever is greater
- Master's and Professional Maintenance of matriculation: $300
- Dissertation seminar: $4,101
- Doctoral maintenance of matriculation: $684 (½ credit fee)
- Dissertation format review (each review after the first): $500
- Child Abuse Identification Training Workshop EDGE 0260: $80
- Lab fee (Psychology) PSGE 6341/6607/6609/7422/7612: $150
- Lab fee (Psychology) PSGE 7508/7613: $250
- Psychology externship fee PSGE 7510/7511/7530/7531/7532: $65
- Second Master's Comprehensive Exam (when not registered for a course): $5200
- Second Doctoral Comprehensive Exam (when if not registered for a course): $500

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

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

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

Cost of Attendance

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

- Tuition (24 credits): $32,808.00
- General University fee (two semesters): $162
- Technology Access fee (two semesters): $412
- Books and supplies: $1,000
- Total (exclusive of special fees): $34,264.

Refund Policies and Procedures

The University’s refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment is in excess of the total charges. Application and tuition deposit fees are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

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

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

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

- First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
- For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and institutional policy. The calculation that gives the largest refund to the federal programs must be applied.
- First-time students attending Fordham University receiving Title IV assistance and withdrawing during the first nine weeks of the term are subject to a federal pro rata refund calculation as mandated by the Higher Education Amendments (HEA) of 1992.
- Students who received aid as cash must be placed into repayment status for those aid programs.
Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: unsubsidized Stafford loan, subsidized Stafford loan, Plus loan, Perkins loan, Pell, SEOF, other Title IV aid, other federal aid, Fordham grants and scholarships, TAF other aid. Any additional monies will be returned to the student. The following refund policies are based on 100 percent tuition payment. The refund period begins with the first day of the term.

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

See the University’s refund calculator for more details.

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

GSE Financial Aid
School-Based aid consists of funding provided by Fordham GSE. It is separate from federal or state financial aid and external funding.

All students applying for GSE School-Based Aid must meet the GPA criteria. Award eligibility is based on students’ final, cumulative, degree-granting GPA. Applicants for GSE Scholarships must also complete a FAFSA and meet financial need.

GSE Scholarship Eligibility
To be eligible for GSE School-based Scholarships, students must:

• Meet minimum GPA requirements: 3.5 undergraduate GPA and 3.75 graduate GPA.
• Maintain enrollment in two courses for fall and spring semesters and one course during each summer session.
• Demonstrate financial need by completing a FAFSA, for more information on how to complete a FAFSA please visit www.fafsa.gov. Fordham University’s Federal School Code is #002722.

GSE Graduate Assistantship Eligibility
To be eligible for a graduate assistantship, students must:

• Meet the minimum GPA requirements: 3.5 undergraduate GPA and 3.75 graduate GPA.
• Be enrolled in a minimum of 9+ credits in any degree program within the Graduate School of Education (with an exception to the ELAP Doctoral programs, students must be enrolled in 6+ credits per semester).

NOTE: Students may apply for multiple scholarships but can receive financial support from only one scholarship program at a time, with the exception of the Diversity Scholarship. Additional information is available on the GSE Financial Aid website.

Federal Financial Aid
Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the Unsubsidized loan is $20,500. Students who plan to borrow the Unsubsidized loan must complete the electronic loan request form.

The Graduate PLUS loan can be requested online. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines. Interest begins to accrue on these loans at the time of disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid.

Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session with the U.S. Department of Education.

Federal Loan Satisfactory Academic Progress (SAP)
Criteria for federal loans include the following:

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

Students who fail to attain satisfactory progress at the end of each academic year will lose federal financial aid eligibility. If the student resumes satisfactory academic progress, the student will regain federal financial aid eligibility as long as he/she maintains satisfactory academic progress.

University Policies

University-Wide Nondiscrimination Policy Statement

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

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

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

The Director of Institutional Equity and Compliance is the University’s compliance officer for all forms of discrimination and is specifically
designated as the University’s 504 Compliance Officer and Title IX Coordinator. The Title IX Coordinator is responsible for the University’s Title IX compliance efforts to ensure that violations of University policies are properly addressed, including gender equity in athletics, employment, and admission. This also includes all forms of discrimination, limitations on consensual relationships, sex and gender discrimination, sexual harassment, sexual assault/rape, exploitation, and other sexual misconduct, stalking, dating violence, and domestic violence, and intimidation and retaliation for filing such complaints. Title IX prohibits discrimination on the basis of sex in education programs or activities and extends to employment and admission.

Inquiries concerning the application of Title IX and its implementing regulation may be referred to the University’s designated Title IX Coordinator listed below or to:

Assistant Secretary of the Office for Civil Rights (OCR)
U.S. Department of Education
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue SW
Washington, DC 20202-1100

Call the OCR toll free at 800-421-3481 or 800-877-8339 (TDD), or contact the OCR’s New York office at ocr.newyork@ed.gov or 646-428-3800.

Fordham’s Title IX coordinator may be contacted at 718-817-3112 or TitleIX@fordham.edu.

Anastasia Coleman
Director of Institutional Equity and Compliance
Title IX Coordinator and 504 / ADA Compliance Officer
Cunniffe House, Room 114 | Rose Hill Campus
718-817-3112 | TitleIX@fordham.edu

Notice Regarding the Clery Act
Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University’s Associate Vice President for Safety and Security at 718-817-2222 or by writing to:

Associate Vice President for Safety and Security
Thebaud Annex, Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

The report can also be accessed through public safety.

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

Support Services for Students with Disabilities
Fordham University treats students with disabilities in a nondiscriminatory manner and will make reasonable accommodations, and provide appropriate auxiliary aids and services, to assist otherwise qualified individuals with disabilities in achieving success in programs by providing services and facilities in accordance with Section 504 of the 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 | 45 Columbus Ave., Room 106
212-636-6282

Westchester Campus | 914-367-3230

Rose Hill Campus | O’Hare Hall | 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. Fordham University provides campus crime statistics on the Fordham website. 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:

Director of Security at Thebaud 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.
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.

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

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

• The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. A student may ask the University to amend a record that he/she believes is inaccurate or misleading. The student should write the University registrar, or the Law School registrar, clearly identifying the part of the record he/she wants changed, and specifically why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by 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. 20202-4605

Additional information can be found on our website.

Academic Integrity
Please refer to University Academic Integrity Policy. If there are questions, please contact the GSE Associate Dean for Academic Affairs.
COURSE DESCRIPTIONS

The prefixes used for Graduate School of Education courses are:

- ASGE  Administration and Supervision
- CLGE  Contemporary Learning
- CTGE  Curriculum and Teaching
- EDGE  Interdisciplinary Research
- PSGE  Psychology
- UEGE  Urban Education

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

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

ASGE 5112. FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT. (1 to 3 Credits)
A basic course dealing with the role of the school-based administrator in the administration of schools. The course takes up issues related to accounting management issues, school effectiveness, human resources, communications, and human relations.

ASGE 5119. FUNDAMENTALS OF EDUCATIONAL SUPERVISION. (3 Credits)
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 consider curricula, pedagogy, professional development and evaluation as part of this course.

ASGE 5902. MANAGEMENT OF CONTINUING AND ADULT EDUCATION PROGRAMS. (3 Credits)
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6105. HR I: THE GENERALIST. (3 to 4 Credits)
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. (3 Credits)
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

ASGE 6130. INSTRUCTIONAL LEADERSHIP. (3 Credits)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. ORGANIZATIONAL BEHAVIOR. (3 Credits)
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 6145. LEADING IN A DIVERSE SOCIETY. (1 to 3 Credits)
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. (3 Credits)
Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. BOARDS OF EDUCATION. (3 Credits)
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 6227. CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership development.

ASGE 6322. SCHOOL FINANCE. (3 Credits)
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 6325. SCHOOL LAW. (3 Credits)
The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; inter-relationships of the school and the state. The inter-relationships of the school board and municipality, as well as labor laws.

ASGE 6331. SHAPING EDUCATIONAL POLICY. (3 Credits)
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. (3 Credits)
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. (3 Credits)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359. ADMINISTRATION OF POST-SECONDARY EDUCATION. (3 Credits)
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. (3 Credits)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362. UNDERSTANDING AND MANAGING CHANGE. (3 to 4 Credits)
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. HIST & DESCRIP RESEARCH. (3 Credits)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (0 to 3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including retraining, special education, finance and desegregation.

ASGE 6520. INTERNSHIP I. (3 Credits)
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 6521. INTERNSHIP II. (3 Credits)
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. (1.5 to 3 Credits)
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. (1 to 3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
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 ADMINISTRATION AND SUPERVISION. (3 Credits)
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. (3 Credits)
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 7320. DATA ANALYSIS & ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in “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.

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

ASGE 7333. DATA ANALYSIS AND ACCOUNTABILITY. (3 Credits)
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 or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

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

ASGE 7429. SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS. (3 Credits)
This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

ASGE 7431. ADMIN & SUPV SEMINAR. (3 Credits)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. SEMINAR IN ORGANIZATIONAL THEORY. (3 Credits)
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. (3 Credits)
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 7439. ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION. (1 or 3 Credits)
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. (1 to 3 Credits)
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. (3 Credits)
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. (3 Credits)
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 7445. LEADERSHIP INSTRUCTIONAL IMPROVEMENT. (3 Credits)

ASGE 7446. SEMINAR IN ORGANIZATIONAL CULTURE. (1 to 3 Credits)
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. (1 to 3 Credits)
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 7449. INTRODUCTION TO INQUIRY AND IMPROVEMENT SCIENCE. (3 Credits)

ASGE 7450. SEMINAR IN THE SPIRITUALITY OF LEADERSHIP. (3 Credits)
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. (3 Credits)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. ADVANCED QUALITATIVE RESEARCH. (3 Credits)
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. (3 Credits)
Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.

ASGE 7731. RESEARCH IN ADMINISTRATION AND SUPERVISION II. (3 Credits)
Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)

ASGE 8505. DIRECTED RESEARCH IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (1 to 3 Credits)
Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (3 Credits)
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, PHD. (3 Credits)
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. (1 to 4 Credits)
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 director of graduate studies.

CLGE 6100. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (0 to 3 Credits)
Special topics for CLAIR program.

CLGE 6101. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (0 to 3 Credits)
Used with unique course title each time offered.
CLGE 6102. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (0 to 3 Credits)
This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. INTERVIEW ANALYSIS. (1 Credit)
This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)
This module will focus on writing for academic purposes.

CLGE 6140. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH I. (3 Credits)
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. Attribute: TE.

CLGE 6142. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH II. (3 Credits)
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. (1 to 3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. MULTICULTURAL COMPETENCIES AND TOOLS OF AWARENESS, TRANSFORMATION, AND ADVOCACY. (3 Credits)
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 models of learning.

CLGE 6380. STANDARDIZED AND ALTERNATE ASSESSMENTS FOR STUDENTS AT RISK OR WITH DISABILITIES. (3 Credits)
Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making. Attribute: TE.

CLGE 6400. LEARNING THROUGH LANGUAGE. (3 Credits)
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 proficiencies of students in all levels of education.

CLGE 6440. UNDERSTANDING CONTEMPORARY LITERACIES. (3 Credits)
Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. DEVELOPMENT IN CONTEXT. (1 to 3 Credits)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. STRUCTURAL, PHILOSOPHICAL AND PSYCHOLOGICAL EXAMINATIONS OF ARGUMENT. (0 to 3 Credits)
Explores the form and function of arguments in writing and discourse.

CLGE 6550. MOTIVATION TO LEARN. (1 to 3 Credits)
This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. BECOMING LEADERS OF CONTEMPORARY LEARNING. (0 to 3 Credits)
Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. PROGRAM ASSESSMENT AND EVALUATION II. (1 to 3 Credits)
This course focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. PRGM ASSESS & EVAL II. (1 to 3 Credits)
Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. INTERNSHIP IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (0 to 3 Credits)
Students shall engage in professional experiences in the schools and/ or education related agencies as interns. Prerequisite: CLGE6140 and CLGE6142.

CLGE 7190. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH I. (0 to 3 Credits)
Team taught, two semester will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH II. (0 to 3 Credits)
Team-taught, two semester will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. ADV SEM INTERDIS RES III. (0 to 1 Credits)
Three semester seminar will scaffold the skills & learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.
CLGE 7220. CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP. (3 Credits)
Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. MULTILINGUAL LITERACY: EXPLORING LITERACY IN MULTIPLE LANGUAGES AND CULTURES. (3 Credits)
Provides theoretical and research foundations to the intersection of lanugae and culture across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. CONTEMPORARY INTERVENTIONS FOR STRUGGLING READERS AND WRITERS. (3 Credits)
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 7490. TEACHING COMPOSITION IN THE 21ST CENTURY: THEORY AND PRACTICE. (1 to 3 Credits)
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.

CLGE 7520. COGNITION, TECHNOLOGY, AND INNOVATION. (0 to 3 Credits)
Overall objective of 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. (1 to 3 Credits)
CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development amount “at risk” learners.

CLGE 8001. CAPSTONE RESEARCH PROJ. (0 to 1 Credits)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone committee.

CLGE 8002. CAPSTONE RESEARCH PROJ. (0 to 1 Credits)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student’s interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student’s academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8110. DISSERTATION SEMINAR: CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
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. (3 Credits)
Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. CLGE SPECIAL TOPICS. (0 to 3 Credits)

CTGE 5065. INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION. (1 Credit)
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, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5066. TEACHING SOCIAL STUDIES TO CHILDREN. (3 Credits)
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. (0 to 3 Credits)
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. (0 to 4 Credits)
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. (3 Credits)
Trace the principles, policies, practices, and perspectives of special education over time in the US and other countries. Students shall complete 8 hours field work focused on students with disabilities. Pre-Requisite for all special education courses.

CTGE 5157. ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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 socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process through 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. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS. (0 to 3 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Students will complete 8 hours field work focused on students with disabilities.

CTGE 5166. COLLAB & CO-TEACHING. (0 to 2 Credits)
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, working with Para educators, 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.

CTGE 5167. BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT. (3 Credits)
This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. ASSESSMENT OF ALL LEARNERS WITH DISABILITIES. (3 Credits)
Examine assessments to determine eligibility for special education and responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, and curriculum based assessments.

CTGE 5175. TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS. (3 Credits)
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.

CTGE 5176. TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS. (1 to 3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning, experiences, and assessments specifically for math and science courses.

CTGE 5177. EVID-BASED PRAC ST DISAB. (3 Credits)
Through this course, candidates will develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities including assistive technology, and be able to use research-based teaching methods of core content areas; including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.

CTGE 5200. FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (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. (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 5203. FLD EXP SEM IN SERVICE. (0 Credits)
This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing, guided practice with small and whole groups of students with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. INTERN FELLOWS SEMINAR. (0 Credits)
CTGE 5210. FIELD EXP ED. (0 to 3 Credits)
Zero credit and fee for TFA and AELE grant.

Updated: 07-24-2018
CTGE 5211. PRACTICUM FOR IN-SERVICE TEACHERS. (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 5216. L/T IN PR/EL GRDS:SOC ST. (4 Credits)

CTGE 5222. PRACTICUM FOR IN-SERVICE TEACHERS. (3 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 5224. RDG WRIT LANG ARTS. (3 Credits)

CTGE 5227. TEACHING MATHEMATICS TO CHILDREN. (3 Credits)
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. (0 to 3 Credits)
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 5232. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT. (3 Credits)
Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5233. EARLY LEARNING THROUGH PLAY. (3 Credits)
This course focuses on creating, implementing, and assessing appropriate play experiences in diverse early childhood classrooms. The development of play and its potential for learning across the curriculum will be addressed, with emphasis on the preschool, kindergarten, and early primary grades. Helping families understand the value of play in early learning also will be included.

CTGE 5234. FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN. (3 Credits)
This course critically examines the ecology of early childhood; the young child as a reactive and proactive agent in dynamic interaction with forces in the physical and social environment (family, home, neighborhood, media, legislation, child advocacy, etc.); the reciprocal relationship between early childhood education, family, and community.

CTGE 5241. RDG/LIT: K-12 SPANISH. (3 Credits)
CTGE 5242. TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN. (3 Credits)
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. (3 or 4 Credits)
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. (3 Credits)
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.

CTGE 5252. MATH CURRICULUM 7-12. (3 Credits)
CTGE 5259. CONTEMPORARY SOCIAL STUDIES EDUCATION. (3 Credits)
This course familiarizes students with the trends and issues facing the specific disciplines in the social studies. The course will examine trends, issues, and implications for the future of American history, global studies, government and politics, economics, anthropology, sociology, and psychology. A strong content base and an appreciation of contemporary issues will enable students to understand the current status of social studies and the implications for the future.

CTGE 5261. TEACHING AND ASSESSING SOCIAL STUDIES: ADOLESCENTS. (3 Credits)
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. TCHG BIOLOGY TO ADOL. (3 Credits)
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. (3 Credits)
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 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). (3 Credits)
Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION. (3 Credits)
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-based learning, 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 5276. CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5279. CONTEMPORARY SCIENCE EDUCATION. (3 Credits)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. TEACHING CHEMISTRY TO ADOLESCENTS. (3 Credits)
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. (3 Credits)
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 5283. TEACHING AND LEARNING MATH IN THE MIDDLE GRADES. (2 Credits)
In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284. TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH. (3 Credits)
This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate’s knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.

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

CTGE 5286. TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS. (3 Credits)
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 5287. CLINICAL SEMINAR IN ADOLESCENCE MATHEMATICS. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.
CTGE 5290. TEACHING PHYSICS TO ADOLESCENTS. (3 Credits)
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. (3 Credits)
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 5303. LRNG ENVIRON:REF FLD EXP. (3 Credits)
This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and 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 their learning that are necessary for anticipated learning to occur, ways that 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 5304. LEARNING ENVIRONMENTS FOR DIVERSE ADOLESCENTS: REFLECTIVE FIELD EXPERIENCE. (1 to 3 Credits)
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 of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5307. RESEARCH AND ASSESSMENT WHILE TEACHING ADOLESCENTS. (3 Credits)
In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.

CTGE 5308. STUDENT-TEACHING ADOLESCENTS: RESEARCH AND REFLECTIVE PRACTICE. (1 to 3 Credits)
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 of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5309. INNOVATIVE CURRICULUM AND TEACHING PRACTICES AND MODELS. (3 Credits)
Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaching and learning that are necessary for anticipated learning to occur, ways that 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. (3 or 4 Credits)
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 5401. HUMAN DEVELOPMENT AND LEARNING. (2 to 3 Credits)
First of four clinically-based courses in which candidates build a professional learning community focused on understanding adolescent learning and teaching for social justice.

CTGE 5402. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: ASSESSMENT & PLANNING. (0 to 3 Credits)
This is the second of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments; adolescent development; assessment; and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three-five days/week internship that includes college-supervised student-teaching experience.
CTGE 5403. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION. (0 to 3 Credits)
This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates analyze evidence-based teaching practices in order to reflect on the impact of their teaching on student learning in middle and high schools, and they continue to practice using assessment to inform instruction. They engage in collaborative practices of instructional rounds in schools and looking collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience. Prerequisite: CTGE 5410, CTGE 5402.

CTGE 5404. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION & INNOVATION. (0 to 3 Credits)
This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates design and facilitate an innovative curriculum and engage in reflection through instructional rounds and looking collaboratively at student work. This course is connected to a four week, four days/week residency. Prerequisite: CTGE 5410, CTGE 5402. CTGE 5403.

CTGE 5411. PERS AND ISSUES ECSE. (0 to 3 Credits)

CTGE 5420. EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PRE K-12. (3 Credits)
In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course shall 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 family, cultural, language, and social diversity.

CTGE 5455. RDG SKILLS CHILD LD. (3 Credits)

CTGE 5505. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION. (3 Credits)
Focuses on the linguistic dimension - systems of language, spoken-written language relationships, variation within and across languages - and cognitive dimension - perception and memory, reading comprehension, writing processes, literacy - 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. (3 Credits)

CTGE 5530. ADOL LITERACY ENGLISH LANG. (3 Credits)
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, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.

CTGE 5531. LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS. (2 Credits)
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 5532. DEV LIT INTERMEDIATE GRADES. (3 Credits)
Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS. (3 Credits)
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. (3 Credits)
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. (1 to 3 Credits)
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 5545. RDG DIAG:SEC SCH/ADULTS. (3 Credits)
CTGE 5547. LITERACY AND LEARNING ACROSS THE CURRICULUM. (1 to 3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (1 to 3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It 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.

CTGE 5552. REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 to 3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It 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.

CTGE 5554. REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 Credit)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It 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 of 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.

CTGE 5555. REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 to 3 Credits)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experience. It 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 of 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 varying needs of our students in either the traditional or alternative programs.

CTGE 5554. REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 to 3 Credits)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experience. It 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 of 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 varying needs of our students in either the traditional or alternative programs.

CTGE 5631. SCIENCE CURRICULUM AND INSTRUCTION. (1 to 3 Credits)
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 5634. COMMUNITY BASED RESOURCES FOR SCIENCE. (3 Credits)
This course explores the resources of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to urban centers for the study of astronomy, biology, and applied physics.

CTGE 5790. INTRODUCTION TO HISTORICAL THINKING. (2 Credits)
Has three interwoven strands. History, learning history, what is means to teach history.
CTGE 5791. SOCIAL STUDIES CURRICULUM. (3 Credits)
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 5792. TOPICS HIST GEOG ECON. (2 Credits)
Candidates do a brief study of an economics/geography topic the and in-depth study of interdisciplinary theme across time and/or place.

CTGE 5793. CURRICULUM DESIGN. (3 Credits)
CTGE 5794. SOC STUD SCOPE & SEQ. (1 Credit)
Prepares candidates to develop a year-long sequence of instruction in one or more 5-12 interdisciplinary content areas.

CTGE 5795. CLINICAL SEMINAR IN ADOLESCENCE SOCIAL STUDIES. (3 Credits)
This course is designed to develop skills and habits of mind that are requisites to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. CLINICAL SEMINAR IN ADOLESCENCE LANGUAGE ARTS EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5835. LANG ARTS/TCHG OF RDG. (3 Credits)
CTGE 5838. INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS. (3 Credits)
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 5839. INTEGRATED INST. ELA. ADOL. (2 Credits)
Develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students.

CTGE 5840. SECOND LANGUAGE ACQUISITION. (3 Credits)
L2 Acquisition & Assess. Overview of the nature of second language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and instructional resources for teachers. Second Language Acquisition (SEC LANG ACQ) title changed September 13, 2011, and again DECEMBER 3, 2012 to SECOND LANGUAGE ACQUISIT.
CTGE 5848. TESOL STUDENT TEACHING I. (1 or 3 Credits)
One semester of supervised student teaching in English as a second language in an accredited elementary, junior high or high school, including observations and wholeclass 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 Practices (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 5849. DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION. (3 Credits)
This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, cultural, and political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. OBSERVING AND DOCUMENTING CHILDREN'S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES. (3 Credits)
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 INSTRUCTION ACROSS SUBJECT AREAS. (3 Credits)
This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. MULTILINGUAL ORACY AND LITERACY. (3 Credits)
This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. PRACTICUM IN BILINGUAL/SECOND-LANGUAGE CLASSROOMS. (3 Credits)
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. (3 Credits)
This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. 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 5858. TESOL STUDNT TEACHING II. (3 Credits)
Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional/new language (EAL/ENL) in an accredited elementary, junior high, or high school under the guidance of a certified ESL teacher. This clinical experience will include reflective observations, designing lessons and mini units, and teaching individual, small groups, and whole group lessons. An in-depth analysis of performance of EAL/ENL students is required. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5904. HUMAN RELATIONS IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT. (3 Credits)
Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are maturation, stress, conflict, and improvement of human relations skills.

CTGE 5910. COMPUTERS AND TECHNOLOGY FOR EDUCATORS. (1 to 3 Credits)
This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in 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 5920. ADULT DEVELOPMENT AND ADULT LEARNING THEORY. (3 Credits)
Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. DEVELOPING EMERGING LITERACY. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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 contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR ADOLESCENTS. (3 Credits)
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. (3 Credits)
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 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. (3 Credits)
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 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. (3 Credits)
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. (3 Credits)
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 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. PHILOSOPHY AND CRITIQUE OF RESEARCH IN CURRICULUM. (3 Credits)
Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. RESEARCH IN THE TEACHING PROCESS. (3 Credits)
Students develop an understanding of processes involved in conducting classroom research through designing and implementing collaborative or individual classroom research projects. Issues include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning. Findings are reported through workshops and papers.

CTGE 6195. THEORY AND PRACTICE IN CURRICULUM AND TEACHING. (3 Credits)
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 6200. SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY. (0 to 1 Credit)
This course explores the use of various technologies in teaching and learning. Discussion of and practice with technologies is in service of developing content learning.

CTGE 6201. DEVELOPING DIGITAL LITERACIES. (0 to 3 Credits)
This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6203. CYBER COMMUNITIES FOR STEM. (1 Credit)
This course is designed to support the development of the habits of mind required to engage in Science/Math/Technology/Engineering (STEM) education from the perspective of both instructor and learner. Course participants will co-construct cyber-based discourse communities designed to contribute to the resources available for STEM educators.
CTGE 6260. MEDIA TECHN MATH SCIENCE. (3 Credits)
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 replacements, not baby sitters). 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 6261. TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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 6270. DATA, INQUIRY & TECH. (1 to 3 Credits)
This course for educators is designed to promote deep understanding or 1) the design of school based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6300. CURRICULUM EVALUATION. (3 Credits)
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 6305. DEV DELAYS / EARLY INTERV. (3 Credits)
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.

CTGE 6310. EDU STU W/DIS IN ELEM SCHS. (3 Credits)
This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional and learning characteristics of children identified as disabled and their impact on the family. It meets NYS Education department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. COL/CONSULT W/FAM & PROF. (3 Credits)
Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

CTGE 6326. PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE. (3 Credits)
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, and examination of strengths and weaknesses of such instruments.

CTGE 6330. COMMUNICATION, TECH ARTS. (3 Credits)
Candidates shall develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities using assistive and instructional technology.

CTGE 6340. INTERVENTIONS READ / WRITE. (3 Credits)
Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence-based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. POSITIVE BEHAVIOR SUPPORT. (3 Credits)
This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. LANGUAGE FOR SCHOOL LEARNING: IMPLICATIONS FOR READING AND WRITING PROGRAMS. (3 Credits)
An interdisciplinary course focusing on the relationship between 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. (3 Credits)
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 6405. TEACHING AND ASSESSING COMPOSITION ADOLESCENTS. (1 to 3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6410. TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS. (3 Credits)
In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6415. SPECIAL TOPICS IN ENGLISH EDUCATION. (0 to 1 Credits)
This one-credit course focuses on a special topic related to the teaching and learning of English Language Arts.
CTGE 6500. INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT. (3 Credits)
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. (3 Credits)
Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. ENGLISH AS A WORLD LANGUAGE. (3 Credits)
This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English instruction and its use around the world guided by socio-historical, socio-cultural, and socio-political lenses.

CTGE 6504. TCH & ASSESS COMP ADOL. (3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition. MG - OCTOBER 23, 2014. MSE.

CTGE 6532. DEVELOPING LITERACY IN INTERMEDIATE GRAD.ES. (3 Credits)
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 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. REFLECTIVE SEMINAR IN LITERACY EDUCATION. (3 Credits)
As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, 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 6593. ADMINISTRATION AND SUPERVISION OF LITERACY AND LANGUAGE PROGRAMS. (3 Credits)
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. (0 to 3 Credits)
Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. TEACHING GEOMETRIC CONCEPTS. (3 Credits)
CTGE 6781. INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS. (3 Credits)
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 6782. BIL SPEC ED:ISSUES&TREND. (3 Credits)
CTGE 6810. SOCIOPOLITICAL DIMENSIONS OF EDUCATION. (3 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?

CTGE 6991. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6992. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
A continuation of CTGE 6991: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 7000. SPECIAL TOPICS LANG LIT LRNG. (3 Credits)
CTGE 7190. STATISTICS AND QUANTIFICATION DESIGN. (3 Credits)
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.

CTGE 7194. INTRODUCTION TO QUALITATIVE INQUIRY IN EDUCATION. (3 Credits)
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 7236. PROBLEMS AND ISSUES IN EARLY CHILDHOOD EDUCATION. (3 Credits)
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 7330. RES SEM: SECONDARY EDUC. (3 Credits)
CTGE 7460. ADVANCED SEMINAR IN SPECIAL EDUCATION CURRICULUM. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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 7496. SOCIOLINGUISTICS: LANGUAGE AND READING ANALYSIS. (3 Credits)
Examines theories of linguistic analysis as they provide insight into psycholinguistic and sociolinguist processes affecting reading. Directions for research and implications for instructions.

CTGE 7568. ADVANCED PRACTICUM IN SPECIAL EDUCATION. (3 Credits)
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. (3 Credits)
Focus on current 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 focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.

CTGE 7571. RESEARCH ISSUES AND POLICY TRENDS IN SPECIAL EDUCATION. (3 Credits)
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. (3 Credits)
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. Recommended course: CTGE 7592.

CTGE 7596. THE COGNITIVE BASES OF LANGUAGE AND LITERACY. (3 Credits)
History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.

CTGE 7597. TOOLS FOR INQUIRY IN LANGUAGE AND LITERACY EDUCATION. (3 Credits)
By "tool of 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. This Tier 3 research course can be used as either the final course in the LLL 4 course research sequence, or as a 5th (elective) research course. As a Tier 3 course, it draws on previous course work in both qualitative and quantitative research.

CTGE 7820. GLOBAL PERSPECTIVES: LCE/CLAIR. (3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CTGE 7843. SCND LANG PROFICNCY/LRNG. (3 Credits)
Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic 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. LANG/ED ASMT MLT LANG ST. (3 Credits)
Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845. CURRICULUM MODELS: BILINGUAL/ESL PROGRAMS. (3 Credits)
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 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation status plus 21 doctoral credits.

CTGE 8101. ADVANCED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
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 8111. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.
CTGE 8502. DIRECTED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. SPECIAL TOPICS IN CURRICULUM AND TEACHING. (3 Credits)
Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. SPEC TOPICS C & T. (0 Credits)

CTGE 9002. SPEC TOPICS C & T. (0 to 3 Credits)

CTGE 9990. INDEPENDENT STUDY. (0 to 3 Credits)
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 professor directing study, the division chairperson and the director of graduate studies.

EDGE 6100. ISSUES AND TRENDS IN AMERICAN EDUCATION. (3 Credits)
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. (3 Credits)
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 6106. HRE PRACTICUM I. (3 Credits)
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.

EDGE 6107. HRE PRACTICUM II. (3 Credits)
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.

EDGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. MEAS HUM RES ED. (3 Credits)
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.

EDGE 8001. DOCTORAL RESEARCH APPRENTICESHIP. (0 Credits)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: Permanent Matriculation Status.

EDGE 9990. INDEPENDENT STUDY. (0 to 4 Credits)
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 professor directing study, the division chairperson and the director of graduate studies.

EDGE 9995. DOCTORAL MAINTENANCE OF MATRICULATION. (0 Credits)
Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MATINTENANCE)

EDGE 9999. DISSERTATION MENTORING. (0 Credits)
Consultation with mentor and dissertation committee on defense of completed dissertation work.

PSGE 5203. INTRODUCTION TO RESEARCH. (3 Credits)
Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. RESEARCH METHODS IN COUNSELING. (3 Credits)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210. STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY. (3 Credits)

PSGE 5301. PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES. (0 to 3 Credits)
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. (3 or 4 Credits)
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 5314. PSYCHOLOGY OF CLASSROOM ORGANIZATION AND MANAGEMENT. (1 Credit)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.
PSGE 5316. PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING. (3 Credits)

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. (3 Credits)

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. (3 Credits)

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. (3 Credits)

Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. INTRODUCTION TO COUNSELING I. (3 Credits)

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.

Corequisite: PSGE 5622.

PSGE 5621. FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION. (3 Credits)

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.

Corequisite: PSGE 5623.

PSGE 5622. PRE-PRACTICUM IN COUNSELING I. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

Corequisite: PSGE 5620.

PSGE 5623. CLINICAL INSTR COUNS PROCESS. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

Corequisite: PSGE 5621.

PSGE 5625. THEORIES FAM COUNS:ASST. (0 to 3 Credits)

This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. COUNS COLLEGE & POST HS. (3 Credits)

This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. THEORIES OF COUNSELING FOR SCHOOL COUNSELORS. (3 Credits)

This course is designed to review and evaluate various theories of counseling. Students will be able to compare, contrast, and critique the theoretical approaches in terms of each of the theory's strengths, weaknesses and utility for multicultural populations and for furthering social justice advocacy. This course must be taken with PSGE 5632.

Corequisite: PSGE 5632.

PSGE 5631. COUNS THEORY & PRACTICE. (3 Credits)

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. SOCIAL JUSTICE PRACTICUM IN PROFESSIONAL SCHOOL COUNSELING. (3 Credits)

Students will be placed in a 100-hour social justice oriented pre-practicum in a high need school. They will be conducting both direct and indirect counseling under the supervision of a certified school counselor. During the first half of the class, students will serve as a peer supervision of the pre-practicum experience. In the second half of the class, students will practice advanced counseling skills using a different theoretical orientation each week. This course must be taken with PSGE 5630.

Corequisite: PSGE 5630.

PSGE 5633. PRE-PRACTICUM IN APPLICATIONS OF COUNSELING THEORY TO PRACTICE. (3 Credits)

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 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)

See EDGE 6226.

PSGE 6308. COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES. (3 Credits)

Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed. Pre- or corequisite: PSGE 6312.

PSGE 6309. COGNITION AND INSTRUCTION II: PROBLEM SOLVING. (3 Credits)

Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310. INSTITUTE ON APPLIED COGNITION. (3 Credits)

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. (3 Credits)
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. (3 Credits)
To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVITY. (3 Credits)
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. (3 Credits)
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 6324. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
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. (3 Credits)
This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. ADVANCED EDUCATIONAL PSYCHOLOGY: INSTRUCTIONAL DESIGN. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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 6401. SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS. (0 to 3 Credits)
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. (3 Credits)
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. (3 Credits)
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 IN A DIVERSE SOCIETY. (3 Credits)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6602. HUMAN DEVELOPMENT. (3 Credits)
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. (0 to 3 Credits)
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 6605. COUNSELING PROGRAM DEVELOPMENT AND EVALUATION. (3 Credits)
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. (3 Credits)
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 – PGSE 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. (3 Credits)
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 6615. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3 Credits)
This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of “constructs” that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. GROUP COUNSELING. (3 Credits)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6632.

PSGE 6632. PRE-PRACTICUM IN GROUPS. (3 Credits)
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.
Corequisite: PSGE 6630.

PSGE 6640. CAREER COUNSELING. (3 Credits)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6641. PRACTICUM IN CAREER COUNSELING. (3 Credits)
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.
Corequisite: PSGE 6640.

PSGE 6645. GENERAL PSYCHOPATHOLOGY. (3 Credits)
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 6650. ETHICS AND PROFESSIONAL ISSUES IN COUNSELING. (3 Credits)
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. (3 Credits)
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.
Corequisite: PSGE 6650.

PSGE 6652. FIELD EXPERIENCE IN COUNSELING I. (3 Credits)
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, 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.
Corequisite: PSGE 6650.

Updated: 07-24-2018
PSGE 6653. FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING. (3 Credits)
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 SCHOOL COUNSELING II. (3 Credits)
This course is the second semester of a two-semester practicum experience for school counseling students. Students must complete 300 hours of a year-long field placement in a K-12 school under the supervision of a certified school counselor. In the course, students will present student cases to the class and seek and receive peer and instructor supervision. Student must present the instructor with a copy of the memorandum of agreement as well as the end of semester evaluation. Prerequisites: PSGE 5620, 5622, 6602, 6630, 6632, 6640, 6641, 6652, & 6702.

PSGE 6655. FIELD EXPERIENCE III IN MENTAL HEALTH COUNSELING. (3 Credits)
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. (0 to 3 Credits)
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 6659. TRAUMA INTERP NEUROBIO. (0 to 3 Credits)
Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neuropsychological classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508. Attribute: PMTM.

PSGE 6702. FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. (3 Credits)
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 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1 to 3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
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. (3 Credits)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7372. PD PRO-SEMINAR IN THE PROFESSIONAL PRACTICE OF SCHOOL PSYCHOLOGY. (0 Credits)
This course is designed to develop student basic skills as related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process and professional writing and communications.

PSGE 7412. PERSONALITY ASSESSMENT. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. Attribute: PMTM.

PSGE 7442. INSTRUCTIONAL CONSULTATION. (3 Credits)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.

PSGE 7423. THERAPEUTIC INTERVENTIONS IN THE SCHOOLS. (3 Credits)
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 7424. ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT. (0 to 3 Credits)
This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION. (3 Credits)
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. (3 Credits)
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. (3 Credits)
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. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. INTEGRATION OF ASSESSMENT TECHNIQUES. (3 Credits)
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.
Corequisite: PSGE 7499.

PSGE 7432. PERSONALITY ASSESSMENT LAB. (0 Credits)
A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7412. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.
Corequisite: PSGE 7412.

PSGE 7435. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)
Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST. (3 Credits)
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. (3 Credits)
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. (3 Credits)
Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS. (3 Credits)
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 PhD students in school psychology.

PSGE 7456. EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS. (3 Credits)
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. (1.5 to 3 Credits)
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. (1.5 to 3 Credits)
A continuation of PSGE 7480.

PSGE 7482. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY I. (1.5 to 3 Credits)
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. (1.5 to 3 Credits)
A continuation of PSGE 7482.

PSGE 7490. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5 to 3 Credits)
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. (1.5 to 3 Credits)
A continuation of PSGE 7490.
PSGE 7499. INTEGRATION OF ASSESSMENT TECHNIQUES LAB. (0 Credits)
A required 7-hour lab that meets 1 hour every other week. The lab must be
taken concurrently with PSGE 7429. Students receive supervised practice
in test administration, learn various scoring and data analyzing programs
and software, as well as gain experience in case conceptualization and
report writing.
Corequisite: PSGE 7429.

PSGE 7500. CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight
hours weekly in an agency or school offering clinical services to children
or adolescents. Registration limited to matriculated students in school
psychology. Program approval required.

PSGE 7501. CLINICAL PRACTICUM IN BILINGUAL SCHOOL
PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight
hours weekly in an agency or school offering clinical services to bilingual
or limited English proficient children or adolescents. Registration limited
to matriculated students in school psychology. Program approval required.

PSGE 7502. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship fieldwork in delivering consultation services
in schools eight hours weekly. Integrating seminar meets on campus.
Registration limited to matriculated students in school psychology;
completion of appropriate coursework and program approval required.

PSGE 7503. CONSULTATION PRACTICUM IN BILINGUAL SCHOOL
PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in delivering consultation services
in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus.
Registration limited to matriculated students in school psychology;
completion of appropriate coursework and program approval required.

PSGE 7507. RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL
SCHOOL PSYCHOLOGY. (3 Credits)
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. (3 Credits)
This course is designed to provide students with an in-depth knowledge
of the process of cognitive assessment, including administration,
scoing, and interpretation of several intelligence tests. Students are
expected to assess several individuals and to write reports based on
these assessments. The knowledge base that students are expected to
obtain through this course consists of the history of intelligence testing,
current theories of intelligence, alternative approaches to traditional
assessment procedures, and issues in the measurement of intelligence.

PSGE 7510. SCHOOL PSYCHOLOGY EXTERNSHIP I. (0 Credits)
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 Credits)
A continuation of PSGE 7510.

PSGE 7518. COGNITIVE ASSESSMENT LAB. (0 Credits)
A required 7-hour lab that meets 1 hour every other week. The lab must be
taken concurrently with PSGE 7508. Students receive supervised practice
in test administration, learn various scoring and data analyzing programs
and software, as well as gain experience in case conceptualization and
report writing.
Corequisite: PSGE 7508.

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 7530. COUNSELING PSYCHOLOGY EXTERNSHIP I. (0 Credits)
This course is intended for doctoral students in the Counseling
Psychology program who wish to gain additional clinical experience by
working in the field. Students must have completed the entire doctoral
practicum sequence. Prerequisite: PSGE 7658.

PSGE 7531. COUNSELING PSYCHOLOGY EXTERNSHIP II. (0 Credits)
This course is intended for doctoral students in the Counseling
Psychology program who wish to gain additional clinical experience by
working in the field. Students must have completed the entire doctoral
practicum sequence. Prerequisite: Counseling Psychology Externship I.

PSGE 7532. COUNS PSY EXTERNSHIP - SUMMER. (0 Credits)
This course is intended for doctoral students in the Counseling
Psychology program who wish to gain additional clinical experience by
working in the field. Students must have completed the entire doctoral
practicum sequence. Prerequisite: PSGE 7530 and PSGE 7531.

PSGE 7609. ADVANCED PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of projective personality by assessment.
Practice in administration, scoring and interpretation of selected
projective techniques of children and adults, with emphasis on the
Rorschach, Thematic Apperception Tests and Drawings. Registration
limited to doctoral students.

PSGE 7612. ASSESSMENT IN PERSONALITY. (3 Credits)
Covers the ethics, administration, scoring and interpretation of both
projective and objective personality tests. Students shall receive
supervision in these aspects of testing.

PSGE 7613. INTELL ASST. CHILD/ADULT. (3 Credits)
Study of the major theories of cognitive and neuropsychological abilities.
Intelligence is analyzed as a major individual difference characteristic in
clinical and educational settings. Skills developed in the administrative
scoring, and analysis of major intelligence measures.

PSGE 7615. ADULT PSYCHOPATHOLOGY. (3 Credits)
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 7619. ADVANCED PERS ASSESS LAB. (0 Credits)
A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7609. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.
Corequisite: PSGE 7609.

PSGE 7620. THEORIES OF COUNSELING. (3 Credits)
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. (3 Credits)
The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. PSYCHOLOGY OF CAREER DEVELOPMENT. (3 Credits)
a critical analysis of theories and research concerning career development. Application of psycho-logical theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.

PSGE 7649. CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY. (3 Credits)
Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed. Prerequisite: PSGE 7655.

PSGE 7654. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student’s eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite: PSGE 7656.

PSGE 7655. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II. (3 Credits)
The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654. Prerequisite: PSGE 7654.

PSGE 7656. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III. (3 Credits)
This is the third 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. Prerequisites: PSGE 7654 and PSGE 7655.

PSGE 7657. PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY. (3 Credits)
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. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student’s eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite PSGE 7656.

PSGE 7667. INTERNSHIP IN COUNSELING PSYCHOLOGY I. (0 Credits)
A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669).
A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

PSGE 7668. INTERNSHIP IN COUNSELING PSYCHOLOGY II. (0 Credits)
The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

PSGE 7669. INTERNSHIP IN COUNSELING PSYCHOLOGY III. (0 Credits)
The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

PSGE 7680. QUALITATIVE RESEARCH METHODS IN COUNSELING PSYCHOLOGY. (3 Credits)
Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. QUANT RES METHODS I. (3 Credits)
This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences with special emphasis on designs and methods in psychological research. We then will cover analysis of variance (ANOVA) and Multiple Regression - the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II. (3 Credits)
This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7683. QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS I. (3 Credits)
PSGE 7684. QUALITATIVE AND SINGLE CASE DESIGN RESEARCH METHODS II. (3 Credits)

PSGE 7711. PSYCHOMETRIC THEORY. (3 Credits)
Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7712. RECENT TRENDS IN MEASUREMENT AND EVALUATION. (3 Credits)
Seminar on issues and developments in testing and evaluation. Original research and writing are required. Prerequisite: PSGE 7711.
PSGE 7900. PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (0 Credits)
The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship in Psychological and Educational Services, the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project over the course of three consecutive semesters. The student must register each semester for PSGE 8001. In addition to conducting research PES Research Colloquia each semester. Prerequisite: Permanent Matric Status.

PSGE 8100. COLLEGE TEACHING INTERNSHIP IN PSYCHOLOGICAL AND SERVICES. (0 Credits)
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY. (3 Credits)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8999. DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (3 Credits)
Consultation with faculty on the development and conduct of dissertation research. Prerequisite: Permission of program faculty.

PSGE 9990. INDEPENDENT STUDY. (1 to 3 Credits)
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.

UEGE 5102. HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION. (3 or 4 Credits)
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. (1 or 3 Credits)
An examination of the philosophies underlying contemporary policy issues in education with an emphasis on egalitarian versus meritocratic positions.

UEGE 6241. URBAN EDUCATION: PROBLEMS AND PERSPECTIVES. (3 Credits)
An analysis of those trends and innovations most likely to shape urban education delivery systems in the future.

UEGE 6243. THE IMPACT OF PREJUDICE ON MINORITY GROUPS IN AMERICA. (3 Credits)
Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.
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