



FORDHAM UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Division of Curriculum & Teaching

Innovation in Curriculum and Instruction (ICI)

Doctor of Philosophy (Ph.D.)

Program Handbook

phdgse.ici@fordham.edu

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ICI Program Overview

The Doctor of Philosophy (Ph.D.) in Innovation in Curriculum and Instruction (ICI) promotes pedagogy as inquiry and research that informs the creative design of instruction and curriculum. Candidates are challenged to address educational inequalities and transform teaching and learning within inclusive and diverse educational environments.

Through an innovative and collaborative approach to research, candidates will explore critical questions in different fields of knowledge including bilingual and multilingual education; innovative and creative pedagogues; language and literacy; science, technology, engineering, arts, and mathematics (STEAM); special education; race, culture, and equity; and urban education. In this program, candidates will explore culturally responsive pedagogy and inequity that will prepare them to:

- Educate for social justice and equity;
- Create and design innovative curriculum to build transformative and inclusive educational communities;
- Critique and design educational models to promote positive educational outcomes;
- Assume an action-oriented approach that links theory and practice to positively impact diverse educational communities

Graduates from this Ph.D. Program will be prepared to become leaders in a variety of academic research positions in both traditional and nontraditional educational settings.

Program of Study

ICI students must complete a minimum of 45 coursework credits plus a dissertation (minimum 6 credits). A total of 51 credits is the minimum requirement for program completion.

*For the most up-to-date fee schedule for credits and fees for 0-credit courses please see this page from [Financial Aid & Tuition](#)

Knowledge Core: 9-12* Credits

- CTGE 6001 Innovative Educators (3)
- CTGE 7201 Contemporary Thinking about Instruction (3)
- CTGE 6191 Critique of Research (3)
- *CTGE 6192 Research in the Teaching Process (3) (Prerequisite Research requirement if not met in Master's program)

Methods of Research Core: 15 Credits

- PSGE 7681 Quantitative Research Methods in Education I (3)
- PSGE 7682 Quantitative Research Methods in Education II (3)
- PSGE 7683 Qualitative Research Methods in Education I (3)
- PSGE 7684 Qualitative Research Methods in Education II (3)
- Advanced Methods Course (3) (choosing one of the following)
 - o PSGE 7711 Psychometric Theory
 - o CTGE 7194 Advanced Qualitative Research (3)

Field of Knowledge: 15 Credits

Students are required to complete a minimum of 9 credits in their field of specialization and two additional specialization courses (6 credits) outside of their specialization area (or a course that counts for dual specializations). Students will complete 15 credits of specialization content courses throughout the program.

Individual Differences and Instruction (Special Education)

- CTGE 7340 Contemporary Academic Interventions for All Learners (3)
- CTGE 7350 Creating Learning Environments Through Positive Behavior Supports (3)
- CTGE 7204 Informing & Transforming Instruction Through Assessment (3)
- CTGE 7599 Creativity in Teaching Environments (3)

Learning Through Multilingualism (Multilingual Education)

- CTGE 7820 Global Perspectives in Multilingual Competency (3)
- CTGE 7492 Translingual Pedagogy
- CTGE 7493 Learning & Knowing Through Multilingualism (3)
- CTGE 7494 Translingual & Transliteracy Practice in Maker Space** (3)

Transliteracy and Learning (Transliteracy)

- CTGE 7596 The Cog., Ling., & Sociocultural Dimensions of the Literacy (3)
- CTGE 7574 Critical Transliteracy (3)
- CTGE 6201 Teaching through Digital Literacies (3)
- CTGE 7494 Translingual & Transliteracy Practice in Maker Space** (3)

Transformative Instruction through the Arts & Sciences (STEAM Education)

- CTGE 7599 Creativity in Teaching Environments (3)
- CTGE 6253 STEAM Education in Theory & Practice (3)
- CTGE 6255 Teaching and Assessing Science, Technology, Engineering, Art & Mathematics (STEAM) in K-12 Classrooms (3)
- CTGE 6257 Computational Thinking A: Principles of Computing (3) and/or
- CTGE 6258 Computational Thinking B: Essentials of Informatics (3)

Practice and Service to the Field (3 credits)

- CTGE 7210 Development & Teaching, Grant Writing, & Manuscript/Conference Preparation

Research Apprenticeship (3 credits)

- CTGE 7352 Research Design, Implementation & Dissemination (3)

Comprehensive Exam (CTGE 0901) (0)

Dissertation Seminars (Minimum 6 credits)

- CTGE 8110 Dissertation Seminar in Curriculum & Teaching I (3)
 - CTGE 8111 Dissertation Seminar in Curriculum & Teaching II (3)
- **Note: Once a student registers for dissertation seminar, they must be registered for dissertation seminar each semester until they complete their dissertation. Please see the [GSE Doctoral Procedures](#) for more information.

Changing Specialization Tracks:

There are four main specialization tracks:

1. *Individual Differences and Instruction (Special Education)*
2. *Learning Through Multilingualism (Multilingual Education)*
3. *Transliteracy*
4. *Transformative Instruction through the Arts & Sciences (STEAM Education)*

Each student applies to a specialization track during their admissions application process. Students are admitted to a specialization track based on their application materials, experiences, and foundational knowledge through their master's program. However, we recognize that once a student begins the PhD Program their research focus area may shift and be more closely aligned with a different specialization track.

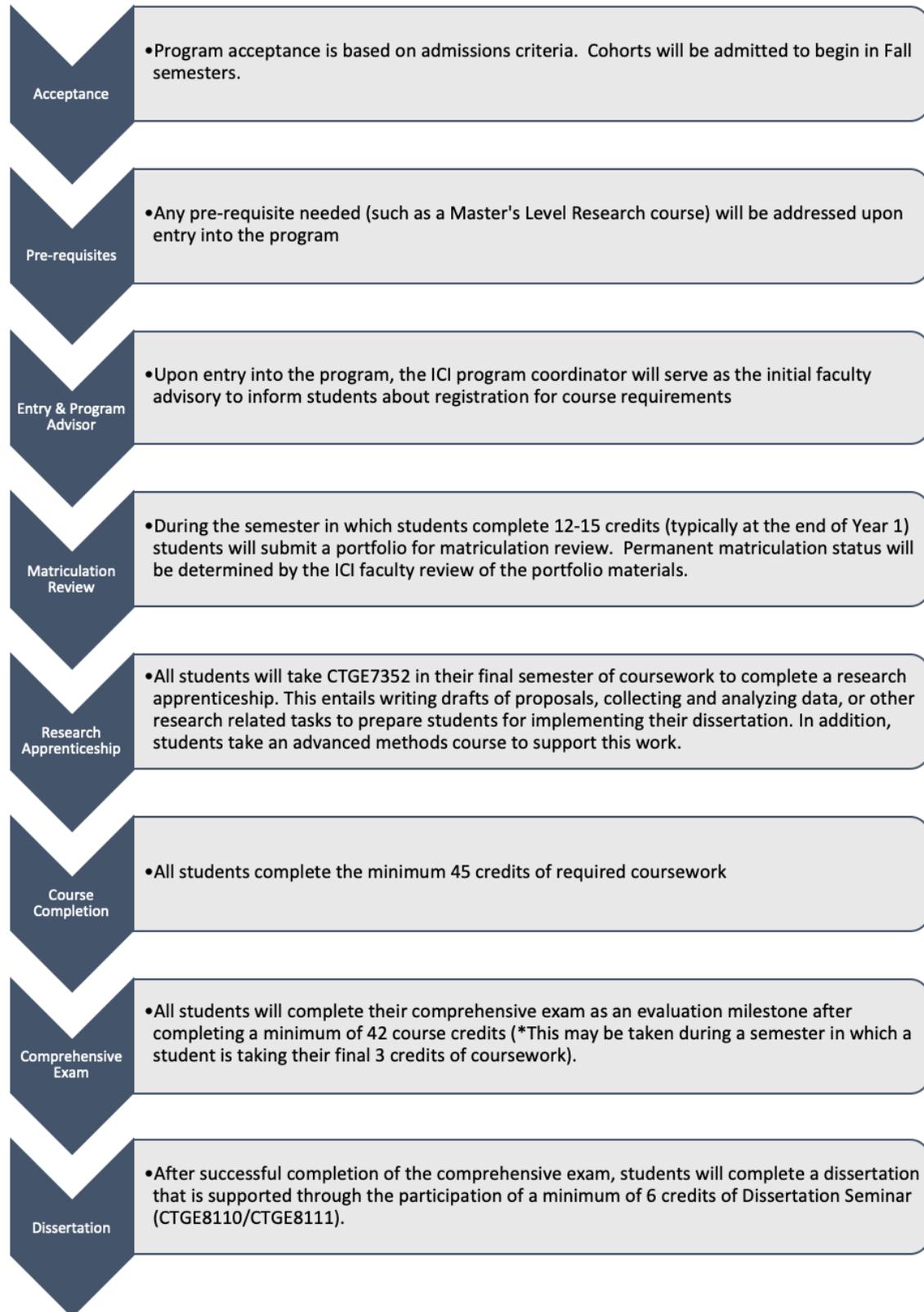
If a student wishes to switch specializations after beginning their ICI PhD Program, they must complete a minimum of 6 credits in the new specialization track and cannot have exceeded 21 credits in the program to make a request for switching tracks. The request for specialization track switch approvals will be accepted December 1st for fall semester and May 1st for spring semester requests. To submit a request to change specialization tracks, students should:

1. Submit a written request to change specialization tracks to phdgse.ici@fordham.edu
 - a. This request should include an official written statement including:
 - i. a description of recent experiences (such as teaching, coursework completed, and research conducted) supporting the rationale for switching specialization tracks
 - ii. a description of research area of focus that demonstrates alignment with the new specialization track (as opposed to the initial specialization track)
 - iii. A statement of recommendation/approval from a faculty member in the new specialization track that you intend to work with in your research
2. After receiving the written request, the ICI program faculty will review the request and vote for approval.
3. The student will be notified via email of the approval decision.
 - a. If approved, documentation will be provided to make an official program change with Academic Records that will then be reflected on the student's DegreeWorks and transcript.
 - b. If the switch is not approved, the student will remain in the original specialization track and all specialization coursework requirements will remain

DegreeWorks

DegreeWorks is the program used by the University for auditing of program completion. Each student can access their own degreeworks through my.fordham.edu. Your academic advisor will have access to view your DegreeWorks page and will use this to audit progress in the program. It is the responsibility of each individual student to check their DegreeWorks page to ensure it is accurate and up to date and inform the advisor of any inaccuracies.

PhD Program Milestones (*additional information on each is below)



Advising and Mentoring

Academic Advising and Dissertation Committee Members

Throughout the program, students are advised, coached, supported, and mentored by faculty in a number of roles as described below:

ICI PhD program coordinator. The program coordinator is available to answer questions regarding the program during your admissions process. In addition, the coordinator helps you with registration advisement for your initial courses and guides you through the matriculation review process at the end of Year 1. The coordinator will support students in course sequencing throughout the required 45 credits of coursework as well as the comprehensive exam process after completion of 42 credits of coursework.

Research Apprenticeship Advisor. During CTGE7352 Research Design and Implementation, you will identify a faculty mentor to support you in the implementation of a mini-research project or pilot study. The advisor will work with you individually while you are working on your mini research project as part of your coursework. The advisor can be your academic advisor or another faculty member that you select based on your research interest.

Dissertation mentor. Your dissertation mentor will work with you individually from the time you develop your dissertation proposal to your oral defense. Your mentor can be your academic advisor, research project advisor, or another faculty member in GSE. Your selected mentor and committee members are subject to approval by the ICI Program faculty committee. Faculty availability includes many factors that are at the discretion of the faculty member. *Students must formally request a faculty to be their dissertation advisor and it should never be assumed that a faculty is automatically going to serve in the mentorship role.*

Dissertation readers. You will be expected to select two readers who serve on your dissertation. Readers can be full-time, tenured or tenure-track faculty, or clinical faculty who hold a doctoral degree in your research or related areas. One of your committee members can be from outside of Fordham, but they must hold doctoral degrees in your research or related areas and have dissertation mentoring experience. Outside readers must be approved by the ICI Faculty Program committee. It is recommended that you work closely with your dissertation mentor to identify dissertation readers. *Students must formally request a faculty to be their dissertation reader, with approval from the dissertation mentor and it should never be assumed that a faculty is automatically going to serve in a readership role.*

Maintaining Matriculation

Students are admitted to the doctoral program on a provisional basis and their progress is monitored through the matriculation review process and periodic review by their mentor, program coordinator, and by ICI program committee. Students apply for permanent matriculation during the semester in which they are completing 12-15 credits, including a minimum of 6 credits of research (typically at the end of Academic year 1).

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and all [Fordham University statutes and policies](#). 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 academic, personal and/or professional standards, and disposition.

The ICI Ph.D. program follows the Fordham University Graduate School of Education's [Doctoral Procedures](#) in the implementation of program aspects to align with University and GSE policies.

Permanent Matriculation Review

Doctoral students are not fully matriculated until they have successfully completed the initial phase of the program. The GSE Bulletin states that, "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 the ICI program, students must complete a minimum of 6 credits of research coursework in order to apply for permanent matriculation. To achieve permanent matriculation status, students must:

- Show evidence of any prerequisite courses to be made up as specified in the letter of admissions. Transcripts for these courses will be reviewed at the Matriculation review.
- Hold a 3.5 or higher GPA in ICI PhD program coursework at the time of review
- Receive satisfactory evaluation from course instructors on the knowledge, skills, and dispositions assessment. This assessment will focus on whether the candidate:
 - Demonstrates knowledge of qualitative, quantitative, or other scientifically proven research methods
 - Demonstrates strong academic writing
 - Demonstrates ability to critically analyze research
 - Actively engages in research projects
 - Collaborates with peers
 - Incorporates feedback into writing or research
- Pass all coursework disposition rubric scores (3 and 4 only)
- Demonstrate competence in APA style through evaluation of a writing sample (can be an official assignment from coursework)
- Submit an updated personal statement related to a research interest area for the mini research project
- Submit a plan for research trajectory indicating a preliminary preferred research advisor

ICI faculty will complete interviews with each individual student to review the matriculation materials. In addition, faculty will discuss aforementioned data at an annual review meeting, and students will be informed of their matriculation status which will be recorded on the student's transcript.

If progress in the ICI Program is satisfactory, the following two steps are carried out:

- Students will receive an official letter via email (from phdgse.ici@fordham.edu) informing him or her of passing the review and of permanent matriculation status

- The ICI Faculty submits the student's name to the Office of the Dean for permanent matriculation and will be noted as S on the student's transcript.

If progress in the ICI Program is not satisfactory:

- The faculty may terminate the student's enrollment in the program. In this case the ICI Faculty will inform the student of the failed matriculation review via email (from phdgse.ici@fordham.edu). The ICI Program Faculty then recommends to the Associate Dean of Academic Affairs that the student's status in ICI be terminated.
- The faculty may decide that the student will be placed on probation until outlined criteria are met. Continuing course work will be allowed only under this outlined set of conditions. Extra course work may be required. In this case, a second matriculation review will be necessary at a time determined by program faculty.
- The faculty may advise the student(s) to be transferred to the MSE program in Curriculum and Teaching (30-credit non-certification Master's degree program).

At the completion of this process, any related paperwork will be documented in the student's advisement file (i.e., papers, plans, letter informing the student's matriculation status).

Submission of Matriculation Materials

Each student in their second semester of their first year (in progress to complete a minimum of 12 credits) will submit a portfolio of materials, using a google folder. The google folder will be shared with the student from the ICI program at least 6 weeks prior to the due date of completion. The date for submission is May 1 for spring semester reviews and December 1 for fall semester reviews. Access to materials on the folder will be removed after this date and any requests to include additional materials will need to be emailed to the program coordinator.

When receiving access to the folder, the student will see one (1) document in their folder. This document is a copy of the matriculation checklist that will be used by the ICI faculty committee to review the matriculation materials. Students are responsible for uploading the following documents to support their portfolio for matriculation:

1. Copy of unofficial copy of your Fordham GSE transcript to show coursework grades (can be accessed through the Office of Academic Records) as a pdf
2. An example of an academic writing paper (this can be a paper submitted for a grade in a course from Fall or Spring semester). Many students submit their literature review from CTGE6191, or their action research paper if taken CTGE6192. However, the student can decide which piece of work best represents their academic writing.
3. Personal Statement with an updated reflection of the program and anticipated focus for moving into year 2 (see prompt below)
4. Research Plan and Trajectory with an idea of mini-research mentor (including rationale) (see prompt below)
5. A current copy of your Curriculum Vita (CV) or Resume
6. *Any additional materials you may wish to include to support your portfolio (such as contributed work as a Graduate Assistant or work completed with a faculty member)

PROMPTS FOR PERSONAL STATEMENT AND RESEARCH PLAN

PERSONAL STATEMENT (roughly 3-5 pages double spaced):

When you applied to the ICI program, we asked you to write a personal statement. You are welcome to use this as a starting point and update your personal statement with reflections of your participation in the program. In your personal statement, please make sure to address:

- What motivates you to pursue your doctoral degree, and why the Fordham GSE Innovation in Curriculum and Instruction program matches your area of interest (see below)
- Describe your learning experience in your first year of the PhD program and what met your expectations and what you have learned (*Please note this is not the appropriate place to share logistical information about the program (i.e. frustration with scheduling or course times), this is specifically related to the content areas you have learned in your initial/foundational coursework).
- Share how the coursework and your experience so far has shaped your research interests compared to where you started in August

RESEARCH PLAN (Roughly 3 pages double spaced):

In your research plan you should expand on your research interests that you indicated in your personal statement. In your research plan, please identify:

- A brief overview of your research area of interest (with supporting literature citations) (no more than 1 page)
- Specific research questions (your own) that will help guide your research focus in year 2 of the program (and likely your mini-research project)
- Anticipated ways in which you would like to explore this area of research through your coursework in year 2 of the program (i.e. what you would like to learn more about in terms of research methodology from what you've seen in the literature)
- Identification of a potential research mentor within Fordham GSE (*it is understood that you have yet to meet all of the faculty in GSE, much less GSE. It is acceptable to indicate that you would like to continue exploring the faculty research interests before making a determination of a potential research mentor)

Ongoing Evaluation

At the end of each year in ICI, the program faculty meets to discuss each student's progress in the program. Grades, feedback from program faculty, and completion of program gateways are all considered. For students who are having difficulty passing gateways, concerns are stated in a letter with recommendation for improvements that should be made. For students in Dissertation Seminar, the dissertation research mentor provides the ICI faculty with an evaluation of progress.

Academic Integrity

By being enrolled at Fordham University, students are bound to comply with the University Code of Conduct, which includes, but is not limited to, Standards of Academic Integrity.

“As a student of Fordham University, I recognize that I am part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. I therefore commit myself to the University Code of Conduct and upholding the highest standards of academic integrity. Any work that I claim to be my own will be my own; I will give appropriate credit where credit is due; I will be fair and honest in all of my interactions with members of the Fordham community.”

All standards of academic integrity, including the consequences of violations (such as plagiarism, cheating, falsification, unapproved collaboration, and other violations) are all identified in the [policy for the university](#).

The ICI faculty reserves the right to recommend removal of a student from the ICI program for any violations of the academic integrity policy of the University at any point during the trajectory of a student’s ICI PhD program.

Maintaining Matriculation Status & Leave of Absences

As stated in both the [GSE Bulletin](#) and the [GSE Doctoral Handbook](#), doctoral students must register for every fall and spring semester from the first course until the dissertation has been successfully defended. Students may register, with permission of the program academic advisor, and program coordinator for Maintenance of Matriculation if they are not taking a course; however, they need to be mindful that your 8-year limit remains the same. The advisor, coordinator, and Associate Dean must approve a leave of absence, and, again, this does not extend the 8-year limit as outlined in the GSE Doctoral Procedures. Extensions are rare, and reserved for emergency situations, and must be approved by the advisor or mentor, the program coordinator, and the Associate Dean of the GSE. Applications for extensions must include a plan for completing the doctorate that has been designed by the student and approved by the advisor or mentor. See the GSE Bulletin of the GSE Doctoral Handbook for more information on maintenance of matriculation and leaves of absence. These documents are the final word on policy.

Comprehensive Examination

A required comprehensive examination (CTGE 0901; 0 credit) allows you to demonstrate your integration of knowledge. You are expected to take the examination after completing 42-45 credits of your coursework. *If a student has completed 42 credits of required coursework and has one 3-credit course remaining, they will be eligible to take their comprehensive examination during the same semester as finishing the final 3-credit course.

The comprehensive examination (in the form of three questions) is a written examination. The purpose of the examination is for the student to demonstrate their ability to analyze, synthesize, and apply the knowledge and processes learned in the research and specialization areas of their approved Program of Study. This demonstration is focused on analysis, synthesis, and evaluation of conceptual, theoretical, methodological, and empirical knowledge. Specifically, the examination provides the student an opportunity to demonstrate comprehensive knowledge of

the philosophical and theoretical perspectives and methodological procedures to be used in their research as well as advanced knowledge of the available literature regarding their research topic.

Evaluation of Examination

Each student is provided with questions based on their specialization track area. The three questions are based on:

- 1) Theoretical and philosophical foundations;
- 2) Literature Review; and
- 3) Research methods

Students are provided with all three questions on the start date of a semester and have 8 weeks to complete the written responses to each question. The 3 written responses will have the same due date, allowing the student to take all 8 weeks with all 3 questions. These written responses are scholarly, academic essays; approximately totaling 6,000–7,500 words in length (references not included) (this is roughly 8-10 pages per response); and strictly adhere to the Publication Manual of the American Psychological Association citation (7th ed.) and writing format criteria.

Upon receiving the exam questions, students will also be provided with the scoring rubrics that will be used by faculty to evaluate comprehensive exam responses.

Submitting your Comprehensive Exam

All students will submit their comprehensive exam responses (3 separate papers) on Blackboard through the SafeAssign Feature. SafeAssign is a feature that will provide each paper with an originality score to detect plagiarism. All submissions must be uploaded to blackboard in a word document or pdf (no ‘pages’). Submissions of the exam will not be accepted via email or in any other format (i.e. link to a google document or Microsoft OneDrive shared document). Students must also submit an Honor Statement (available on the comprehensive exam blackboard course) with their comprehensive exam submissions, stating that they adhered to all [university policies and procedures](#) with academic integrity and professionalism.

Comprehensive exam submissions will be due at 5:00 PM on the due date provided by the program faculty (8 weeks after the release of comprehensive exam questions). Late submissions of the comprehensive exam will not be accepted and result in automatic failure of the exam. If this occurs during the first attempt of the comprehensive exam, students will be eligible to re-take the exam in the following available term. If this occurs in the second attempt of the comprehensive exam, the failure to submit will result in a failure of the exam and the student will not be eligible to continue in the program.

Exam Evaluation

Once all three questions are answered and submitted (i.e., written examination), ICI Faculty committee members have at minimum of three (3) weeks to read and evaluate the written response to her or his question, and will rate the response either PASS or FAIL according to the

scoring rubric provided to the student. Faculty will be provided with a blinded copy of student submissions and score each submission. Two faculty members will review each submission and if there is any disagreement in whether a student passed or failed a section, there will be a third faculty reviewer assigned.

If a student passes all sections of their written exam, the program faculty will notify the student of their status for the oral examination and confirm via email (phdgse.ici@fordham.edu) and Satisfactory grade in the student's transcript for CTGE0901.

If there are any areas that require revisions to improve a submission from FAIL to PASS, the student will be provided with feedback to make revisions. Students will have 2 weeks to make revisions to their written examination. The same submission guidelines described above will be adhered to for any required revisions to the comprehensive exam. Once students submit revised exam(s), faculty will have 2 weeks to review the revised written examination and make a determination on PASS or FAIL based on the scoring criteria and student's response to the feedback provided.

If a student does not pass their revised submission to the comprehensive examination, they will have an opportunity to take the comprehensive exam again during the next semester it is administered (with a different set of questions). However, if a student is taking the comprehensive exam for the second time (after not passing their prior first attempt), and they do not pass for the second time, they will be removed from the ICI program ([per GSE Policy and Procedures](#)).

Once a student successfully passes their comprehensive exam, they are eligible to enroll in Dissertation Seminar and begin official work on their dissertation proposal. Students are considered Doctoral Candidates at the completion of the comprehensive exam milestone.

Dissertation

The doctoral dissertation (which can be built upon the mini research project) is a culminating project of your academic experience at the GSE. Through the selection of a research problem, candidates will take that knowledge and understanding to a new level- one that expands or refines recognized definitions, that applies extant knowledge in new settings, or that searches for alternative definitions, causes, or results.

For detailed instructions on the process, requirements, and formatting assistance, refer to the [GSE Doctoral Dissertation Handbook](#) available on the Fordham website.

You may not begin any official work on your dissertation proposal until you have successfully completed your comprehensive exam and are enrolled in dissertation seminar (CTGE8110 or CTGE8111). Dissertation seminar is offered in the fall and spring semesters, only (it is not offered during summer terms). Key milestones for the dissertation (such as proposal defense or the oral defense of the dissertation) must occur during a term in which a student is enrolled in the dissertation seminar. Oral defenses are not held during the summer terms, so please plan accordingly with your dissertation mentor. Please also note the [GSE Academic Calendar](#) for all

deadlines for oral defenses for each semester if you are anticipating graduation for a specific term. These dates are set by the Dean's office and cannot be extended.

Dissertation: Your Roles and Responsibilities

The doctoral dissertation is the culmination of your academic experience in the ICI program. It will include a critical review of the literature and address a contemporary learning issue. Candidates' research may expand on or refine an existing study, apply knowledge to new settings, or search for innovative ways to address a teaching and learning problem. The research design, methods, and analyses should demonstrate a candidate's capability to contribute to the field, and will reflect an investment of their intellectual capital.

You, as the candidate, are solely responsible for conducting your dissertation research and developing a dissertation product that meets the requirements and standards of Fordham GSE. Your work must be original and conform to academic and professional ethics codes and procedures.

If you need to make modifications to your approved study's design, procedures, research questions, or other elements, you must obtain permission from your dissertation committee and seek IRB approval in writing for these modifications.

Dissertation: Roles of Mentor and Dissertation Committee

While conducting and developing your dissertation, you are responsible for meeting with your mentor and updating your dissertation committee members on a regular basis. Dissertation mentors may provide guidance on:

- Developing and refining research questions
- Defining the scope and sequence of your literature review
- Suitability of proposed research design
- Suitability of proposed data analyses
- Issues during data collection
- Issues during data analyses
- Presentation of findings
- Critical review of prepared chapters
- Critical review of document formatting
- Approval for readiness of oral defense
- Approval for readiness for format review

In addition to supporting you throughout the research and dissertation writing process, your dissertation mentor and committee are responsible for making final decisions regarding approval of readiness for oral defense and for format review. You should comply with suggested revisions if readiness is not approved.

Dissertation Process

The dissertation process involves several steps, beginning with your dissertation proposal. The form list below are each milestone in the dissertation process that is recorded with academic records at Fordham. These forms must include signatures from your mentor (and often committee members) to finalize each milestone of your dissertation.

- [Approval of Doctoral Dissertation Proposal](#)
- [Approval for Scheduling an Oral Defense](#)
- [Evaluation of Oral Dissertation Defense](#)
- [Submission of Doctoral Dissertation for Format Review](#)
- [Honesty in the Authorship of This Dissertation](#)
- [Candidate's Response to "Satisfactory" Dissertation Format Review](#)

In order to successfully complete a dissertation, students must:

- Submit dissertation proposal to research mentor, once approved the rest of the dissertation committee will be provided with your proposal (revise if not approved)
- Once approved by your committee, you may schedule an oral defense of your dissertation proposal ([Approval of Doctoral Dissertation Proposal](#))
 - Obtain IRB approval from Fordham and outside institutions before starting data collection and submit with your approval of the doctoral dissertation proposal
- Meet regularly with dissertation mentor and enroll (and participate) in dissertation seminar each semester (CTGE8110 in Fall and CTGE8111 in Spring)
 - Candidates must be continually enrolled in dissertation seminar until they have successfully completed all dissertation requirements.
- Collect data, analyze, and begin writing (throughout process)
- Continue to meet with mentor to revise and refine dissertation
- Seek oral dissertation defense approval ([Approval for Scheduling an Oral Defense](#))
- Oral defense of the dissertation ([Evaluation of Oral Dissertation Defense](#))
- Seek format review approval ([Submission of Doctoral Dissertation for Format Review](#))
- Submit approved dissertation to the Office of the Associate Dean for Academic Affairs ([Honesty in the Authorship of This Dissertation](#))

Proposal and Doctoral Committee Approval

You must submit a dissertation proposal for your dissertation committee to review, along with the Dissertation Proposal Review Form filled out by you. If your dissertation proposal is approved, your committee members will sign it indicating their acceptance of your proposal. In many cases, you are expected to address their comments before they approve your proposal.

Once your dissertation committee has signed indicating their approval, you will submit the completed form and a copy of your dissertation proposal (as requested by GSE) and a copy of your IRB approval to the Division Chair. If approved, all materials will be forwarded to the Office of the Associate Dean for Academic Affairs. Formal approval of the dissertation proposal by the dissertation committee, Division Chair, and IRB approval must be secured and submitted to the Division before beginning data collection.

Fordham University Institutional Review Board (IRB)

You must successfully defend your dissertation proposal before applying for IRB review. After you have successfully defended your dissertation proposal, you will apply for IRB approval through Fordham University. All research proposals must be reviewed and approved by Fordham's IRB committee. This includes any research related to and/or leading up to dissertation research, such as faculty research, mini research projects, and pilot studies for dissertations. Fordham IRB may require changes to your proposed study to assure compliance with ethical standards. You must comply with the required changes and resubmit your IRB application for approval.

For more information about Fordham IRB procedures, application forms, review dates, review process, etc., visit <http://fordham.edu/irb>. The e-mail address is: irb@fordham.edu. Phone: (212) 636-7946. FAX: (212) 636-6842.

Outside Organizations or Institutions - Institutional Review Board (IRB)

In addition, if you are conducting your study with participants outside of Fordham University, you may possibly need to seek IRB approval at the outside organization or institution. You must inquire with each organization or institution where you will seek participants about their human participant policies and IRB review process. For example, the New York City Department of Education requires IRB approval for any research done in NYC schools, and this approval process requires that you provide proof of Fordham IRB approval as part of the IRB application process. Thus, it is recommended that you seek Fordham IRB approval first, as many institutions require it as part of their IRB approval process. Please make sure you are in contact with your dissertation mentor and the Fordham IRB to support any external IRB requests (irb@fordham.edu)

Before collecting any data for your dissertation, you must have approval from your dissertation committee, division chair, Fordham IRB, any outside institution or organization IRB, permission from the data collection site(s), and consent/assent from all participants.

Dissertation Elements

Your dissertation must follow the American Psychological Association (APA) 7th Edition style rules. The title should concisely summarize the topic and variables discussed in your study, so that the reader can discern the essence of your study. Key word choices are important, as they will assist in locating your study via digital searches.

Recommended Sequence of Dissertation Elements

- Dissertation Title Page
- Honesty in the Authorship of this Dissertation
- Notice of Copyright
- Acknowledgements (*optional*)
- Dedication (*optional*)

- Table of Contents
- List of Tables (*if included in your dissertation*)
- List of Figures (*if included in your dissertation*)
- Abstract (*250 words or less*)
- Chapter I: The Introduction to the Problem
 - Theoretical & Philosophical Foundations to the field of study
 - Paradigm that sets the foundation for the problem to be studied
 - Positionality Statement (*optional*)
- Chapter II: Review of Related Literature
- Chapter III: Methodology (*embed IRB approval in procedures and place notification in the appendix*)
- Chapter IV: Findings (or Results)
- Chapter V: Summary, Conclusions, and Recommendations
- References
- Appendix A: Examples or documents such as timelines, measurement instruments, etc.
- Appendix B: ...(*continue as needed*)

For additional guidance and the required forms, please refer to the [GSE Doctoral Dissertation Handbook](#) on the Fordham University website. The GSE Doctoral Handbook contains appendices illustrating properly formatted dissertation elements.

Dissertation Review Process

You will work closely with your dissertation mentor throughout the process. You should receive feedback from them and approvals before sending your dissertation to your committee members. If you have questions about procedures please contact your dissertation mentor. If you and/or your mentor have additional questions, you may also contact the chair of the Doctoral Planning Committee from the GSE for additional information and guidance.

After the approval of your dissertation, you will consult with the Office of the Dean for information on the format review process. ***You must pass format review (EDGE0999) in order to graduate.***

Alternative Dissertation Format

You may consider adopting an unconventional dissertation format. If you are interested in this format, you must work in consultation with your dissertation mentor and committee to select and/or design a format that will serve your research purposes. Your alternative dissertation format must be reviewed and approved by your dissertation mentor and each committee member prior to proceeding. In addition, ICI Program Faculty Committee approval may also be required.

Fordham GSE Committees

There are committees and groups that students are encouraged to consider joining as part of their experience as a Fordham GSE student. The list of committees for the GSE with current faculty can be found [here](#). While not all committees require student participation, faculty members

certainly welcome the input of students. If you are interested in serving in a school committee, please reach out directly to the faculty chair of that committee.

ICI Program Faculty

Jane Bolgatz, Ph.D.

Jane Bolgatz is an Associate Professor. Before joining the Fordham faculty, she taught high school social studies and language arts for seven years, and earned her Ph.D. at the University of Iowa. Dr. Bolgatz researches how instructors, students, administrators, and parents address issues of race and racism and how institutions foster equity and belonging. A White woman, Dr. Bolgatz consults with schools, universities, and other non-profit organizations to transform their institutions.

Su-Je Cho, Ph.D.

Dr. Cho is Professor in the Division of Curriculum and Teaching in the Graduate School of Education at Fordham University. She received her PhD from the University of California, Santa Barbara in Educational Psychology with an emphasis on Human Development and Disabilities. Her research focuses on training educators and families in assessment and interventions for students with challenging behaviors. She has directed several research projects, some of which were funded by the Office of Special Education Programs in the U.S. Department of Education. She is a recipient of the Fordham University's Outstanding Externally Funded Research Award on Interdisciplinary Research in 2019.

John Craven, Ph.D.

Dr. John Craven is an Associate Professor of Education. He has an earned PhD from the University of Iowa in Science Education. He has a broad set of experiences working with youth in such settings as Covenant House, the Peace Corps as a volunteer in Tunisia. His science research background includes having served as a research assistant for a small team of leading scientists at the Center for Earthquake Research and Information (CERI) examining the paleoseismic record in the New Madrid seismic zone (central United States). His current work in science education focuses on helping new science teachers develop understanding and skills for teaching the subject through inquiry in urban schools.

Annie George-Puskar, Ph.D.

Dr. George-Puskar is an Assistant Professor and the current program coordinator for the ICI PhD program in the Division for Curriculum and Teaching at Fordham University's Graduate School of Education. Dr. George-Puskar completed her PhD in Educational Psychology with a specialization in Early Childhood Intervention Leadership from the University of Connecticut. Dr. George-Puskar began her career in early intervention in her undergraduate studies at The Catholic University of America in Washington D.C. and through her Post-Graduate Certification in Applied Behavior Analysis at Penn State University. Her area of interest and expertise is supporting children birth-5 with disabilities and developmental delays, particularly children with autism spectrum disorders and their families, the transition for children and families into preschool, using data informed instruction practices, and early childhood cross-disciplinary personnel preparation. Dr. George-Puskar also serves as the co-chair for the GSE Doctoral Planning Committee.

Aida Nevarez-La Torre, Ed.D.

Dr. Aida A. Nevarez-La Torre obtained a Doctoral Degree in Reading from Harvard's Graduate School of Education, an MS in Bilingual Education from the State University of New York, and a BA in TESOL from the University of Puerto Rico. For several years she worked as an ESL and bilingual education teacher in Puerto Rico and the United States as well as a bilingual reading clinician in the United States. Currently, she is an associate professor at Fordham University's Graduate School of Education where she coordinates multilingual education programs. She created and is Senior Editor of the Journal of Multilingual Education Research (JMER). Also, she authored the first Professional Standards for Bilingual Educators for the New York Association for Bilingual Education (2015/2018). Her current research is on multilingual literacy education, metalinguistic awareness, and language development in multilingual classrooms.

Kevin Spinale, Ph.D.

Kevin Spinale, S.J., Ph.D., has focused his research on investigating what he terms "humane principles," comparing the ideas of James Moffett and Walter Ong on writing and epistemology in order to help cultivate language growth in students at all levels of education. He is also exploring questions around Ignatian or Jesuit pedagogy, working toward an account of Jesuit education that comes from the experience and expertise of teachers. Fr. Spinale will continue to think and write about the character of Jesuit education and the future of its institutional expressions in the United States. In addition, Spinale is working to document and study the history of teaching writing composition in Jesuit schools in the United States.

Chun Zhang, Ph.D.

Dr. Zhang is a Professor of Education at Fordham University Graduate School of Education. Dr. Zhang received her PhD in Early Childhood Special Education from the University of Illinois. Dr. Zhang has been an active grant writer and has directed multi-million funding to improve teacher effectiveness. She was a Fulbright scholar in 2013. She has widely published in journals and books in the areas of culturally and linguistically appropriate services, and family-professional partnerships and collaboration.

***Diane Rodriguez, Ph.D.**

Dr. Rodriguez is the Associate Dean for Academic Affairs for The Graduate School of Education. She received her PhD from Fordham University. Her primary research interest is at the intersection of special education, bilingual and multicultural education, and teacher preparation. *While she is not currently on faculty, she still serves as a research mentor for students within her area of expertise.

Appendix A: AAQEP Standards: Advanced Program Interpretations

Fordham Graduate School of Education

Last Revised: March 28, 2022

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners. Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

Aspect	Aspect- Advanced Program perspective Adaptation
(a) Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	(a) Content, pedagogical, and/or professional knowledge relevant to the degree sought.
(b) Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory	(b) Same as original
(c) Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning	(c) Ethical and equitable culturally responsive and sustaining practice in their professions and when conducting research and dissemination of scholarly work.
(d) Assessment of and for student learning, assessment and data literacy, and use of data to inform practice	(d) Data literacy and the use of research to inform practice and extend knowledge in the professions.
(e) Creation and development of positive learning and work environments	(e) Creation and development of positive learning or work environments.
(f) Dispositions and behaviors required for successful professional practice	(f) Dispositions and behaviors required for successful professional practice and scholarship that promotes and sustains social justice.

Standard 2: Program completers adapt to working in a variety of contexts and grow as professionals.

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of

school environments. Candidate preparation includes firsthand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that program completers have the capacity to:

Aspect	Aspect- Advanced Program perspective
(a) Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	(a) Understand varied contexts of stakeholders (e.g., schools, students, families, community partners) involved in education; communicate research procedures and findings in appropriate ways; and foster equitable relationships with stakeholders
(b) Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	(b) Apply a critical understanding of the role of culture and diversity in educational contexts and in relation to the stakeholders of their research and scholarship
(c) Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts	(c) Conduct research and develop scholarly ideas on productive learning environments in a variety of educational contexts.
(d) Support students' growth in international and global perspectives	(d) Contextualize professional practice, research, and scholarship within an international and global perspective. Disseminate research and scholarly work in the international and global realm.
(e) Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	(e) Same as original
(f) Collaborate with colleagues to support professional learning	(f) Same as original.

Appendix B: Professionalism, Ethics, & Disposition

Course Scoring Rubric

As part of your program, you will be evaluated on your professionalism, ethics, and disposition throughout your coursework and other interactions with faculty, staff, and fellow students. All students are expected to maintain the highest standard of professionalism and positive behaviors ([GSE Student Handbook, 2020](#); [Fordham University Code of Conduct](#)). In your student teaching experience, you will be assessed using the [Disposition Assessment Rating Scale \(DARS\)](#), but in your coursework you will also be assessed for your professionalism and disposition. As part of your course grade, it will be expected to complete your work on time and submit by the assigned due dates, communicate with your professors and fellow students using respectful, kind, and caring language during class with your instructors and all GSE or university staff, and maintain professional boundaries.

This should not be scored based on any differences in language or cultural differences due to misunderstanding of language barriers for candidates whose English is their second language It is the responsibility of the instructor to teach candidates by using instances as learning opportunities for improving professionalism. However, if patterns persist in any of the areas, the instructor shall use their clinical judgment and evidence shown to score each rubric area. The scoring rubric used for this class is listed below.

16 total points of your grade will be based on the following:

Element for Scoring	Meeting Standards and Expectations (4)	Approaching Standards and Expectations (2.5)	Below Standards and Expectations (1)	Cannot Rate (0)
Commitment to Diversity, equity, and social justice in education (Diversity & Social Justice)	Demonstrates knowledge of culturally-responsive teaching practices; self-awareness about biases; humility; growth-mindset; knowledge of anti-racist assessment practices; ability to raise critical consciousness and ability to discuss issues of race and racism in class and intersectionality;	May not be self-aware but shows commitment to helping students succeed. Evaluation that is learning focused and shows inclination toward a growth mindset. May not know much about culturally-responsive practices but shows an inclination to learn and grow.	Shows little self-awareness about biases; Has limited experience working with culturally-diverse populations. Shows an inclination to adopt evaluation practices that promote social comparison and stereotype threat. Tendency to adopt a color-blind ideology	Shows no self-awareness ; Displays biases toward certain groups; Employs views that promote stereotype threat and social comparison; Believes that a color-blind approach is appropriate and just.

<p>Demonstration of high-quality scholarship and commitment to advancing the field of education</p> <p>(Scholarship & Reflection)</p>	<p>Demonstrates integration of evidence-based learning theories and research into assignments and class discussions. The candidate is reflective in learning experiences and applies reflections to future assignments and discussions. There is demonstration of commitment to learning through using up to date research in assignments and demonstrates growth in understanding of the field of education. Shows problem solving skills and solution oriented in their approach to content and assignments. Candidate demonstrates high academic integrity, following all rules on the university code of conduct with all assignments.</p>	<p>Demonstrates an attempt to use learning theories and research that may be outdated. There is a demonstration of a commitment to learning and an attempt to engage in conversations to further learning and understanding. There is some attempt at problem solving and identification of solutions to issues.</p>	<p>Demonstrates minimal attempt to use learning theories and uses outdated research to support assignment completion. There are instances of questionable academic integrity and the candidate does not follow the student code of conduct in demonstrating high quality scholarship.</p>	<p>Shows no attempt to grow as a learner or use current practices. Demonstrates a fixed mindset in student capabilities and does not demonstrate commitment to continued learning and professional development. There is a lack of academic integrity in completion of assignments</p>
<p>Demonstrating respectful, kind, thoughtful and caring language in their approach to teaching (written and verbal)</p>	<p>Demonstration of engaging in conversation seeking to understand varying viewpoints, openness to controversial topics and ability to professionally</p>	<p>Candidate mostly demonstrates respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written</p>	<p>Candidate is inconsistent with their demonstration of respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written</p>	<p>No Observation or demonstration was made evident by the candidate to be scored in this element.</p>

(Community)	<p>respond to conflicting perspectives. Candidate consistently demonstrates respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written responses). Candidate demonstrates the ability to communicate in a professional, timely, and consistent manner. All verbal communications are respectful, clear, and appropriate in format and language. Appropriate email etiquette is used for constructing written correspondence with the instructor, university and school staff, and fellow students.</p>	<p>responses). Candidate sometimes demonstrates professionalism in verbal communication. Most communication is clear, respectful, with using appropriate and professional language. Candidate responds in a semi-timely manner but is inconsistent in responsiveness.</p>	<p>responses). Candidate is inconsistent in responsiveness and written communication is often unclear with multiple grammar or spelling mistakes. Language use is casual and/or unprofessional.</p>	
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<p>Demonstration of professional standards and behaviors</p> <p>(Professionalism)</p>	<p>There is demonstration of professional behaviors in/during class, including arriving to class on time and waiting until class is finished to leave. Demonstrating respect for peers by attending to and engaging in class discussions and activities and the use of positive language during class discussions. The candidate will adhere to the timeline that has been outlined in the syllabus by the course instructor for all assignment completion.</p>	<p>There is an attempt to demonstrate professional behaviors with fairly consistent timeliness of class participation and attendance. The candidate turns in required work in a timely manner but is late in some submissions. Extensions have not been approved by the professor but all work has been completed and turned in</p>	<p>Candidate does not adhere to schedules, preparedness, and/or time management. Candidate is often late or fails to meet deadlines.</p>	<p>No Observation or demonstration was made evident by the candidate to be scored in this element.</p>
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