

# Policies and Guidelines for Instructional Staff

Spring 2015

Prepared by the Office of the Dean

Lincoln Center Campus - Room 1121



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## **Preface**

Teaching and student advisement in the Graduate School of Education at Fordham University are among the primary academic responsibilities of the instructional staff. University statutes detail the duties and responsibilities of instructional staff; the purpose of this document is to specify those policies and guidelines for the Graduate School of Education. Policies and guidelines are subject to change at any time: for updates to these policies and guidelines, please go to <http://www.fordham.edu/gse>.

## **I. Fordham University Graduate School of Education**

### **Vision, Mission, and Strategies of the School**

**Our Vision:** Fordham University's 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; and
- 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.

**Our Strategies:** The following are among the strategies and means by which the mission will be accomplished:

- An outstanding faculty and staff will work with one another, with other units of the University, and with schools and communities, to provide high-caliber graduate programs for the preparation and development of education and psychology professionals;
- Faculty and students will pursue research that expands the understanding of cognition, learning, administration, psychology, and related disciplines; and
- Community service efforts will support the continuous improvement and renewal of education and related services from elementary through graduate level by working in partnership with schools and communities to share knowledge, research, and expertise and to develop innovative and effective solutions to current and emerging problems.

### **Conceptual Framework for Our Programs**

The Conceptual Framework of the Graduate School of Education (GSE) is the statement of what we believe to be the encompassing design features that should underpin our programs of study for teachers, counselors, psychologists, administrators and other professional school personnel. This framework is derived from several sources: the mission of the GSE, our values and commitments, the philosophical and pedagogical beliefs we hold, and the needs of the communities we serve. The framework and the related knowledge bases of our programs are consistent with the current scholarship in the fields in which these professionals practice and, we believe, they will enable us to best prepare our candidates for the 21st Century.

### **Shared Vision and Coherence**

#### *Values and Commitments*

What do we value as a school community? Briefly stated, we value diversity, the individual, the community, excellence, research, reflection on and about theory- based practice, collaboration, leadership, ethics, and social justice. These values are reflected in the commitments enumerated in our mission statement and are acted upon through the design, content, and experience of our academic programs. We are committed to:

1. The Jesuit tradition of rigorous intellectual endeavor, service to complex metropolitan communities, and development of the whole person;
2. Personal and institutional excellence;
3. Application and expansion of theory and knowledge to meet all students' and clients' educational and counseling needs; and
4. Recognition of and response to the changing demands of our multilingual, multicultural communities.

#### *Philosophical and Pedagogical Beliefs*

In addition to our shared values and commitments, a set of philosophical and pedagogical beliefs drive the design and implementation of the programs and help define the academic culture of our graduate school so that our student candidates become theory-guided practitioners. We believe

successful study for professional practice begins with an adequate foundation of knowledge, and then requires the acquisition of specific knowledge of pedagogical contents and pedagogical practice, the skills in applying this knowledge, and the knowledge and dispositions essential to respond appropriately to individual learners from diverse backgrounds and in a variety of learning and work-related contexts. These beliefs, though expressed in many forms, are shared by faculty and staff across programs and divisions.

All GSE programs are based on the conceptual framework described above and on individual knowledge bases particular to respective programs. The knowledge bases begin with the shared vision and mission of the GSE, its philosophy, purpose, and goals, and then identify the various theories, research, practices, knowledge, understandings, candidate proficiencies, assessment systems, and applicable standards for the respective programs.

These knowledge bases have been reviewed and revised since our previous NCATE review, in response to advances in the fields, New York State standards, and new standards for professional accreditation. But, the essence of the framework and knowledge bases remains. As was the case when the knowledge bases were originally developed and expressed, that essence is similar across each of the divisions and all of the Graduate School's programs. Best practice must be informed by research, applied in the context of the modern, complex, dynamic, multicultural educational world in which we now live, and demonstrate the values and dispositions which support the growth of the whole person-intellectually, morally, and professionally.

#### *The Reflective and Inclusive Educator and Professional*

The initial and advanced teacher education programs are based on reflective practice, the goal of developing teachers who are reflective educators. These are individuals who apply best practice in the design, development, delivery, and evaluation of inclusive instruction for all students. Best practice, in turn, is derived from study and reflection, inquiry, and research, that springs from collaboration among and between researchers and practitioners.

#### *The Scientist-Practitioner*

The psychology programs are based on the "scientist-practitioner" model of professional preparation. Collaboration to develop and apply best practice is key here, too, as it is recognized as fundamental that practitioners and scientists need each other to advance theory and practice. While the scientist may design research and utilize experimental and statistical methods to test hypotheses, the practitioner must validate those hypotheses in real settings. It is the practitioner who can identify questions in need of investigation and it is the researcher who can evaluate whether answers to those questions apply beyond a narrow range.

#### *Effective School Learning Leaders*

The master's degree program leading to certification as a school administrator or school district administrator has been designed to prepare effective school learning leaders. Given the difficulties of leading schools today and the numerous calls for school reform, the belief that "administration is management" is viewed as inadequate. Managerial skills are important and necessary, but they are not sufficient. Education learning leaders are needed—individuals who have vision, who understand learners and their communities, who are knowledgeable about modern theories and practices of effective instruction derived from research, and who can apply their knowledge and skills to improve students' learning. The program in educational administration and supervision strives to develop the knowledge, skills, and dispositions essential for individuals to become effective school learning leaders.

## **Professional Commitments and Dispositions**

### *Foundations for Professional and Graduate Study*

A substantive general intellectual background is a prerequisite for advanced undergraduate, graduate, and advanced professional study. This belief is consonant with our valuing of excellence and reflection and our commitment to intellectual endeavor in the Jesuit tradition, to personal excellence, to the expansion of knowledge, and to service in complex communities. Establishing the satisfactory completion of a liberal arts and sciences background as a prerequisite to professional study is one example of how this belief is operationalized across our programs.

### *Knowledge of the Field*

The preparation for professional life as teachers, counselors, psychologists, administrators, and other educators must include a firm grounding in current research and theory and best practices related to the areas of professional study. Our program and course designs ensure that students are exposed to theory and current best practice models before they engage in student teaching, internships, practica, or other field experiences.

Briefly, the knowledge we have identified as essential to the development of school personnel include broad and general knowledge about school culture and processes, philosophy of education, learning and memory, emotion and motivation, human growth and development, individual and group differences in human behavior, curriculum practices, human relations and classroom management, assessment and evaluation of learning, educational and psychological research, and technology. Additional knowledge specific to literacy, special education, bilingual education, counseling, school psychology, and school leadership is reflected in the individual program curricula.

### *Application of Knowledge*

Professional preparation should include instruction and opportunities to develop the skills, tools, understandings, and dispositions that lead to habits of reflection, analysis, and improvement as theory-guided practice. This belief flows from our valuing of excellence, reflection, leadership, and theory- and research-based practice. It also relates to our commitment to use our disciplines, knowledge, and methods to meet all students' and clients' needs. Our programs, through courses and field experiences, are designed to develop the necessary skills and tools.

Structured experiences enable their application through such activities as large and small-group instruction, discussion, journal- or log-keeping, integrative seminars, pre-practica experiences, role-playing, modeling, simulations, research, problem- solving projects, reflective essays, etc. The reflective process also assists in the development of ethical practice and deepening of personal professional perspectives.

The skills we have identified as essential to the development of school personnel also include applications of the knowledge bases described above in such areas as curriculum and lesson planning, adapting instruction to students with different needs, curriculum evaluation, assessment of students and clients, working effectively with professional colleagues, parents, and other stake-holders in the educational (or administrative, supervisory, counseling, or therapeutic) process, conducting or evaluating research, and reflecting on one's and others' instructional and/or other professional practices. Numerous additional professional skills are identified and developed within the specialty areas and programs.

### *Dispositions*

Finally, the values and dispositions we regard as essential to the development of theory-guided practitioners who are reflective teachers, scientist-practitioner psychologists and counselors, and effective school learning leaders include the belief that all children can learn, that behavior can be changed, that organizations (for example, schools) can be more effective in support of learning goals, that the

individual (the teacher, administrator, counselor, psychologist, and the learner/client him- or herself) can be an effective agent for problem solving and change, that diversity is a strength, that fairness is an indispensable disposition, and that learning is a life-long process.

### **Commitment to Diversity**

#### *Response to the Individual*

We value the individual and diversity. We value excellence, reflection, research, and theory-based best practice, ethical behavior, and social justice. Throughout our programs and practices, we strive to support and develop these values in ourselves, our organization, and in our candidates.

Individuals have a wide range of experiences and beliefs (including those that are culturally and/or environmentally based) that influence their personal and academic development and needs. Recognizing and valuing learning differences, cultural, linguistic, socioeconomic and experiential backgrounds, and committing to work with individuals in complex metropolitan communities, demand that we intentionally, actively address issues of diversity including, but not limited to race, ethnicity, gender, language differences, disability, multiculturalism, and how these attributes affect and are affected by education and/or counseling.

The importance of these issues to the GSE has been evident in our specialized programs (for example, bilingual school psychology, bilingual school counseling, early childhood special education) and our multicultural/urban education core degree requirements. But because we believe specialized foundational courses alone such as "Race and Multicultural Education," "Historical, Philosophical, and Multicultural Foundations of American Education," "Including Exceptional Students", or more advanced courses, such as "Multicultural Counseling" and "Impact of Prejudice on

Minority Groups in America" are not sufficient support to help our candidates meet the needs of all of their future students and clients, GSE faculty have endeavored to incorporate these issues purposefully and appropriately throughout GSE courses.

#### *Context for Learning and Work*

Many activities and needs are context-dependent. We value community and collaboration and commit the School's efforts to serve in complex metropolitan communities. We recognize the influence of family and community on individuals, the benefits and constraints of group experience, and the power of collaborative effort toward mutual goals. Curricula address the individual in family and community settings, the development of professional interactions for the benefit of students and clients, and context-sensitive strategies for educators, administrators, psychologists, and counselors to meet needs within the community.

We also recognize that a contributing factor to program excellence is the level of meaningfulness, or "fit" with the needs of the programs, participants and stakeholders. Thus, our programs are designed, reviewed, and refined with formal and informal input from the candidates and graduates, and from our school, university, local, state, national, and professional communities they serve. This extended sense of community means we participate in the nationwide effort for education reform and model an understanding of the systemic relationships that exist in and beyond the classroom and school.

#### **Commitment to Technology**

The University continues to develop technological resources for its instructional and administrative functions (e.g., the use of Tk20 and SMART board technology in each classroom).

The GSE programs are committed to developing candidates' knowledge and skill in the use of technology to improve student learning. In the GSE there are specific courses in computer technology and multi-media applications and within other program courses there are activities and assignments involving technological applications (e.g. , data retrieval for research, lesson plan development, networking and communication).

Nowadays, most candidates come to the GSE with their own e-mail addresses and familiarity with common software applications (for example, word processing, and spreadsheets) and the internet. However, the University provides all students and faculty with a free e-mail account and access to several computer labs and a variety of software applications. Within the GSE, there also exist specialized computer facilities and a dedicated instructional technology center for GSE candidates and faculty.

In addition, the University maintains a Media Center with a variety of equipment that is used by candidates and faculty utilizing overheads, powerpoint presentations, slide projectors, video players, tape recorders, movie projectors, etc.

Some faculty make extensive use of Blackboard for support of their instructional activities, communicate with candidates extensively over e-mail, and maintain their own websites with instructional and research materials. All faculty are expected to utilize our electronic submission system with students in courses that contain assignments in our aggregate evaluation system.

### **Candidate Proficiencies Aligned with Professional and State Standards**

The initial and advanced programs for the preparation of teachers and other school personnel have been designed and implemented to adhere to the professional standards of the appropriate professional societies and organizations representing their respective disciplines, as well as those standards mandated by the New York State Education Department.

The various professional groups promulgating specific minimum standards to which our programs comply include:

- Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), Educational Leadership Constituent Council (ELCC),
- American Psychological Association (APA),
- The New York State Education Department (NYSED), Commissioner's Regulations, and Specialty Professional Associations (SPAs) in the discipline areas of: Childhood Education (Association for Childhood Education International-ACEI),
- Early Childhood Education (National Association for the Education of Young Children - NAEYC),

- English Education (National Council of Teachers of English-NCTE), Literacy Education (International Reading Association-IRA), Mathematics Education (National Council of Teachers of Mathematics-NCTM),
- School Psychology (National Association of School Psychologists- NASP),
- Science Education (National Science Teachers Association-NSTA), Social Studies Education (National Council for Social Studies-NCSS), Special Education (Council for Exceptional Children-CEC), and
- Teachers of English to Speakers of Other Languages (TESOL)

### **GSE Unit-wide Assessment System**

The GSE has adopted policies and procedures related to the systematic use of data to evaluate the effectiveness of programs in preparing educational professionals consistent with program and GSE standards. Members of the faculty within the GSE assume the primary responsibility for the design, collection, analysis, and use of data that allow them to (1) judge the performance of their candidates, and (2) evaluate the effectiveness of their programs. The results of these evaluations are used by programs and divisions to set goals and adopt strategies to improve overall functioning, and to evaluate the effectiveness of the implemented strategies.

The GSE oversees the integrity of the assessment systems put in place by programs. Through yearly reports to the school-wide Program Review and Evaluation Committee (PREC), the compliance of programs with GSE policies and procedures is monitored. In their report to PREC, programs also detail the results of their candidate and program reviews, including the goals they have set for improvement, the plans they have adopted for change, and the methods they will use to evaluate the effectiveness of their plans. These reports are reviewed by PREC which then prepares its own report and submits it to the GSE Dean for subsequent review by division chairs.

## **II. State Certification**

The majority of our students are preparing for professional practice in New York State. However, because some students pursue certification and/or licensing in other states (e.g. , New Jersey, Connecticut), we monitor changes in nearby states' requirements and assist students in meeting these as well.

## **III. State Mandated Workshops for Initial Certification**

All students must complete two New York State mandated workshops if they intend to apply for initial certification as a teacher, school counselor, school psychologist, or school administrator. The GSE offers workshops in Child Abuse Identification and Reporting (EDGE 0210) and in Schools Against Violence Education (EDGE 0230), during the academic year. In order to register for these workshops, students must complete an ADD form if they have not already

registered for them by the registration deadline of each semester. The cost of each workshop is \$50 for Fordham University students. The cost of each workshop is

\$100 for Non-Fordham University students, and is payable by cash, check, or money order. Students must either send payment including contact information and the workshop(s) they will be attending to the School Consultation and Early Childhood Centers located on the 8th floor at 33 West 60th Street, New York, NY 10023. For more information, please call 212-636-6483.

#### **IV. Administrative Structure, Divisions, and Programs of the Graduate School of Education**

The GSE is led by a Dean, an Associate Dean for Academic Affairs, an Associate Dean for Educational Partnerships, an Assistant Dean for Administration, and an Assistant Dean for Enrollment Services.

There are three divisions within the School: the Division of Curriculum and Teaching, the Division of Educational Leadership, Administration, and Policy, and the Division of Psychological and Educational Services. Each division is led by a chairperson, with secretarial and/or administrative support, and coordinators, or directors, or cluster leaders of individual academic programs. There is also one interdisciplinary program supported by selected faculty within the three divisions.

##### **Programs in the Division of Curriculum and Teaching**

- Initial and Advanced Teacher Preparation (Early Childhood, Childhood, Adolescence Education, Special Education, Bilingual Education, Teaching English to Speakers of Other Languages, and Literacy.)
- Doctoral Program in Language, Literacy, and Learning (suspended admissions as of Fall 2010)

##### **Programs in the Division of Educational Leadership, Administration, and Policy**

- Catholic/Faith-based Educational Leadership
- Administration and Supervision
- School Administration and Supervision - Executive Leadership
- Urban School Leadership

##### **Programs in the Division of Psychological and Educational Services**

- Bilingual School Psychology
- Counseling and Personnel Services
- Counseling Psychology
- School Psychology

- [Mental Health Counseling](#)
- Educational Psychology (suspended admissions as of Fall 2010)

The values, commitments, and beliefs outlined earlier provide the overall conceptual framework for the programs offered in the School: Each of the divisions focuses on a relatively specialized knowledge base and division faculty have worked together to describe and document the essential elements of these knowledge bases and to articulate how each flows from and relates to the values, commitments, and beliefs shared across divisions.

## **V. Your Employment at Fordham's Graduate School of Education**

### **Mailing Address**

The mailing address for our Lincoln Center Campus is: Fordham University

Graduate School of Education  
113 W. 60th Street (Lowenstein Building)  
New York, NY 10023

The mailing address for the Westchester campus of the Graduate School of Education of Fordham University in West Harrison, NY is:

Westchester Campus  
Fordham Graduate School of Education  
400 Westchester Avenue  
West Harrison, NY 10604

### **Website Addresses**

- For information about Fordham University, visit [www.fordham.edu](http://www.fordham.edu)
- For information about the GSE, visit [www.fordham.edu/gse](http://www.fordham.edu/gse)

### **Contact Persons on Each Campus**

The first contact for questions or problems should be the division chairperson and then the dean's office (Lowenstein Building, Room 1121).

Additional office phone numbers and e-mail addresses for individual faculty and administrators are published in the [Graduate School of Education Bulletin](#).

### **Change of Address Notification**

If moving or changing your home telephone number, please make these changes through the University's web portal, <https://my.fordham.edu>. Up-to-date records result in on-time receipt of important information.

## **Notification Mailboxes**

At the Lincoln Center Campus, mail for all instructional staff is distributed through the division. Please contact the division to find out where/how to retrieve mail and to make any alternate arrangements, if they are needed.

All instructional staff must also use the University e-mail system and web portal at , <https://my.fordham.edu>. Please do not use private e-mail addresses in the course of Fordham University related work.

## **Fordham Identification Cards**

Fordham University photo identification cards (IDs) are required for admission to any of our facilities, including our libraries. Fordham IDs are available in Lowenstein, Room 128A (basement level, beyond the Quinn Library), Lincoln Center Campus, or on the Westchester campus.

New instructional staff may take a copy of their signed contract with them to obtain their first ID. All instructional staff receives updated IDs through their divisions at the Lincoln Center or Westchester campus.

## **Fordham Identification Number (FIN)**

Each person working at Fordham University is assigned a Fordham Identification Number (FIN). Rather than using Social Security Numbers, use the FIN. The FIN becomes the number used for accessing any employee information and in combination with your current password to access <https://my.fordham.edu> and Banner. Please be sure to keep confidential the

FIN and password so only you can access your personal information. The Human Resources office is in charge of assigning faculty and staff members their FIN.

## **Parking**

Lincoln Center Campus: Garage parking is available at the following garages at a discount rate. To obtain this discount, stamp the car claim check at the parking validation machine located at the security desk in the street level lobby.

Alfred Car Park  
161 W. 61st  
Street  
212-397-8933

Kinney Parking System  
345 W. 58th Street  
212-582-7110

Regent Garage  
45 W. 61st Street (bt Broadway and Columbus) 212-245-9594

Westchester Campus: At the Westchester Campus, parking is available for a fee. Contact the security office on that campus for details.

## **VI. Facilities and Services at Fordham's Graduate School of Education**

### **Bookstore/Textbook Orders**

Textbooks should be ordered as early as possible, no later than April 15 for the Fall Semester, October 15 for the Spring Semester, and March 15 for the Summer Sessions. If you accepted a teaching assignment after these dates, check with your division chairperson or the bookstore to determine if texts were already ordered.

To order textbooks, please complete a book order form, which is available from the bookstore. Bookstore personnel recommend that you come in to place your order, but it can also be handled by e-mail, phone, or fax if necessary.

Publishers frequently provide a "desk copy" for instructional staff at no cost. When you order your textbooks, ask for a "desk copy request form" or the publisher's toll free phone number so you can request your copy and have it mailed directly to you.

For assistance, call the Lincoln Center (212-636-6080) or the Westchester (914-367-3426) bookstores. The Lincoln Center bookstore is located on the ground floor (basement) of the Lowenstein Building. Westchester book orders are handled by the Rose Hill bookstore.

### **Fordham University Libraries**

#### **Lincoln Center-Quinn Library**

Regular library hours for Lincoln Center

Monday-Thursday	8: 00 a.m. to 12: 00 a.m.
Friday	8: 00 a.m. to 8: 00 p.m.
Saturday	9: 00 a.m. to 7: 00 p.m.
Sunday	Noon to 12: 00 a.m.

Summer, Intersession, and other special schedules are available at the library.

To borrow books from the library, instructors must have a valid Fordham University ID. Generally, all instructional staff may borrow books for up to one semester.

To place books on reserve at Lincoln Center, call 212-636-8662. Fordham Libraries also maintain electronic reserve (ERES) materials that faculty and students may access from their own computers.

For other information from the Lincoln Center Library call 212-636-7400 or visit the nearest Fordham library.

### **Westchester Library**

Regular library hours for Westchester:

Monday-Thursday	10: 00 a.m. to 9: 00 p.m.
Friday	9: 00 a.m. to 5: 00 p.m.
Saturday	9: 00 a.m. to 6: 00 p.m.
Sunday	Closed

Summer, Intersession, and other special schedules are available at the library.

To place books on reserve or for other information from the Westchester Library, call 914-367 3060.

Please refer to the University website, [www.library.fordham.edu/](http://www.library.fordham.edu/) for Library information for the Rose Hill Campus.

### **Campus Tools for Higher Education (Tk20)**

The Graduate School of Education has adopted a high performance hardware/software platform, through which assessment data are stored and accessed reliably. The School has chosen an assessment and reporting system called Campus Tools for Higher Education that addresses the needs of our students, graduates, and faculty. Through Campus Tools for Higher Education, users have the ability to access the following features:

- Course, Program, and Unit-level Assessments;
- Standards-based Reflections, Electronic Portfolios;
- Field Experience and Clinical Practice;
- Data Aggregation from Student Information Systems;
- Student Advisement - Centralized Access to Student Records, Assessments, Transcripts, and Program Requirements;
- Creation of Reports for Comprehensive Analysis and Accreditation Support;
- Powerful Survey/Collaboration Tools for Graduates, Faculty, Students, and Communities; and
- Easy Storage, Organization, and Sharing of Documents.

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

Program coordinators will communicate any required data collection or assignments for courses that use Tk20.

## **Blackboard**

Blackboard is a web-based support that many GSE faculty use, found online at [www.fordham.edu/blackboard](http://www.fordham.edu/blackboard). For personal assistance with blackboard, contact or visit the Faculty Technology Centers - Lincoln Center Room 416 (212) 636-7788 or Westchester Room 218 (914) 367-3349. Please e-mail using your Fordham account any difficulties with Blackboard to [blackboard@fordham.edu](mailto:blackboard@fordham.edu).

## **Photocopying**

Photocopying of handouts for class is handled through division offices. Please call the division secretary in advance for information and assistance. At Westchester, please see clerical staff for the GSE.

Adjunct instructors, like full-time instructors, are limited in terms of the number of copies permitted. Please contact your division office for more information.

Each full-time instructional staff member receives a fixed number of copies per semester. If additional copies are required, please see the Dean's secretary at Lincoln Center (Room 1121), or the GSE clerical staff at the Westchester campus.

Authors retain the copyright to scholarly works and materials created during the course of their affiliation with Fordham University, including, but not limited to, course outlines, syllabi, lecture notes, other course materials, websites, scholarly articles, textbooks, and unpublished research results. This principle is applicable generally, except in the particular instances noted below:

- The work was developed pursuant to a sponsored research project or other agreement where the copyright terms are specifically stated or negotiated, or
- The work was created pursuant to a written agreement with Fordham
- University specifying that the university will own the copyright.

## **Copyright Obligations**

It is the policy of Fordham University that all members of the university community (including faculty, students, researchers, administrators, staff, consultants, and employees) must comply with copyright law. Those governed by this policy have the obligation to know, to make themselves aware of, and to adhere to U.S. copyright law and restrictions on the use of the copyrighted material of others, including compliance with the principles of "fair use." Faculty should refer to the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" included in the legislative history of the Copyright Act of 1976. Also refer to the "Fair Use Guidelines for Educational Multimedia, July 17, 1996." (The statute regarding "fair use" is 17 U.S.C. 107.)

In their use of materials protected by copyright and other applicable laws, members of Fordham University are ultimately responsible for understanding and applying the principles of "fair use" and obtaining all necessary right, and permissions for the use of such materials.

The University recognizes that copyright issues are no longer limited to "traditional" works such as books, manuscripts, and artistic works. Newer forms of intellectual property, such as computer software and other technologies used to support the capture, creation, storage, retrieval, transformation, and presentation of digital data, are presenting new and more complex issues regarding copyright compliance.

For example, downloading and printing copyrighted material from on-line databases and CD-ROMS or the duplication of software for personal use when students or faculty have access to University-owned equipment and software can create copyright infringement. Members of the University community should refer to and are expected to abide by various institutional policy statements. For further assistance and copies of these policies, contact the Office of the Provost.

### **Copyright Violations**

Violation of copyright policy is a serious breach of professional standards. Those who violate these standards may be subject to sanctions relevant to one's status as a faculty member, student, administrator, researcher, or other university employee. With regard to sanctions, Fordham University will apply the proper procedural safeguards, including all grievance and appeal processes outlined in the university statutes and other applicable documents and/or handbooks. Notwithstanding any other procedure or penalty provided by university statutes and the applicable employee or student handbook, in circumstances which reflect a knowing violation of copyright law, the university will regard such violation as beyond the scope of university employment or affiliation and may decline to offer legal representation or indemnification to the individual(s) involved.

### **Media Center**

Audio-visual equipment is available for Lincoln Center classes through the Media Center. All classrooms are equipped with Smart Boards, LCD projectors, and Smart Podiums.

Please call 212-636-6313 for assistance. Arrangements should be made well in advance to ensure the equipment is available. Typically Media Center Staff will bring equipment to your class, but you may also pick up your reserved equipment in room 418 and must return it after class or arrange for Media Center staff to pick up the equipment. The Media Center is open from 8: 30 a.m. to 9 p.m. Monday through Thursday, 8: 30 a.m. to 6 p.m. on Friday, and 9 a.m. to 5 p.m. on Saturday. If you need to keep the equipment beyond 9 p.m., make arrangements with your division to have it locked in the division office overnight (security can open the door, if needed) and tell the Media Center where the equipment will be stored. They will send someone for it in the morning. To request audio-visual equipment at Westchester, please see the clerical staff for the GSE.

## **Ram Van Service**

The University has transportation service between the Lincoln Center and Rose Hill (Bronx) campuses. For information call 718-817-INFO or go to <http://www.fordham.edu>.

## **VII. Teaching at Fordham's Graduate School of Education**

### **Classroom Assignments**

At the beginning of the semester, classroom assignments are posted in multiple places including on the website, outside each division office, on corridor bulletin boards, and outside the deans' offices. Please consult these postings for your room assignments.

No one is permitted to change classrooms. We share our buildings with other colleges and schools within the University. To minimize scheduling conflicts, and to comply with various University regulations for liability insurance, security and safety, the division chairpersons and the Dean's office must be informed of the need to change classrooms.

Normally, all classrooms are open before classes begin. If your classroom is locked when you arrive, use the phone near the elevators (Lincoln Center) to call security and ask to have the room unlocked. Be sure you know the room number when you call. If your room at Westchester is locked, check with the clerical staff.

### **Class Meeting Times**

The GSE courses typically carry three (3) graduate credits. There are a few 1.0 or 1.5 credit courses. General practices are as follows: For three credits, the School has scheduled two "contact" hours per week for 15 weeks (sessions) and 3 hours of out- of-class assignments during fall and spring semesters. During summer sessions courses require two class meetings per week for the May-June Summer Session, and two class meetings per week for the July-August Summer Session.

The School's academic schedule of 15 class meetings or 120 minutes each meets the minimum number of contact hours required by New York State regulation for granting credit for graduate level study. According to state requirements, a three-credit course must have 1,500 minutes (30 hours) of faculty/student contact and may include such activities as:

- in-class activities;
- field visits, if you are with the class;
- classes involving another qualified professional invited as a guest speaker; and classes "covered" by another Fordham University faculty member with expertise in the subject, if you are ill or cannot otherwise meet the class.

The following are examples of activities that do not count as contact hours:

- having students do individual or group work in the library during the class period;
- having the class meet without you, even if one of the students acts as a leader (this applies even if your students are highly qualified academics who might also serve as adjunct instructors in their own right for other courses); and
- field "experience," observations, or field-visit class meetings not conducted by you or another qualified professional.

Because only the minimum number of hours are initially scheduled, any class meetings that are canceled because of inclement weather or your absence due to illness or other reason must be made up. There are no built in "snow days" or "extra days." If it becomes necessary to schedule a make-up date, consult the academic calendar for official make-up dates and discuss the date and time with your students beforehand. If you and your class agree on a make-up date different from the official make-up dates or times, you need to check on room availability before the class meets. Also keep in mind that in addition to coursework, students' graduate programs may also include practica, internships, and other required activities that affect scheduling. If you are contemplating a time change, check with the program director or chair to avoid conflicts.

In some courses, instructional considerations make it reasonable to request a change from the usual schedule of 15 meetings of 120 minutes each. If you would like to alter the schedule (meeting days and times) from what is initially posted, you must obtain permission from the chair of your division and from the dean's office. Changes involve a number of University offices (security, registrar, other schools of the University, etc. ) and may not be made by individual staff members. Occasionally, a change is needed for a single class meeting or a few class meetings. These occasional changes must be agreed to by all students who have registered for the class, then approved by your chairperson and room arrangements made through the dean's office at Lincoln Center or Westchester. The dean's office must be informed of all changes to the posted schedule for security and insurance purposes, as well as, for academic reasons. Additionally, classes cannot meet before or after the official begin and end dates of a semester and summer sessions.

There also are other class meeting schedules. Full-day classes are typically held on weekends. One-week and two-week classes typically are held as summer institutes. Other possibilities exist for class schedules provided a sufficient number of contact hours is provided. Institutes must meet a minimum of five days from 9 am to 4 pm with one hour for lunch. All courses must meet on/at their regularly scheduled days and times.

### **If You Cannot Meet Your Classes**

If it becomes necessary for you to cancel a class on short notice (e.g. illness, personal emergency), students need to be notified so that they do not travel unnecessarily to campus. Please make arrangements with your class for how you will contact them if you need to cancel a class session. In an emergency, call the division secretary and ask that your students be contacted. This option is not available generally due to the large number of faculty/courses and

the limited amount of secretarial support. However, when special circumstances exist, divisions will attempt to assist you. In all cases, notify your division chair and the Dean's office if you are canceling a class so that we may be able to provide the correct information to your students when they call us (and they do call to confirm messages left on answering machines).

### **Weather-related Class Cancellations**

In the event of inclement weather, a decision regarding school closing or class cancellation will be made by the Vice-President for Administration in consultation with Lincoln Center and Westchester administrators. Department chairs are not authorized to cancel classes or dismiss staff. Please take note: weather and traveling conditions vary from Manhattan to Westchester, classes may be canceled at one location and not at another.

To find out if classes are canceled or if the University will be closed, call 800-280- SNOW, or 212-636-7777. Radio announcements will also be made on the Fordham University radio station WFUV (90.7 FM) and on WINS (1010 AM) and WFAS (1230 AM and 103.9 FM).

Cancellation of classes does not mean the University is closed; academic and administrative services normally remain open, even if classes are cancelled. Academic and administrative offices are closed only if the University is closed.

There are New York State requirements for "contact hours" and the University schedules "make-up" class meeting days and times for days when the University is closed (holidays and cancellations due to weather or other emergencies). Instructional staff are obligated to meet these make-up sessions. Division chairpersons and the dean must approve changes to the scheduled make-up sessions in advance. Please see the section on Class Meeting Times for details on state and University time requirements.

### **Teaching Load and Assignment**

Full-time, tenure-track faculty of the University must teach as assigned by the division chair. Adjunct instructional staff members are not permitted to teach more than six credits (two 3-credit courses) per semester or summer session.

Scheduling of classes and assignments of faculty teaching loads involve program coordinators and chairpersons within divisions and the dean's office. Typically, semester schedules are proposed by divisions (through program leaders and chairpersons) and submitted by the chairperson to the dean's office for approval. The final schedule is created and posted on the [my.fordham portal homepage](#).

For fall and spring semesters or summer sessions, full-time instructional staff have preference in teaching assignments over adjunct instructional staff. Full-time instructional staff may replace adjuncts if their own courses are cancelled. However, once a final schedule is published, students register, and/or classes begin, class meeting days and times may not change, except as provided

above. Once classes begin, the instructors-of-record may not change, whether full-time or adjunct, except in emergency situations.

### **Substitutes for Instructional Staff**

Instructional staff may not "sub-contract" their teaching assignments to other persons, no matter what the qualifications the "substitute" may present. However, with the approval of the division chairperson and the Dean, instructional staff may recruit potential adjunct instructional staff, guest presenters, and other individuals to complement or otherwise enhance the instructional experience.

There can be no honorarium or other compensation for guest presenters without prior approval of the chairperson and the Dean. Individual instructional staff should not make any offers of such compensation.

### **Registration Processes**

Advising and online registration for all students typically take place in November and early December for Spring semester and in March and April for summer and 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 non-matriculated students should register during the registration period 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.

In-person and online registration is also available during the opening week of each semester for new and non-matriculated students. A fee will be assessed to continuing students who register after the designated registration deadline found on the fall, spring, and summer calendars. Students should register through <https://my.fordham.edu>. This system allows students to register, add/drop courses, and review grades online.

### **Adding/Dropping Courses**

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

An Add/Drop form is required to make changes to registration after the first week of classes (see academic calendar for dates). To add a course, students complete the form and have their adviser and division chairperson verify that the course is open and appropriate for the student's program of study and sign the form. The Add/Drop form is then sent for approval to the deans' office, then on to Enrollment Services for processing. Tuition charges will be adjusted only up to the sixth week of class; after that, full tuition will be charged for a dropped course. See section on Tuition and Fees for pro-rated schedule of refunds.

## **Class Enrollment Rosters**

Class enrollment rosters, or class lists, are posted electronically at my.fordham.edu. Please check class attendance against the class enrollment rosters to be sure that the persons in your class are properly registered and are eligible to be there. Students who have unmet academic or financial obligations, or who have other outstanding and serious matters that require resolution, will have their registration for courses placed on "hold" by the dean, the Admissions Office, the Bursar, or the University. University policy prohibits students who have bursar or other registration holds from taking courses without resolving the problem. Some students may not be aware that they have holds on their registration and will state they "should" be on your class roster.

Students who are not on your class roster cannot attend any class sessions. They should be referred to their division office or to the registrar to find out how to clear their registrations. In addition, no student names can be added to the final grade roster.

Students who want to "switch" sections, must file an Add/Drop form; "switching" cannot be accomplished by writing their names on one roster and crossing them off another. Please keep a note on students who never attended, but are listed. This information is often needed to process an ADD/Drop request and remove the tuition charges for the course from students' bills.

## **Enrollment Limits**

Classes have enrollment limits. Generally, enrollment limits for 5000- and 6000- level classes range from 24-35. For 7000-level classes, limits range from 8-25. For internships, field-experiences, and 8000-level classes, the typical enrollment requirement for three-credit courses varies. The Dean establishes enrollment limits in consultation with the Administrative Council.

Since some courses may require prerequisites or matriculation in a program, closed classes cannot be opened without the approval of the instructor, the division chairperson, and the Dean's office. Once a student has been approved for a closed class, he/she must submit an Add/Drop form in order to register for the class.

If classes exceed the enrollment they may be split into two sections. Several factors may enter into the final disposition of over-subscribed classes, such as room availability, suitable instructional staff availability, student needs, and effects of any action on the quality of instruction.

Classes may be cancelled from the semester schedule due to low enrollment (see explanation of "low" enrollment below) or any other reason deemed appropriate by the University. During the regular academic year, the instructional staff member of an under-subscribed or low enrollment course may be granted one of the following options:

- Teach an extra (overload) class the following semester without overload compensation.
- Teach a different class that semester, most likely replacing an adjunct instructor.

## **Student Advisement Hours, Phone Numbers, and E-mail**

All full-time and adjunct instructional staff must make time available outside of class to meet with students. Instructional staff should announce and post office hours within their divisions and/or make specific appointments to meet with students. Office hours should consist of a minimum of two hours each week in the semester per each class taught, at times that are convenient for most students. Full-time instructional staff should be available on campus four days each week.

Fordham e-mail addresses and office phone numbers are published and available to students. However, personal e-mail addresses or phone numbers of staff members may not be given to students without that staff member's consent.

## **Course Syllabi**

A full course syllabus is required by regulation and by policy for every course. Syllabi for individual sections of a course must include the essential topics and experiences of the course as outlined and adopted by the instructional staff of the school. To be certain that your syllabus conforms with the essential content of the course, contact your Division Chair for a copy of the generic syllabus for the course.

Please be sure each syllabus you use includes the name Fordham University Graduate School of Education and your name, the correct course title and course number (including section), the semester, and year. Syllabi should include a description and purpose of the course, the requirements (e.g., assignments), a week-by-week plan with actual meeting dates and times, including due dates for assignments, an up-to-date bibliography, and list of required and suggested readings. In addition, all syllabi should reference the conceptual framework and accreditation requirements, as appropriate.

Note: In recent years, a number of courses in the GSE were updated. As a result, several have had title changes and a few have had both title changes and course number changes. Check with your division to be certain you use the correct full title of the course and its correct number on all materials distributed. Also, all course syllabi may be created and disseminated via Tk20 and may reduce the need to reproduce all of the above information in paper format.

## **Grades**

Grades should reflect the achievement of students with respect to the requirements of the course. These requirements and your method of evaluation of students' achievement should be made known to the students at the beginning of the course. Requirements and expectations for achievement should be appropriate to graduate professional study, yet sensitive to the needs and time constraints of the students, most of whom are engaged in full-time teaching, administration, or other professional activities. The following are valid grades for courses in the GSE:

- A

- A-
  - B+
  - B
  - B-
  - C+
  - C
  - F
  - IP (in progress)
  - W (withdraw)
  - ABS (absent-not attending)
  - INC (incomplete)
  - NGR (no grade recorded)
  - P/F (pass/fail)
  - S/U (satisfactory/unsatisfactory)
- 
- Dissertation Seminar and Mentoring use the S/U code.
  - Year-long field experience courses, Doctoral Residency, and Research Apprenticeship use the Pass/In Progress (P/IP) code.
  - Portfolios, Comprehensive Examinations, and Semester-Long Practica use the Pass/Fail (P/F) code.

Professors or divisions cannot change grading systems. For example, a professor cannot use the IP/A grade for a practicum course. If it is a practicum, the code should be P/F. If in doubt, check with your division or program chair.

A grade of "incomplete" is generally to be discouraged and only employed when the instructor concludes that a student is unable to complete assigned coursework due to extenuating circumstances. An "incomplete" is a grade given at the request of the student in writing to the course instructor. A time frame acceptable to both the student and faculty must be agreed upon. It is recommended that this time frame not extend beyond two weeks after the final class of the semester and cannot extend beyond the deadline posted in the academic calendar.

If all work is not submitted during the semester, an NGR (No Grade Reported) can be given. NGRs will also convert to an "F" if not removed within the required time period. An instructor is under no obligation to accept work from a student after the mutually agreed upon time frame or beyond the deadline posted in the academic calendar.

If the instructor does not change the "incomplete" grade, the Office of the Registrar converts "incompletes" and NGRs to administrative "Fs" approximately six weeks after the end of a semester. The "F" remains on the student's transcript.

Before a change in course grading can take place, an instructor must obtain the approval of the division chairperson and the dean. Questions about grading policies and practices may be addressed to the division chair and/or the dean's office. Students in most master's and professional diploma programs must maintain a B or higher (3.0) cumulative grade point average (GPA) to continue in their programs and to graduate. For students in Ed.D. and Ph.D. programs, a B + (3.5) or higher GPA is required. Students' academic records are reviewed throughout their programs. If a student's grade point average falls below the requirement, the School may require additional, alternative, or remedial coursework, or other measures to assist the student to improve his/her academic record. Failure to improve or to maintain the required GPA is the basis for probation or for termination of a student's matriculation.

## **Plagiarism**

Plagiarism is a form of academic dishonesty, which involves using someone else's written work or even ideas without giving proper credit, or presenting as one's own, work that has been partially or wholly prepared by someone else. "Someone else" may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.

The nature of the "work" most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.

Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.

Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else's text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has "forgotten" to do so.
- Paraphrasing someone else's work without giving him or her credit. Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the internet, plagiarism has, taken two forms:
  - Buying a term paper and trying to pass it off as one's own. (These are relatively easy to spot).
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.

- Copying a classmate's work or using a former student's paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

### **What are the penalties for plagiarism?**

Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.

The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is at the discretion of the instructor teaching the course.

The matter may also be referred to Associate Dean for Academic Affairs who may determine what other actions to take, including whether dismissal of the student from the program is warranted.

### **How can you maintain your academic integrity and avoid plagiarism?**

Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.

Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.

Have someone who is familiar with academic writing read early drafts of your paper.

Buy a copy of the most recent Publication Manual of the American Psychological Association. This manual contains the standards that GSE instructional staff adhere to when writing and publishing their research. When in doubt as to whether or not you are citing a source properly, consult your course instructor.

### **Submitting Course Grades**

Grades must be submitted via [my.fordham.edu](http://my.fordham.edu) within three days (72 hours) of the last class meeting. All registration problems should have been corrected long before the end of the semester. Please keep a copy of the grades you assign as well as a record of your requirements for grades in the course. Your division secretary may request that you submit copies of your grades to the division office directly.

This also facilitates solving occasional problems that students may have with their records and registration.

### **Grade Changes**

As a policy, students should complete required coursework during the course. If, due to extraordinary circumstances, this is not possible, the grade "INC" (incomplete) may be entered

until the student completes the assigned work and submits it to the instructor. If no regular grade is submitted by the middle of the next semester, a grade of INC, ABS (absent), or NGR (no grade recorded) automatically becomes an administrative "F" and contributes to the student's GPA. The deadline date for clearing INC and other grades is posted in the academic calendar each semester.

To change a grade, you must submit a [Change of Grade Form](#) to the chairperson, who, if approving will send it to the Associate Dean for Academic Affairs (1121 Lincoln Center Campus) for approval. Be sure to fill out the form completely and correctly, including a substantive reason for the change. Grade changes will not be made over the phone; a completed, signed form is required. These get filed through your division to Enrollment Services.

### **Summer Teaching**

Full-time instructional staff may teach up to six credits during the summer. This may be six credits in either the May-June or the July sessions, or three credits in each session. Summer courses cannot begin before or end after the official dates in the academic calendar.

### **Course Evaluations**

Every course offered by the GSE is evaluated by the students and submitted electronically. Evaluation forms are provided online and students complete the forms as directed. A summary of the results of the course evaluations will be provided to you as soon as possible after the end of the semester.

### **Instructional Supplies**

Dry erase markers, chalk, examination books, and other ordinary supplies may be obtained from your division secretary at Lincoln Center, or from the GSE clerical staff on the Westchester Campus. Please refer to pages 17-19 of this document for photocopy information.

### **New Course/Program Development and Approval**

New programs or courses may be developed and added to the curriculum. The procedure followed in the GSE involves several levels of review and approvals.

- An instructor or program identifies a need for a new course.
- One or more instructors may develop a formal proposal for the new course, which typically includes an explanation of the need for the course, its place in the curriculum, whether it is required or an elective, a course description, objectives, weekly topic outline, student assignments, reading list, bibliography, and faculty who might teach the course.
- The proposal is then reviewed at the program and division level.
- If approved, the proposal goes to the Curriculum Committee of the School and then to the School Council for a vote.

- Once the Curriculum Committee and School Council have approved the program or course, the chairperson of the division sends the following information to the Associate Dean for Academic Affairs:
  - Revised (if necessary) and completed copy of the proposal including recommendations made at the Curriculum Committee and School Council.
  - Memo from the Chairperson to the Associate Dean to act on the approved curriculum matter (e.g., to add courses to the program and division offerings). In the memo, the chair indicates the dates that the proposal was approved (at the Curriculum Committee and at the School Council).
  - Inclusion of information for the School's bulletin including course description, and suggested course level number.
- If it is a new course, once the Associate Dean receives all the above information, the Assistant Dean for Administrative Services provides the chair with the enrollment services form to fill out to include the course into the student information system.
- Finally, the approved new course/program goes to the dean, to the University, and to the New York State Education Department, if necessary.

### **University Reserved Rights**

The University reserves the right to make any change in class schedules or teaching assignments, for any reason, at any time.

## **VIII. Student Advisement Policies**

### **Independent Studies/Tutorials**

In special circumstances, 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 staff member, division chairperson, and the Associate Dean for Academic Affairs are required prior to beginning the independent study. Independent Study applications must be submitted to the Associate Dean for Academic Affairs during the regular registration period. Only two 3-credit independent studies (6-credit total) are permitted during a student's academic program. The Independent Studies/Tutorials form is available in division offices and the dean's office.

Only full-time instructional staff can teach independent studies, and the limit is three students per faculty member each semester.

Instructional staff are not paid for independent studies in fall and spring semesters. During Summer Sessions, independent studies are paid at a salary per student equal to the cost of one graduate credit.

### **Dissertation Seminar**

Dissertation Seminar is offered during the Fall and Spring semesters, but not during the Summer Sessions. Only full-time faculty may be assigned to Dissertation Seminar.

### **Dissertation Mentoring and Readerships**

The School awards load credit for faculty members who accumulate sufficient credits serving as dissertation mentors or readers. Clinical and adjunct instructional staff who hold a doctorate and other qualifications deemed appropriate by the chair of the division, may serve as readers to dissertations in the Graduate School of Education.

### **Dissertation Mentors/Readers on Leave**

Any doctoral student whose dissertation mentor is on leave may register for regular "Maintenance of Matriculation" instead of "Dissertation Seminar" or "mentoring," if, and only if there is an understanding among the student and his/her committee that no form of feedback or consultation or help will be provided by any of the committee members (i.e., mentor and readers).

### **Maintenance of Matriculation**

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

Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the Director of Admissions for re-admission. During the re-admission 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 re-admissions review will be conducted by the faculty and chair of the division in which the student was matriculated. The results of the review will be forwarded to the Assistant Dean for Enrollment Services.

### **Dissertation Format Review and Doctoral Maintenance of Matriculation**

After completing the dissertation orals, doctoral students must register for Format review in the semester in which they orally defend their dissertations. Once their Dissertation passes Orals, doctoral students must register for EDGE 9995 Doctoral Maintenance of Matriculation for each semester until they satisfy the Format Review.

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

To transfer credit, students must complete the [Application for Transfer of Credit form](#) and submit it to their 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/her transcript to be sent to the division office to accompany the Application for Transfer of Credit form. Transfer credits contribute to a student's grade point average (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. The Application for Transfer of Credit form is available in division offices, the dean's office, and online at [www.fordham.edu/gse](http://www.fordham.edu/gse).

## **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 [Approval of Exemption from Course form](#) 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. 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 the course syllabus, a copy of a professional certification, or a signed statement from a supervisor indicating satisfactory completion of an equivalent experience. Associated knowledge and/or performance assessments may be required, depending on the course. The Approval of Exemption from Course form is available in division offices, the dean's office, and online at [www.fordham.edu/gse](http://www.fordham.edu/gse).

## **Time Limits**

All requirements for the master's degree or the professional diploma must be completed within five years of the first course applied to the degree. All requirements for the doctorate (Ph.D. or Ed.D. ) must be completed within eight years of the first course applied to the degree. If credits are transferred from another institution, 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. The Associate Dean for Academic Affairs may grant extensions of time to complete a degree upon the recommendation of the division chairperson and adviser, and submission of a satisfactory degree completion action plan. However, students are typically allowed only one, 1-year extension. The [Request for Extension of Time to Complete Doctoral Degree](#) form is available in division offices, the dean's office, and online at [www.fordham.edu/gse](http://www.fordham.edu/gse).

### **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. Multiple leaves of absence are typically not permitted. The [Request for a Leave of Absence form](#) is available in division offices, the dean's office, and online at [www.fordham.edu/gse](http://www.fordham.edu/gse).

### **Transcripts of Records**

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 organization 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 non-matriculated 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 non-credit are considered as audited and may not be changed to a credit experience after the institute is over.

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

## **IX. Clinical and Adjunct Instructional Staff**

### **Clinical Instructional Staff**

Clinical instructional staff members are appointed to each division within the School. They must teach at least twelve credits per academic year. Their other duties typically include coordination of field placements, practicum and internship sites, field supervision of student teachers or practicum students, and interns in administration, counseling, or school psychology. Each year, the tenured faculty of the School meets to determine a number of full-time clinical positions required in the school. Full-time clinical staff members enjoy all the rights and privileges of tenure-track faculty, but they are not eligible for tenure and they do not participate in personnel decisions.

### **Adjunct Instructional Staff**

#### **Contracts and Payment**

The GSE at Fordham University is pleased to have adjunct professors as part of its faculty. As an adjunct instructor, current practice, experience, and insights are incorporated with new approaches and issues in school practice and a wide range of experiences in a variety of settings. Instructor experiences enrich student learning.

#### **Initial Contact**

Persons seeking to be an adjunct professor in the GSE should submit a resume or curriculum vitae to the Associate Dean for Academic Affairs at the Lincoln Center campus. If a position is available, the Associate Dean will send the applicant's materials to the Division Chairperson of the curriculum area in which the applicant is qualified to teach. Adjunct appointments are initiated by the program needing to supplement full-time faculty. On recommendation by the faculty, the Associate Dean for Academic Affairs will approve qualified individuals. The Division Chairperson will contact applicants to discuss their teaching assignments after receiving approval from the Associate Dean.

## **Processing of Paperwork for Payment**

The processing of paperwork for a new hire is multi-faceted and cumbersome. Please respond to request for materials by the date specified to enable timely payment. The steps are as follows:

- Associate Dean for Academic Affairs transmits application materials to the Division Chairperson(s) of the school. The Division Chairperson makes a recommendation that the person be hired to teach a specific course.
- The Associate Dean for Academic Affairs approves the hire.
- The Adjunct Coordinator in the dean's office prepares and sends a contract specifying salary, the name of the course the adjunct professor will teach, and schedule of payment to the prospective adjunct instructor. All appointments are contingent upon substantial enrollment.
- Materials, accurately and thoroughly completed, are returned to the Adjunct Coordinator on the Lincoln Center campus.
- The Adjunct Coordinator reviews the materials for accuracy.
- Once materials are accurate and complete, the Adjunct Coordinator sends them to the Senior Vice President and Chief Academic Officer who signs the contracts and forwards the materials to the Human Resources Office.
- The Human Resources Office checks the accuracy of the data and enters the employee data into its system making the prospective adjunct instructor an official employee of Fordham University.
- The Human Resources Office forwards the material to payroll.

## **Continuing Adjunct Instructional Staff**

If an instructor has been in the payroll system within the last two years, he/she does not need to fill out new forms. However, the instructor must sign a contract each semester for each class taught. The contract proceeds through all the steps noted above. If instructors have not taught within the last two years, they must submit a complete set of paperwork and documentation as described above.

### *Pay*

Signed contract and supporting documentation are submitted to the Adjunct Coordinator in the dean's office at Lincoln Center to be processed through the system. If paperwork is processed on time, instructors will receive six equal payments throughout the 15-week fall and spring semesters. During the 5 or 6-week summer semesters, an instructor will receive two equal payments. If payment is delayed, pay is divided equally among the remaining pay periods.

### *Structure of Adjunct Appointments*

Persons without a doctorate are appointed as adjunct instructors. Persons with a doctorate are ordinarily appointed adjunct assistant or associate professors.

#### *Duration of Teaching Appointments*

Some courses continue over two semesters. However, adjunct teaching appointments are semester-by-semester. Reappointment in subsequent semesters is based upon school need and teaching evaluations.

#### *Course Limits for Adjunct Instructional Staff*

Adjunct instructional staff members may not teach more than two courses (six credits) per semester across the University. Some individuals teach courses in more than one program or division of the GSE and may be asked by more than one program coordinator or chairperson to teach courses. Adjuncts should inform those who ask them to teach if they have already accepted the responsibility to teach another or other courses and do not accept assignments for more than the six-credit limit. Contracts will not be processed for over-limit teaching.

#### *Emergency Notifications/Absences*

If ill or in an emergency necessitating canceling class or arriving late to class, contact the dean's office (212-636-6406) and division office (see directory on pp. 41-42).

#### *Identification Cards*

To secure an identification card, present a letter of appointment from Human Resources Monday through Friday in room SL128 on the ground floor of the Lowenstein Building at Lincoln Center. Instructors may supply their own photo or request that a photo be taken when they present their letter. A letter can only be prepared once the paperwork is processed by Human Resources and Fordham ID # is assigned.

Present your ID to gain access to buildings at the Lincoln Center, Rose Hill, and Westchester campuses.

Instructional staff ID entitles instructors to a 10% discount at campus bookstores and use of library services at all campuses.

University retirement programs and medical benefits are not available to part-time personnel. Concerns related to adjunct faculty contracts and pay problems should be addressed to the Adjunct Coordinator at 212-636-6406.

## **X. General Information**

### **Students with Disabilities**

Under the law, students with disabilities may be eligible to receive "reasonable accommodations" and/or services to enable them to participate in academic or other University-sponsored activities. Such assistance, offered by Fordham or through community agencies, may include extended exam time, relocation of classes to accessible buildings/rooms, sign-language interpreters, in class- note-takers, or the use of tape recorders in class.

If students with disabilities in GSE classes request disability-related accommodations or services, please contact the Dean of Student Services (718-817-4355), the division, the GSE Dean's office, or the Office of Disability Services (Rose Hill: 718-817-0655; Lincoln Center: 212-636-6282).

### **Privacy Act**

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

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, and the Westchester 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 which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on

the Board of Trustees; or a student serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon the request of officials of another school in which a student seeks or intends to enroll, the University may disclose educational records without the student's consent.

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, DC 20202-5920

## **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 GSE are advised to file a grievance. For additional information, write or call the Associate Dean for Academic Affairs or the chairperson of the division in which the program of interest is offered. The [GSE and University grievance procedures](#) are available online at [www.fordham.edu/gse](http://www.fordham.edu/gse).

## **Sexual Harassment**

Fordham University's policy on sexual harassment states:

It is a violation of this policy for any member of the University community to engage in sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a program, course, or activity;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or
3. such conduct is sufficiently pervasive, offensive or abusive to have the purpose or reasonable effect of interfering with an individual's work or educational performance, or creating an intimidating, hostile, or offensive work or educational environment.

Specific examples of sexual harassment may include, but are not limited to:

1. physical assault;
2. unwanted sexual advances, requests for sexual favors, or propositions of a sexual nature;

3. direct or implied threats that submission to sexual advances is a condition of employment, promotion, good grades, recommendations, etc. ; or
4. unwelcome verbal or physical conduct of a sexual nature which an individual regards as undesirable or offensive, including but not necessarily limited to sexually explicit jokes, statements, and questions or remarks about sexual activity or experience.

If an incident occurs between two or more students, the university contacts are: the Dean of Students (212-636-6250) and the GSE Dean (212-636-6408).

If the incident involves students, faculty or staff, the key University contacts are the VP for Academic Affairs (718-817-3040), the manager of EEO/AA (718-817-3112).

For copies of the complete policy and procedures guidelines, contact the EEO/AA Manager (718-817-3112) or Personnel/HR (718-817-4931).

### **Medical Emergencies**

In case of a medical emergency at the Lincoln Center Campus, call the Ambulance Hotline: 212-247-8833, then call Security at Fordham University at 212-636-6075. The closest Emergency Room is at St. Luke's-Roosevelt Hospital on 59th Street, one block from the Lincoln Center Campus.

St. Luke's-Roosevelt Hospital Center  
 425 West 59th Street  
 New York, NY 10019  
 212-523-4000 (main number)

In case of a medical emergency at the Westchester Campus, call 911, or (914) 967-5111 for West Harrison Police or Westchester security at (914) 367-3333. The closest Emergency Room is at Westchester Medical Center.

White Plains Hospital Center  
 914-681-0600  
 41 E. Post Road  
 White Plains, NY

### **Important Phone Numbers**

#### **Lincoln Center (Lowenstein Building)**

Dean's Office Room 1121 James J. Hennessy	212-636-6408
Dean Rita S. Brause	212-636-6410
Associate Dean for Academic Affairs	

Anita Batisti Associate Dean for Education Partnerships	
Tamara Masson Assistant Dean for Administration	212-636-6411
Teresa Colmenares Director of Electronic Assessment	212-636-7649
Anthony Cancelli Director of Assessment	212-636-6479
Robert Graham Director of Online Education	Lincoln Center: 212-636-6426 Westchester: 914-367-3232
Carolyn Velazquez-Atis Assistant to the Dean	212-636-6409
Assistant to the Dean Secretary	212-636-7619
Registrar Room 216	212-636-6735
Enrollment Services Room 202	212-636-6700
Security Lobby	212-636-6075

### **Academic Departments (Lowenstein Building)**

#### **Division of Curriculum and Teaching**

Room 1102	
Marshall George Chairperson	212-636-7176
Melanie Fairfax Secretary	212-636-7748
Lissette Garcia Secretary	212-636-6450
Christine Pryor Certification Officer	212-636-7816

#### **Division of Educational Leadership, Administration, and Policy**

Room 1119	
Carlos McCray Chairperson	212-636-7727
Linda Negrón Secretary	212-636-6430

#### **Division of Psychological and Educational Services**

Room 1008

Margo Jackson Chairperson	212-636-6463
Nataliya Kosovskaya Secretary	212-636-6477 212-636-6460

### **33 West 60th Street**

Linda Horisk Assistant Dean for Enrollment Services GSE Admissions Office	212-636-6401 212-636-6400 212-636-7611
Anisa Torres-Sanchez Director of Financial Aid and Budgets	212-636-6558
Kelly Milnes Director, Digital Marketing	212 636-6682
Francesca Riese Director Admissions Operations and Technology	212-636-6400
Alicia Bowen Secretary	212-636-6400
Nannette Michel Secretary	212-636-6400

### **Westchester Campus**

General Administration	914-367-3202
Dean's Office	914 367-3335
Robert Graham Coordinator of Adolescent Education	914-367-3232
Arlene Moliterno Coordinator of Childhood, Early Childhood, Literacy, and Special Education	212-636-7786
Security	914-367-3333

## **Appendix List of Student Advisement Forms and Various Advisement Guidelines**

### List of Student Advisement Forms

Add/Drop	Even though students may register online, using my.fordham.edu, late registrations and changes to a student's schedule still require a special form.
Change of Grade	To change a course grade (typically to change an Incomplete to a letter grade).
Course Substitution	To substitute a different course for a required program course.

Exemption from a Course	To exempt a student from a required program course. To extend the time to complete a degree. Rules: Masters and Professional Diploma time limits are five years from the first course in the program; doctoral program time limits are eight years.
Independent Study/Tutorial	To request an independent study course/tutorial.
Leave of Absence	To request a leave of absence. Required as supporting documentation for most student loans when the student does not enroll for sufficient credits. Twelve credits is considered full time status. For most loans, at least half- time status is required. For Master's candidates, "study for comps" is considered equivalent to only three credits. For doctoral candidates, "study for comps" is considered equivalent to six credits.
Transfer of Credit	To add a course taken at another University to the Fordham transcript. Rules: Transferred course must be a B or higher, cannot be more than 5 years old, and cannot be part of a prior degree. Approval for all of the above forms/requests requires various conditions. If you have any questions about using these forms or advising students appropriately, please consult the Graduate School of Education Bulletin online at <a href="http://fordham.edu/gse">fordham.edu/gse</a> , program coordinators, chairpersons, or deans before submitting these requests.

## **Student Advisement Guidelines**

### **Independent Studies/Tutorials**

Below is a number of guidelines and policies regarding independent studies/tutorials:

1. Adjunct instructional staff cannot supervise independent studies/tutorials.
2. Full-time instructional staff cannot teach more than three (3) independent studies per semester; there is no financial compensation during Fall or Spring semesters. For Summer Sessions, the financial compensation is "one-credit's" worth of tuition per student.
3. No more than two (2) independent studies/tutorials per student's program of study (6 credits).
4. Independent studies/tutorials were originally intended only for advanced work for doctoral candidates, although we have been using independent studies for master's and professional diploma candidates in special circumstances.
5. Reasons typically used to justify independent studies:

- a. Discontinued course but still required for a student in an old program. Last course in a student's program.
  - b. Course not scheduled to be offered within two (2) years (this year or next). A special research opportunity or project with a full-time instructional staff member.
  - c. To make-up pre- or co-requisites in time to keep up with program sequence or cohort group.
6. Sample reasons that are not justifiable:
- a. Course not available "when a student wants it."
  - b. Course not offered by the School the student wants.

## **Student Advisement Guidelines**

### **Time Limits and Extensions for Program Completion**

Candidates in Master's and Professional Diploma programs are limited to five (5) years for completion of their programs. Doctoral candidates are limited to eight (8) years. The beginning date for a student's program is the date of the first course (Fordham or a transferred course from another institution) that contributes towards the credits required in the Fordham program.

Programs and/or Divisions review each student's record each year to determine satisfactory progress and to determine whether the student is likely to complete the program within the time limit. Programs and/or Divisions send "advisement" letters to all students who are nearing or entering the last year of their time limit.

Extensions of time to complete the degree may be granted, provided:

1. The candidate makes a formal application/request for a time extension and provides instructional staff and deans with supportive material, which will include a plan for completing the degree (timeline for completing necessary program requirements).
2. The request for a time extension is reviewed and approved by the Program Adviser, Program Coordinator, Division Chairperson, and Associate Dean for Academic Affairs.
3. Requests for time extensions are made before the student has reached his or her time limit.
4. Extensions are granted for a maximum of one year at a time. Further extensions require a new request with evidence of progress made during the prior time extension(s).

### **Transfer of Credit, Course Exemptions, and Course Substitutions**

#### **I. General Points**

1. Curriculum programs are approved by the full-time instructional staff and registered with the New York State Education Department with specific required courses and experiences.

2. Changes in a student's program from what is registered require several levels of review and approvals (Program Adviser, Program Coordinator, Chairperson, Associate Dean for Academic Affairs).
3. For transfers of credit, course exemptions, and course substitutions, there are forms that must be completed, beginning at the level of Program Adviser.

## II. Transfer of Credit

The Graduate School of Education permits students to transfer up to six (6) graduate credits to their Fordham Master's, Professional Diploma, or Doctoral program that they took at another institution, provided:

- The transferred courses were not part of a previous degree. The transferred courses have grades of B or higher.
- The transferred courses do not result in the student exceeding the time limit for completing the degree (5 years for a Master's or Professional Diploma students or 8 years for Doctoral candidates). (Note: if the transferred courses were taken prior to Fordham, the beginning date of the Fordham degree will begin with the date of the transferred courses.)
- The transferred courses satisfy program requirements, as judged by the instructional staff and deans.
- The course is a graduate-level course.

Transfers of credit are recorded on the student's official Fordham transcript, their credits, and grades become part of the Fordham GPA. "Paperwork" and signatures by Program Adviser, Program Coordinator, Chairperson, and Associate Dean for Academic Affairs are required, plus official transcripts from the institution where the courses were taken.

## III. Course Exemptions

The Graduate School of Education permits course exemptions from required Fordham courses based on previous work completed by students. Course exemptions DO NOT lower the number of credits required in the Fordham program. There is no limit to course exemptions, provided that:

- The student must still complete the minimum number of credits required for a Fordham degree. (For Master's and Professional Diploma students, a minimum of 24 graduate credits at Fordham must be completed; for Doctoral students, a minimum of 45 graduate credits must be completed.)
- The previous work to be used for course exemptions has been judged by instructional staff and deans to be equivalent to required Fordham coursework.

- "Paperwork" for course exemptions begins at the Program Adviser level and also includes approvals from Program Coordinators, Chairpersons, and the Associate Dean for Academic Affairs plus an official transcript and description of the previous coursework.

#### IV. Course Substitutions

Course substitutions refer to Fordham courses taken in place of required Fordham courses. On occasion, instructional staff members judge that "alternative-to- required" courses will better meet the needs of students and program objectives. In such cases, alternative Fordham courses may be substituted for courses typically required by the program that is registered with the New York State Education Department, provided:

- Completed "paperwork" includes explanation and reasons for the substitution and approvals by Program Adviser, Program Coordinator, Chairperson, and Associate Dean for Academic Affairs.

#### **Continuous Matriculation and Leaves of Absence**

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 continue matriculation, students must be registered for one of the following: coursework; dissertation seminar; dissertation mentoring; doctoral residency; or EDGE 0666 Maintenance of Matriculation. Students must register for EDGE 0666 Maintenance of Matriculation for the semester in which they take comprehensive examinations, if they are not registering for other coursework during that semester. Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student's records will be evaluated in terms of admission and program requirements then in effect. As a result, additional coursework may be required.

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 request forms are available in division offices. Leave of absences are awarded on a semester-by-semester basis. Multiple leaves of absence are not permitted.

Leaves of Absence count toward the time limits to complete a program of study. Students on Leave of Absence are not entitled to financial aid from the University nor faculty time and resources during the leave period. A Leave of Absence may invalidate student loans as well.