CONTEMPORARY LEARNING
AND INTERDISCIPLINARY
RESEARCH (PH.D.)

NYSED 35223

Through interdisciplinary teaching, learning, and research, the Ph.D.
program in Contemporary Learning and Interdisciplinary Research
(CLAIR) is committed to finding innovative solutions that address the
multifaceted challenges of education in a technologically complex,
globalized world. Guided by the belief that education should be
transformative, this unique program fosters ethical, versatile, and
collaborative scholars who embrace multiple paradigms of inquiry
to understand and improve contemporary learning environments.
The Ph.D. program in CLAIR follows Fordham University's Jesuit
tradition of rigorous academic endeavor, service to complex urban and
metropolitan communities, and dedication to the intellectual, moral,
and socioemotional development of the individual. CLAIR epitomizes
the Graduate School of Education's mission to create and nurture an
inclusive, dynamic, intellectual, and reflective community that generates
knowledge and promotes inquiry and excellence.

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

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

Matriculation Requirements

Doctoral students are not fully matriculated until they have successfully
completed the initial phase of the program. During the semester in
which provisional doctoral students expect to complete their 12th to
15th credits of doctoral work, they must obtain permanent matriculation
status. In CLAIR, the review is conducted after students have completed
at least one course in the research core and at least 15 credits. CLAIR
faculty evaluate each student's portfolio to determine whether permanent
matriculation will be granted. Candidates for matriculation must

• complete at least one course in the research core and 15 credits;
• hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
• receive satisfactory evaluations from course instructors on a
knowledge, skills, and dispositions assessment;
• demonstrate competence in APA style;
• submit an updated personal statement related to research in
contemporary learning; and
• submit a course plan, a specialization focus, and a request for a
research mentor.

Admissions

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

• Master's Degree: Applicants must have a master's degree from an
accredited college or university with a major or concentration in an
appropriate field. To qualify for doctoral program, applicants must
have earned a minimum graduate cumulative GPA of approximately
3.5 (B+).

• Graduate Record Examination (GRE)/Miller Analogies Test (MAT):
Applicants are required to submit scores, not older than five years,
from either the Graduate Record Examination (GRE) or the Miller
Analogies Test (MAT). Information about the Graduate Record
Examination is available at the Educational Testing Service Graduate
Record Examination website at gre.org. Information about the Miller
Analogies Test is available from its website at milleranalogies.com.

• Personal and Professional Goals Appropriate to Program: Applicants
must submit a personal statement as part of their application to the
program.

• Academic/Professional References: A minimum of two references
are required with the application. The purpose of these references is
to establish suitability for doctoral study in this program. Therefore,
references should be from persons qualified to assess academic and
professional potential. References who can speak to the applicant’s
research interests and abilities are also encouraged.

• Interview: An in-person, phone, or virtual interview will be required.

• Academic Writing Samples: Applicants are required to submit one
academic writing sample with their application.

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

Requirements

Program of Study

All students in CLAIR are required to complete 45 credits of coursework
prior to achieving candidacy (i.e., beginning dissertation work), which
includes a research core, a contemporary learning core, a specialization
core, and electives. Specializations are defined with the CLAIR advisor in
order to develop content knowledge in a particular field.

Electives must be taken within the CLAIR program or be approved by
CLAIR advisers. Students are required to complete an independent
research project (Capstone Project) that serves as a comprehensive
assessment and the final gateway to doctoral candidacy. Once students
achieve candidacy, they are also required to enroll in Dissertation
Seminar, which is credit bearing (3 credits/semester enrolled), until they
successfully defend the dissertation. The coursework requirements are
as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Research Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Interdisciplinary Research I &amp; II</td>
<td>6</td>
<td></td>
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<tr>
<td>Critique of Research</td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Seminar in Interdisciplinary Research I, II, &amp; III</td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Qualitative Methods</td>
<td>3</td>
<td></td>
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</tbody>
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Updated: 04-03-2020
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Advanced Quantitative Methods</td>
<td>3</td>
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<tr>
<td>Contemporary Learning Core</td>
<td></td>
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<tr>
<td>Sociopolitical Dimensions of Education</td>
<td>3</td>
</tr>
<tr>
<td>Specialization</td>
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<tr>
<td>Courses that count toward specialization are selected in consultation with the academic adviser as the student defines the area of focus. Courses may be taken from any GSE division with approval from adviser. (minimum 12 credits)</td>
<td>12</td>
</tr>
<tr>
<td>Cognates and Electives</td>
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<tr>
<td>Cognates include courses outside of specialization and can be taken from GSE or university courses, research modules, or internship offerings. Students may also take elective courses that enhance an interdisciplinary specialization or focus on research methodology. Courses may be taken from any GSE division or university department with approval from adviser.</td>
<td>12</td>
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<tr>
<td>Capstone Project</td>
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<tr>
<td>Must be enrolled for three consecutive semesters. The Capstone Project carries a one-time fee and is non-credit bearing.</td>
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<tr>
<td>Dissertation Seminar</td>
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<tr>
<td>Must be enrolled for duration of dissertation phase until successfully defended (3 credits every semester enrolled).</td>
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<tr>
<td>Total Credits</td>
<td>45</td>
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**Completion Requirements**

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

- complete the prescribed program of study, including a minimum of 45 credits (beyond the master's degree) taken at Fordham Graduate School of Education, under the direction and approval of an adviser
- maintain a minimum overall graduate GPA of 3.5 (B+ or better)
- complete and defend a one-year independent, capstone research project (3 consecutive semesters)
- develop and defend an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty

*Updated: 04-03-2020*