



Cleveland State University

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College of Education and Human Services *Office of Doctorial Studies*

Dear Prospective Graduate Student:

Thank you for your interest in the Ph.D. in Urban Education at Cleveland State University. We have enclosed the necessary application forms as well as a brief description of the program.

The following provides an overview of required admissions materials. We must receive all documentation in our office no later than the first Monday in February so that your application can be given fullest consideration.

- Completed application forms for the College of Graduate Studies and the Ph.D. in Urban Education (including **resume** and **personal statement** - double-spaced 300 to 500 words)
- Official transcripts that post degrees and any post-masters coursework.
- Graduate Record Examination scores (PLAN AHEAD)
- Two letters of recommendation from persons who know your academic and professional qualifications
- Alert us if you have taken 2 or more graduate research courses with a grade of B or better
- Alert us if you have completed a master's thesis or have been published in a refereed journal
- Supply us with evidence of your work in an urban setting(s) or with urban populations for a minimum of three years - portfolios accepted.

All official application materials should be sent to: **Doctoral Studies, Cleveland State University, 2121 Euclid Ave., JH 215, Cleveland, OH 44115**. If you would like us to assist you along the way with your application, please contact the Doctoral Studies Office to schedule an appointment at (216) 687-4697. To arrange for the Graduate Record Examination by computer, call 1-800-967-1100 or one of many Sylvan Learning Centers around town; for test preparation information and/or test taking tips contact the Testing & Counseling Center at (216) 687-2277.

Finalists will be contacted February/March for the scheduling of a personal interview with graduate faculty members. To be considered for an interview, you must have a graduate GPA of 3.25 or better and meet three of the five criteria (see attached admission policy).

Once again, I appreciate your interest in the Urban Education Ph.D. Program. If you have any additional questions regarding the program, feel free to call me at (216) 875-9869. Specific questions regarding application forms and deadlines are best directed to Wanda Pruett-Butler at (216) 687-4697.

Sincerely,

Graham Stead, Ph.D.
Director of Doctorial Studies

Why A Ph.D. In Urban Education?

by Pat Gray

The one-year old CSU/COE doctoral program in urban education has attracted a stimulating mix of people with a variety of reasons for pursuing a Ph.D. in Urban Education. Some of these students with different career backgrounds and research interests have shared their experiences and reasons for pursuing this area of education in the following article.

"Urban education?" "Why urban education?" "What does a doctoral program in urban education have to offer that others do not?" These were some of the questions I was asked by family, friends, and co-workers when I told them I was entering the doctoral program in urban education at Cleveland State.

As the director of the Education and Training Department of a large teaching hospital in Cleveland, the decision to pursue a doctoral degree was not a difficult one considering the present and future direction of the health care industry. The task of developing the knowledge and skill level of the hospital workforce to help meet the demands placed upon them by this dynamic industry is becoming increasingly difficult and challenging. My decision to earn a Ph.D. in education was made with the hope that doctoral study would enable me to improve my ability to identify and meet the educational needs of the employees and the institution for which I work. Since my entire professional career has been spent in urban organizations, the choice of Cleveland State's program seemed ideal.

The problems facing urban educational institutions are unique and complex. The diversity of the population (culturally and socio-economically), size of the organizations, political climate internal and external to the institutions, and governmental constraints are just some of the concerns confronting today's urban educator. While proceeding through the first five quarters of the core courses in the doctoral program, these issues became apparent and discussions centered around questions such as: How can learning and development theories be applied to culturally diverse groups? How are educational policies made and how have they influenced the assimilation, (or lack of it), of ethnic and minority groups into mainstream America? Is the minority child really doomed by the "job ceiling" (as defined by Ogbu), and, if so, what can

educators of minority children and employers of minority adults do about it? Can the system's approach to problem solving be used in a bureaucratic educational organization? How have federal urban policies determined the population mix of the city and in turn influenced the school system? How is education valued in different cultures, and how does this influence compliance with educational rules and policies?

Obviously, finding the "correct" answer to many of these questions is impossible, but reading about educational theories and research, and discussing them with a cohort of other urban educators, provides an opportunity to gain insight into diverse approaches to the situations we are facing in our work settings. As my experiences are limited to adult education in a hospital setting, I found that the diversity of the cohort has added a great deal to my growth as a professional educator. While we are all educators in urban settings, we come to the program with different cultural, ethnic and professional backgrounds, and each one brings a different point of view to the discussion. In addition, the cohort allows the unique opportunity to develop an internal network for problem solving within the program as well as an external network in the professional environment.

While Cleveland State University offers a doctoral degree in urban education, it is an urban educational institution. Its faculty are urban educators and many of the problems and concerns of urban education are present in the institution. Pursuing a degree in urban education at CSU gives one the opportunity to learn while experiencing urban education. Whether involved in the education of children or adults, in a public or private setting, or employed by an educational or industrial organization, the urban component must be considered along with the educational factors, if one is to be successful in dealing with education in Cleveland or other cities. The program at Cleveland State has



Pat Gray

Pat Gray is a doctoral student and Director of Education and Training at Cleveland Metro General Hospital.

attempted to add that urban component for those of us who choose to work in an urban educational setting.

Some of my classmates, other doctoral students, have very different interests within the general field of urban education. Shawn Witmer, Campus Minister for the Catholic Diocese of Cleveland, plans to coordinate and monitor a project with the diocese. This project, as currently construed, will entail quantitative and qualitative research at two or three elementary schools and two high schools. All of these schools will fall under the category of "inner city." The purpose of the project is to identify key elements in student success. It is hoped that both strengths and weaknesses of the inter-city Catholic school system can be documented and evaluated.

As a Cleveland Public Schools graduate and educator, Carolyn Jefferson's research interests lie in the history of the Cleveland Public School System. She anticipates conducting an historical study of the impact of southern Negro migrants on the Cleveland Public Schools during the period referred to as the "Great Migration" 1920-1940. Of particular interest are the adjustments that were made in student assignment, staffing, and curriculum. Since community reaction and participation were crucial to the decisions of the school board during this area, Carolyn also will investigate the community reactions that precipitated these changes.

Reference

Ogbu, John (1983). Minority status and schooling in plural societies. *Comparative Educational Review*, 27(2), 168-190.

See tearsheet on page I-1 for more information regarding this program.

PH.D. IN URBAN EDUCATION

ADMISSION SCREENING PROCEDURE FOR THE FOLLOWING SPECIALIZATIONS:

LEADERSHIP & LIFE-LONG LEARNING, LEARNING & DEVELOPMENT, NURSING EDUCATION, POLICY STUDIES, SCHOOL ADMINISTRATION, AND COUNSELING (SEE PAGE 3 FOR THE COUNSELING PSYCHOLOGY SPECIALIZATION)

1. **Initial Pool of Candidates**

Based on completed applications, a pool of qualified candidates will be invited to participate in further screening through an interview process with three graduate faculty members. The goal of the Doctoral Program is to admit a class of twenty (20) students each year that will proceed as a cohort.

To be considered for an interview, the applicant must have a minimum master's GPA of 3.25 and meet three of the following five criteria:

1. A minimum combined score of 1000 on the quantitative and verbal sections of the GRE (for scores prior to August, 2011);
2. A minimum rating of 4.0 in the analytical writing section of the GRE;
3. A demonstrated research experience through a thesis or research project at the master's level or authored publication in a refereed research journal;
4. Successful completion of at least two graduate research courses with a grade of B or better, prior to admission to the doctoral program
5. Sustained professional experience (a minimum of three years) and success with urban economic, social, political, and/or educational issues as evidenced by the candidate's portfolio and/or references. This can include extensive and successful evidence of leadership, policy or pedagogy innovations, teaching or therapeutic performance.

However, if a candidate who meets three of the above five criteria has a combined GRE score below 950, the committee may recommend, upon acceptance, additional coursework prior to beginning the doctoral program.

2. **Review of Applicant Materials**

The Doctoral Studies Committee will make the final admission decision based upon the applicant's ability to meet the screening criteria stated above and the results of the interview. Applicants must also submit a current curriculum vita, a statement of goals and objectives, and two letters of recommendation, at least one of which should be from a college professor familiar with the applicant's graduate-level academic ability. All completed applications will be reviewed to determine which candidates will be invited for a final personal interview.

3. **Interview Screening**

Each applicant in the group of finalists will participate in a half-hour interview with a 3-person committee consisting of a member of the Doctoral Studies Committee and two other faculty members. Two of the three interviewers represent the applicant's chosen specialty. Each interviewer will rate the answer to each question and will make a rating at the end of each interview. At the conclusion of the interview, consultation among the interviewers will result in an overall quantitative rating summary being prepared for the student's file.

4. **Prerequisites for Admission**

- A. It is assumed that all students will have completed a master's level course in research methodology with a statistical component within a reasonable period of time prior to admission. Any student who has never completed such a course will be required to satisfactorily complete EDB 601 - Educational Research, or a comparable course, prior to beginning doctoral coursework. For any student who completed such coursework five or more years previously, it is strongly suggested that he/she consider auditing EDB 601 - Educational Research the previous summer session or otherwise reviewing the material before enrolling in the first doctoral research course.
- B. Students specializing in Administration must have a master's degree in school administration. Applicants wishing to enter Administration with other master's degree disciplines will be required to complete significant additional coursework beyond the thirty-two hours in the doctoral specialization.
- C. Students specializing in Counselor Education must have a master's degree in counseling. A master's degree in clinical or school psychology or social work is good background, but will result in additional course requirements. Appropriate courses will be determined by the program faculties in the specialization subject to approval of the Doctoral Studies Committee.
- D. Students specializing in Leadership and Lifelong Learning must take ALD 607 – Adult Education in a Changing Society prior to beginning the doctoral program.
- E. Students specializing in Nursing Education must hold a Master of Science in Nursing degree, an active unrestricted nursing license, and have recent experience in nursing practice and/or education.
- F. Although not a prerequisite, it is highly recommended that students with a weak background in statistics should take EDB 701 – Advanced Educational Research prior to starting the program. This course uses the same textbook as the 1st year stats classes.

5. **Recommendation for Admission**

The personal statement, interview, and professional record of the applicant will be used to select the person who will be offered admission, as well as a list of alternates, rank ordered, so that they may be offered spaces as available.

Every effort will be made to notify applicants of admission decisions no later than April 1st. Admitted students will be required to confirm their intent to enroll promptly.

An applicant who is not admitted in any given year may request that his/her application be reviewed in any subsequent year. Updated information may be requested at the discretion of the Director of Doctoral Studies.

6. **Deferred Admission**

Any student who declines admission in a given year may request delayed admission for a period of one year starting the subsequent Fall. Request for delayed admission must be submitted in writing. After one year, an applicant who has deferred will once again be considered on a competitive basis with the new applicants.

PH.D. IN URBAN EDUCATION

ADMISSION SCREENING PROCEDURE FOR THE COUNSELING PSYCHOLOGY SPECIALIZATION

Application Deadline January 15th

The Doctoral Program in Urban Education is seeking applications for the specialization in Counseling Psychology from individuals who have a master's degree in counseling or a closely related field, research experience, experience in an applied setting, a strong academic record, above average GRE scores, good communication skills, and strong letters of recommendation (including letters from graduate faculty). An undergraduate GPA of 2.85, a graduate GPA of 3.5, and combined GRE scores of 1000 (taken prior to August 2011) are preferred.

Admissions decisions also are influenced by space limitations, students' evidence of commitment and interest in urban multicultural issues, and a match between student interests and faculty expertise. Approximately six (6) Counseling Psychology doctoral students will be admitted each year.

Application Materials

- Graduate Application
- Resume
- Personal Statement
- Official copies of all academic transcripts
- Official GRE score reports (Scores must be within the past 5 years. Only the general test is required. We do not require the Psychology Subject Area Test).
- 3 Letters of recommendation (at least one must be from a faculty member from previous graduate work)

Personal Statement

A personal statement regarding your professional interests and goals should be included with your application. This statement should not exceed 3 pages single spaced. We are interested in knowing what attracted you to the field of counseling psychology and to doctoral program at Cleveland State University. Describe your experiences in applied settings (e.g., hotline experience, residential treatment staff, and field placements) and your research experiences (e.g., assisting with a faculty member's research, professional presentations, publications, or master's thesis). Please describe your goals for graduate study, as well as your goals for your professional career. Be specific in describing your interests in research and practice, particularly as they relate to diverse urban populations.

Prerequisites for Admission

Applicants to the counseling psychology specialization must have a master's degree in counseling or a closely related field. In addition, the following master's level prerequisite courses or their equivalents are required and must be completed either prior to beginning doctoral study or concurrently with doctoral studies. Please refer to the graduate bulletin for course descriptions.

CNS 604: Social and Cultural Foundations
CNS 611: Appraisal in Counseling
CNS 617: Ethical and Legal Issues in Counseling
CNS 620: Laboratory in Counseling Techniques
CNS 622: Theories of Counseling
CNS 623: Group Counseling
CNS 624: Career Development
CNS 706: Psychopathology and Diagnosis for Counselors
EDB 601: Educational Research
ALD 603: Lifespan Development

Review of Applications

Applications will be reviewed by the Counseling Psychology Core Faculty who will select the top candidates to invite to campus for an interview. Invitations for interviews will be made by Feb 1st of each year. Interviews will be conducted by 4-5 counseling psychology core faculty members who will make recommendations for admission, and then submit to the doctoral studies committee of the College of Education and Human Services for final approval.

Offers of Admission will be made by March 15th of each year.

Students must accept or decline offers in writing by April 15th of each year.

**SUMMARY OF DOCTORAL PROGRAM IN URBAN EDUCATION
COLLEGE OF EDUCATION
CLEVELAND STATE UNIVERSITY**

The Urban Education Ph.D. program has been designed to prepare persons capable of applying current methodology, research and knowledge to the problems of education in a contemporary urban society. Concepts from education, urban policy planning, law, economics, psychology, public administration, sociology, and political science establish the framework upon which problems of learning and learning environments are examined.

Students in the program are, or intend to become, teachers, administrators or other professional personnel in schools, community colleges, colleges or universities; trainers in business or industry; allied health educators, professionals in social and community agencies; teacher educators; and educational policy planners. The program does not merely permit a student to maintain employment while pursuing the degree, but requires program-related employment or field service experience in order to integrate theory and practice.

The model for this program is a multidisciplinary community of scholars structured to enable students to develop on-going intellectual relationships with one another, faculty and the urban educational community. To establish this community, all Ph.D. students enter the program as a part of a cohort that stays together for all core and research courses for the first two years. The program utilizes settings in the urban educational community as research laboratories.

Consistent with the program philosophy, the major goals of the Urban Education Ph.D. program are to:

1. Offer a program which will enable participants to acquire a comprehensive understanding of theories and applications of theories related to education in an urban setting.
2. Provide an opportunity for persons working full time to engage in intensive, scholarly study in the Cleveland area.
3. Foster creative problem solving among future educational leaders, supported by information from education, urban studies, social sciences and business.
4. Provide knowledge and skills to enable individuals to move from one career to another.
5. Enable participants to acquire expertise within an area of their selected specialization. It is expected that this specialization will relate specifically to previous graduate study.

The goals of the program are achieved through core seminars and three research methodology seminars, course work in one of seven specialization areas and a dissertation for a total of 67 semester hours.*

The Core Seminars

The core seminars, which provide content for analytical and research activities, include:

1. EDU 800 - Advanced Research Design and Measurement (03)
2. EDU 803 - The Life Cycle: Development and Learning (04)
3. EDU 801 - Inferential Statistics and Hypothesis Testing (03)
4. EDU 805 - Cultural Foundations of Education I: Social Perspectives (04)
5. EDU 807 - Introduction to Qualitative Research (04)
6. EDU 806 - Cultural Foundations of Education II: Race and Ethnicity (02)
7. EDU 809 - Urban Education: Organizational Change and Development (04)
8. UST 800 - Urban Theory (04)
9. UST 716 - Systems & Processes of Policy Development (04)

Total Credits: 32

Students are encouraged to take as an elective either EDU 802 - Quantitative Research or EDU 808 - Advanced Qualitative Research in Education to augment their research skills in preparation for dissertation.

SPECIALIZATIONS

Students spend approximately 20 semester hours pursuing a field of specialization chosen from among the following:

1. Counseling Psychology
2. Counselor Education
3. Leadership & Life-Long Learning
4. Learning and Development
5. Nursing Education
6. Policy Studies
7. School Administration

Counseling Psychology

This specialization trains counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology and competent practice within a multicultural diverse urban society, and will contribute to and/or apply the scientific knowledge base of psychology using skills in research methods.

Counselor Education

This specialization permits doctoral candidates with masters level preparation in counseling, psychology, or social work to deepen their professional preparation in the theory and practice of counseling in urban school or community agency settings.

Leadership and Life-Long Learning

This specialization is designed for students who currently hold, or who aspire to hold, leadership positions in business or industrial organizations, higher education institutions, or non-profit agencies. It is not designed for persons whose career paths are within the K-12 school system. Students in this track should have experience and/or coursework in each of the following areas: (1) adult learning; (2) leadership theory; (3) administrative decision-making and problem-solving, (4) planning, budgeting, and continuing professional education; and (5) professional ethics. Each student should meet at an early date with his/her academic advisor to plan a series of specialization courses that will supplement the student's experience and prior study in these five areas.

Learning and Development

This specialization permits doctoral candidates with previous background in educational psychology, school psychology, and/or special education to increase their professional preparation in theory and research related to the implications of human variability to instruction service delivery in educational and social agencies. This track builds upon the Life Cycle core seminar as background for the construction of a specially designed program of concentration to be developed in concert with the candidate's doctoral program advisor.

Nursing Education

This specialization prepares professional nurses for faculty positions in nursing education leadership roles. Applicants must hold a Master of Science in Nursing degree, an active unrestricted nursing license, and have recent experience in nursing practice and/or education. The core and specialization courses will expand their understanding of the various aspects of educating individuals to function in a complex applied discipline. The research sequence will prepare them to engage in original research in areas related to educating nurses at all levels.

Policy Studies

This specialization is designed for those students who wish to deepen their understanding of the historical, theoretical and practical aspects of educational policy formulation. It is designed for those who wish to examine the relationship of educational policy within the larger context of urban affairs, public policy, and school reform. All students' programs are individually designed, subject to approval by their advisors, so as to accommodate the student's career goals.

**Ph.D. in Urban Education
Cleveland State University
Application for Admission**

I. Name: _____ Student ID#: _____
Address: _____

Phone: _____ (Home) _____ (Work) _____ (Cell)
Email: _____

II. **Intended Ph.D. Specialization (CHECK ONE)**

- | | | |
|--|---|--|
| <input type="checkbox"/> Counseling Psychology | <input type="checkbox"/> Learning and Development | <input type="checkbox"/> Policy Studies |
| <input type="checkbox"/> Counselor Education | <input type="checkbox"/> Nursing Education | <input type="checkbox"/> School Administration |
| <input type="checkbox"/> Leadership & Life-Long Learning | | |

III. **ATTACH CURRENT RESUME OR CURRICULUM VITA**

IV. **Graduate Record Exam - Scores cannot be over 5 years old**

Scheduled – Date: _____

Taken – Date: _____

**GRE SCORES MUST BE RECEIVED BY JANUARY 15TH - COUNSELING PSYCHOLOGY
ALL OTHERS - GRE SCORES DUE BY FIRST MONDAY IN FEBRUARY.** (If previously taken, request that Educational Testing Service forward your score to CSU)

The GRE is administered by Educational Testing Service and all arrangements must be made through their official testing centers. The College of Education has no capacity to assist you with arrangements or to seek deadline or fee exceptions.

PLEASE NOTE: The General Test of Graduate Record Examination, which provides verbal, quantitative, and analytic scores, is **required** as a part of your application for the Ph.D. Program. The GRE Information Bulletin is available from CSU Testing Services – Rhodes Tower 1237, Phone (216) 687-2272. The Bulletin contains information about the test, including sample questions as well as the application form. Information about a computerized version of GRE, which provides scores in a short period of time, is available by phone (800) 967-1100. Preparation booklets are available at university bookstores.

V. **PERSONAL STATEMENT** (All Applicants **except** Counseling Psychology)

On a separate sheet, please type in 300 to 500 words your reasons for pursuing doctoral studies in Urban Education at Cleveland State University. Include in your statement the strengths you would bring to the program as well as personal, educational, and professional gains you anticipate as a result of completing the program. **Your personal statement is also where you explain your ability to meet the sustained professional experience criteria for admission.**

PERSONAL STATEMENT (For Counseling Psychology Applicants Only)

On a separate sheet, please type a single-spaced statement no more than 3 pages regarding your professional interests and goals. We are interested in knowing what attracted you to the field of Counseling Psychology and to the doctoral program at Cleveland State University. Describe your experiences in applied settings (e.g. hotline experience, residential treatment staff, field placements) and your research experiences (e.g. assisting with a faculty member's research, professional presentations, publications, or master's thesis). Please describe your goals for doctoral study, as well as your goals for your professional career. Be specific in describing your interest in research and practice (e.g. specific settings and/or populations).

VI. I am interested in applying for a graduate assistantship (See enclosed information).

Yes No

Note: In addition to college graduate assistantships, limited university financial aid in the form of fellowships, grants, student loans, work-study, and non-work-study employment is available. Students seeking assistance should contact the University Financial Aid Office (216) 687-3764.

VII. Cleveland State University is committed to a policy of equal educational opportunity for all individuals. The University strongly opposes discrimination against any group of individuals because of race, color, sex, national origin, ancestry, age, handicap, veteran's status, or sexual orientation. Toward this end, the applicant is encouraged, but not required to supply the information asked below.

American Indian or Alaskan Native Black, non-Hispanic White, non-Hispanic
 Asian or Pacific Islander Hispanic **Date of Birth:** _____

APPLICATION PACKET CHECKLIST:

- College of Graduate Studies Application
- Ph.D. in Urban Education Application
- Resume
- Personal Statement
- Official Copy of All Academic Transcripts
- GRE Scores - 5 yr. limit
- Letters of Recommendation:
 - Counseling Psych Applicants - 3 letters (at least one from graduate faculty member)
 - All Other Applicants - 2 Letters of Recommendation
- Notification if two research courses have been taken (with grade of "B" or better)
- Notification if you have completed Master's Thesis or have been published
- Any supporting materials for working in urban setting or with urban population

PLEASE SEND ALL MATERIALS TO: (all information need not be sent at same time)

CLEVELAND STATE UNIVERSITY
DOCTORAL STUDIES OFFICE
2121 EUCLID AVENUE, JH 215
CLEVELAND, OH 44115-2214
(216) 687-4697

**ALL MATERIALS MUST BE RECEIVED BY THE FIRST MONDAY IN FEBRUARY
COUNSELING PSYCHOLOGY APPLICATION DEADLINE - JANUARY 15th**

School Administration

This specialization permits doctoral candidates with previous study in administration to update and deepen their professional preparation in the theory, research and practice of management and leadership for educational, government, human resource development, and social service settings. Each student's program is individually designed, subject to approval by his/her advisor, so as to accommodate the student's previous study and his/her career goals, while building on the Urban Education core.

Dissertation

The Dissertation component (minimum 15 semester hours) follows a traditional model, adhering to the scholarship requirements of basic or applied research in Doctor of Philosophy degrees in Education. The Doctoral program in Education is markedly different from traditional education doctoral programs in the following ways:

1. Each cohort of candidates progresses through an integrated sequence of seminars/courses as an intact community of scholars.
2. The program is based upon utilization of the institutions of the urban community as laboratory for applied research and professional practice.
3. Applied research is an intrinsic part of each core seminar/course, thereby providing for an integration of research methods with disciplinary content.
4. Doctoral recipients will demonstrate their capacity to influence educators, political entities and the community at large to examine and improve the delivery of educational services in schools, agencies, business and industry.
5. Approximately half of the program is devoted to an urban-focused inter-disciplinary core, from which the specialization and dissertation will emerge.
6. This interdisciplinary program has been designed to utilize the expertise of faculty from the College of Education, the College of Urban Affairs, the College of Sciences and the School of Nursing in teaching and service on dissertation committees. Faculty from outside the College of Education:
 - a. Provide instruction for the Urban Studies Core.
 - b. Team teach with College of Education faculty in certain core courses.
 - c. Teach nursing education specialization courses which address aspects unique to that discipline.
 - d. Participate on dissertation committees.

Admission to the doctoral program is highly selective, resulting in a maximum of 20-25 new doctoral candidates per year.

CLEVELAND STATE UNIVERSITY COLLEGE OF EDUCATION PH.D. PROGRAM IN URBAN EDUCATION

GRADUATE ASSISTANTSHIPS

Assistantships offer opportunities for Doctoral Students to defray costs of their education while gaining new learning from challenging work experiences. All applicants must be admitted to the Ph.D. program prior to appointment to a position and must register for nine (9) credits each semester and must not be otherwise gainfully employed. Recipients of assistantships receives tuition waiver and a stipend. Applications of new students will be processed after admissions decisions are made.

A. Teaching Assistantships in the College of Education or School of Nursing (Nursing Ed. Students Only)

Teaching assistantships provide opportunities to for doctoral students to assist in instructing College of Education undergraduate teacher education courses, typically in social foundations and psychological foundations courses. These placements are especially desirable for students who wish to explore college teaching as a career, as they offer realistic experience in the role and life commitments of the professorate. Previous teaching experience is preferred.

Duties:

1. Serve as a teaching assistant under the supervision of one or more professors. Includes participation in lesson planning, lecturing, leading groups, evaluation of student performance.
2. Conduct research to support the teaching assignment or other projects of the supervising professor.
3. Participate in University and community service (if requested) as appropriate and as time permits.
4. Other duties as assigned, consistent with the contracted time commitment.

B. Research and Administrative Assistantships in the College of Education

Research and Administrative Assistantships provide opportunities for doctoral students to assist administration and/or faculty in research in varied specializations. Duties can include: conducting research to support projects of supervising professor; participation in university and community service; and other duties as assigned.

Schedule:

Twenty hours per week. Calendar includes the instructional period and examination week of Fall and Spring semester.

TUITION GRANT AWARDS

Tuition grants also the offer same opportunities as graduate assistantship. All applicants must be admitted to the Ph.D. program prior to appointment. Tuition grants do not have minimum registration requirements. Recipients of tuition grant awards only receive tuition waiver and their weekly service hours are equivalent to one and a half times their registered credit hours.

APPLICATION PROCEDURE

All applicants should complete the attached form and submit it to the Office of Doctoral Studies as soon as possible. All positions will require interviews. Appointments will be made during the summer as qualified applicants are identified.

CLEVELAND STATE UNIVERSITY COLLEGE OF EDUCATION
Application for Graduate Assistant/Tuition Grant Award

Terms of Graduate Assistantship

Graduate Assistants must be admitted to the College of Graduate Studies as degree-seeking students
Graduate Assistants must register for at least nine (9) hours per semester of the assistantship
Students must have a 3.0 grade point average and remain in good academic standing

Terms of Tuition Grant Awards

Tuition grant recipients must be admitted to the College of Graduate Studies as degree-seeking students
Recipient must maintain a minimum 3.0 grade point average and remain in good academic standing
Recipient must perform weekly service hours equivalent to their registered credit hours

Name: _____ Student ID#: _____

Home Address: _____

City/State/Zip: _____

Home Phone: _____ Work Phone: _____

Specialization: _____ Advisor: _____

Please check semester for your application (only one): Fall/Spring: Summer Only:

CSU Staff Member who may be contacted for recommendation: _____

Department of Staff Member: _____

Statement of Available Time: _____

Type of Award: Graduate Assistantship Tuition Grant Award
 Teaching Research & Administrative
 Research & Administrative

Why are you seeking an assistantship/grant? (Use separate sheet of paper for response)

Signature: _____ Date: _____

"Federal and state laws and regulations prohibit discrimination on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or sexual orientation."

RETURN THIS APPLICATION AND YOUR RESUME TO:

Cleveland State University
The Office of Doctoral Studies
2121 Euclid Ave, Julka Hall, Suite 215
Cleveland, OH 44115-2214

****Remember to attach your resume to application****

CLEVELAND STATE UNIVERSITY
Recommendation for Graduate Degree Applicants

Return completed form to: Office of Graduate Admissions, Cleveland State University
Rhodes Tower West, Room 204; Campus Box G; 2121 Euclid Avenue; Cleveland, Ohio 44115-2214 U.S.A.
Telephone (216) 687-5599; Fax (216) 687-5400

1. To the Applicant

a) Complete the following items and forward the form to a professor or supervisor under whom you have studied or worked. To expedite the process of your graduate application, it is recommended that you provide your reference with a pre-addressed envelope.

Please print:

Applicant's Name _____

Applicant's Date of Birth _____ **Social Security Number** (optional) _____

Name of graduate program _____ Intended Graduate degree: Master's Doctoral

b) Family Privacy Act: Statement on Confidentiality of Recommendation

- I desire that this recommendation be accessible to me after final admission and matriculation under the provisions of the Family Privacy Act.
- I desire that this recommendation be considered as **confidential** and hereby waive my right of access to this form following final admission and matriculation.

Applicant's signature _____ **Date** _____

2. To the Applicant's Reference

Please provide your assessment of the applicant. Please note how long and in what capacity you have known the applicant. Please evaluate the applicant's aptitude for graduate study, including scholastic achievement, and potential for success. For your convenience, you may attach a letter as a second sheet to this form.

Please print: Reference's name _____ Title _____

Institution or Company _____

Address, City, State _____ Phone, with area code _____

Email _____

Reference's signature _____ Date _____

CLEVELAND STATE UNIVERSITY
Recommendation for Graduate Degree Applicants

Return completed form to: Office of Graduate Admissions, Cleveland State University
Rhodes Tower West, Room 204; Campus Box G; 2121 Euclid Avenue; Cleveland, Ohio 44115-2214 U.S.A.
Telephone (216) 687-5599; Fax (216) 687-5400

1. To the Applicant

a) Complete the following items and forward the form to a professor or supervisor under whom you have studied or worked. To expedite the process of your graduate application, it is recommended that you provide your reference with a pre-addressed envelope.

Please print:

Applicant's Name _____

Applicant's Date of Birth _____ **Social Security Number** (optional) _____

Name of graduate program _____ Intended Graduate degree: Master's Doctoral

b) Family Privacy Act: Statement on Confidentiality of Recommendation

- I desire that this recommendation be accessible to me after final admission and matriculation under the provisions of the Family Privacy Act.
- I desire that this recommendation be considered as **confidential** and hereby waive my right of access to this form following final admission and matriculation.

Applicant's signature _____ **Date** _____

2. To the Applicant's Reference

Please provide your assessment of the applicant. Please note how long and in what capacity you have known the applicant. Please evaluate the applicant's aptitude for graduate study, including scholastic achievement, and potential for success. For your convenience, you may attach a letter as a second sheet to this form.

Please print: Reference's name _____ Title _____

Institution or Company _____

Address, City, State _____ Phone, with area code _____

Email _____

Reference's signature _____ Date _____



Application for Graduate Admission

Please type or print clearly. Incomplete forms will be returned to applicant without processing.
See application instructions on back of form.

Name (as it appears on official documents)

Last _____ First _____ Middle _____ Preferred First Name _____

List any other name(s) under which you have registered at any college or university:

1) _____ 2) _____ 3) _____

Permanent Address

Street _____ Apt. # _____ County (Required for Ohio residents) _____

City _____ State _____ Zip Code _____

Current Mailing Address (Leave blank if same as permanent address)

Street _____ Apt. # _____ County (Required for Ohio residents) _____

City _____ State _____ Zip Code _____

Home Phone _____ **Work Phone** _____ **Email Address** (print clearly) _____

() _____ () _____

area code area code

PERSONAL INFORMATION

Social Security Number
US citizens and Permanent Residents

_____ / _____ / _____

Date of Birth

_____ / _____ / _____

Mo. Day Year

Gender: M F

Citizenship:

US Citizen

Permanent Resident

Registration Number and Date: _____

A _____

Other _____

Visa Type _____

Visa No. _____

Length of residency in Ohio

From: _____

_____ Month Year

To: _____

_____ Month Year

Currently Employed? Y N

Employer _____

City _____ State _____ Zip _____

Optional Ethnicity Data
For reporting purposes only—Please Check appropriate box:

Black Hispanic White

American Indian or Alaska Native

Asian or Pacific Islander

ENROLLMENT PLANS

Graduate Degree Graduate Certificate Graduate Licensure Graduate Non-degree

Intended program of study _____

(Examples: M.S. in Biology, HCA Certificate, Ph.D. in Urban Education)

Note: Applicants to Education degree and licensure programs must indicate a specialization.

College: Arts & Sciences Business Education Engineering Urban Affairs

If Degree: Master's Doctoral Specialist in _____

When do you expect to enroll at Cleveland State University? Fall Spring Summer Year _____

Would you like to be considered for a Graduate Assistantship? Yes No

Have you previously applied (whether accepted or not) to Cleveland State University for graduate admission?

No Yes When _____

Are you a Cleveland State employee? No Yes

List in chronological order ALL colleges and universities attended, including Cleveland State University. Use additional sheet if you have attended more than three colleges or universities.

Name of College or University	City	Location State	Dates of Attendance From Month / Year To Month / Year	Grade Point Average	Degrees (list)	Graduation Date Month / Year

Undergraduate Major _____ Graduate Major _____ Honor(s) received _____

ADMISSION EXAMINATIONS (Indicate the most recent examinations taken)

Graduate Record Exam (GRE) Verbal Month _____ Year _____ Score _____ Quantitative Month _____ Year _____ Score _____ Analytical Month _____ Year _____ Score _____ Subject (specify) _____ Month _____ Year _____ Score _____	Graduate Management Admission Test (GMAT) Month _____ Year _____ Score _____	TOEFL Paper test: Month _____ Year _____ Score _____ Computer-based test: Month _____ Year _____ Score _____
	Miller Analogies Test (MAT) Month _____ Year _____ Score _____	Other English Proficiency Tests Test Name: _____ Month _____ Year _____ Score _____
Michigan Language Test Month _____ Year _____ Score _____		

EMERGENCY CONTACT PERSON

Name: _____

Relationship: _____

Address: _____

Emergency Telephone Number(s)

() _____

() _____

ADMISSION APPLICATION FEE: Please return application with a check or money order drawn on a U.S. bank for the non-refundable application fee:

\$30 degree, certificate, licensure, and non-degree

The application fee is not required for applicants who previously paid a \$30 graduate admission application fee.

SEND TO: Office of Graduate Admissions, Rhodes Tower West, Room 204,
Cleveland State University, 2121 Euclid Avenue RTW204, Cleveland, OH 44115-2214 USA

Phone (216) 687-5599 Fax (216) 687-5400 www.csuohio.edu/gradcollege/

I do hereby certify that to the best of my knowledge the information I have given on this application is accurate and complete. I understand that any misrepresentation may be cause for denial of admission or dismissal from the University. I authorize each college or university I have attended to release academic information to Cleveland State University.

Signature _____ **Date** _____

Cleveland State University is an AA/EOE institution committed to nondiscrimination. M/F/H/V encouraged. 03-00917 9/17/03

For Graduate Admissions Office Use

Date _____ Fee \$ _____

CSU ID# _____