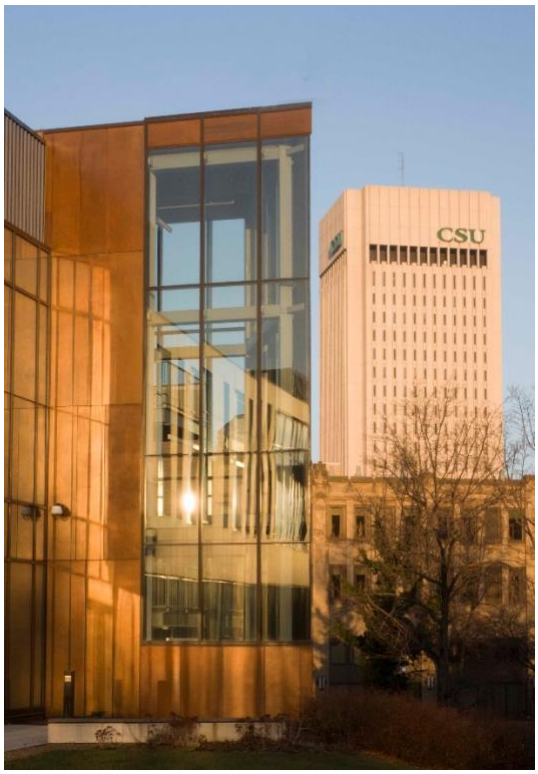
Ph.D. in Urban Education

Levin College of Public Affairs and Education

Doctoral Student Handbook



OFFICE OF DOCTORAL STUDIES
Julka Hall 215

ASSOCIATE DIRECTOR OF COUNSELING & DOCTORAL STUDIES
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Addendum Added, October 30, 2026

Cleveland State University
engagedlearning

NOTES*

*Please note that the contents of this *Handbook* may be updated, amended, or changed. Doctoral Students will be notified of any changes.

Education Graduate Faculty

SCHOOL OF EDUCATION AND COUNSELING

Stephanie Drcar
Wendy Green
Tawanda M. Greer-Medley, Associate Director
Cassandra Hinger
Dakota King-White
Elliott Ingersoll
Kelly Yu-Hsin Liao
Stacey Litam
Kathryn MacCluskie
Julia Phillips
Rachael Wlodarsky

Katie Clonan-Roy
Anne Galletta, Interim Associate Director
Brian Harper
Claire Hughes-Lynch
Selma Koç
Xiongyi Liu
Karla Hamlen Mansour
Graham Stead
Adam Voight
Lih-Ching Chen Wang
Brian Yusko

Elena Andrei
Tachelle Banks
Mary "Molly" Buckley-Marudas
Ana Capanegra
Paula Chan
Joanne Goodell, Director
Grace Hui-Chen Huang
Debbie Jackson
James Kilbane
Anthony Menendez
James Moore
Laura Northrop
Roland Pourdavood
John Schaefer
Patrick Wachira
Karl Wheatley
Amanda Yurick

Affiliated Education Graduate Faculty: Areas of Specialization

Counseling Psychology
Dr. Tawanda M. Greer-Medley
Dr. Cassandra Hinger
Dr. Kelly Liao
Dr. Julia Phillips
Dr. Graham Stead

Adult, Continuing, and Higher Education
Dr. Wendy Green
Dr. Rachel Wlodarsky

Learning and Development
Dr. Elena Andrei
Dr. Tachelle Banks
Dr. Katie Clonan-Roy
Dr. Joanne Goodell
Dr. Brian Harper
Dr. Debbie Jackson
Dr. Selma Koc
Dr. Xiongyi Liu
Dr. Karla Hamlen Mansour
Dr. Laura Northrop
Dr. Roland Pourdavood
Dr. John Schaefer
Dr. Karl Wheatley
Dr. Lih-Ching Chen Wang
Dr. Adam Voight

Policy Studies
Dr. Tachelle Banks
Dr. Marius Boboc
Dr. Katie Clonan-Roy
Dr. Anne Galletta
Dr. Brian Harper
Dr. Laura Northrop
Dr. Adam Voight
Dr. Karl Wheatley

***School Administration**

***Teaching Chinese as a Foreign Language**

*New admissions to these programs are paused for the 2024-2025 academic year

Graduate Faculty
Research Methodologists

Dr. Tachelle Banks (Quantitative)
Dr. Brian Harper (Quantitative)
Dr. Michael Horvath (Quantitative)
Dr. Eddie T. C. Lam (Quantitative)
Dr. Kelly Liao (Quantitative)
Dr. Xiongyi Liu (Quantitative)
Dr. Karla Hamlen Mansour (Quantitative)
Dr. Laura Northrop (Quantitative)
Dr. John Schaefer (Quantitative)
Dr. A. Fred Smith (Quantitative)
Dr. Adam Voight (Quantitative)
Dr. Ilya Yaroslavsky (Quantitative)

Dr. Katie Clonan-Roy (Qualitative)
Dr. Anne Galletta (Qualitative)
Dr. Joanne Goodell (Qualitative: Mathematics Education and Evaluation of Professional Development Activities)
Dr. Wendy Green (Qualitative)
Dr. Stacey Litam (Qualitative)
Dr. Shereen Naser (Qualitative)
Dr. Roland Pourdavood (Qualitative: Math Methods; Dialogic Communities in Education)

Dr. Donna Schultheiss (Quantitative and Qualitative: Counseling Psychology Only)
Dr. Graham Stead (Qualitative and Quantitative)
Dr. Tawanda M. Greer-Medley (Quantitative and Qualitative)

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INTRODUCTION

The Ph.D. Program in Urban Education was founded in 1987 for the primary purpose of preparing leaders with the motivation, knowledge, and skills to effect change in urban educational systems, with particular but not exclusive focus on Northeast Ohio. An organizing concept of the program was that leadership can and should be exercised from any professional position within a school system, college, or other educational agency, not just from the administrative offices. The program is affiliated with the recently formed School of Education and Counseling in the Levin College of Public Affairs and Education.

Accordingly, a multi-disciplinary sequence of core courses designed to create a knowledge base for leadership in urban educational settings is required of all doctoral students. The 31 or 32 credit hour core sequence includes life-span development, cultural foundations (special emphasis on class, gender, ethnicity, and school community interaction), organizational behavior and change, and urban policy development. Although not Core courses, either EDU 715, Quantitative Data Management, Manipulation, and Programming (2 credits) OR EDU 714, Qualitative Research Software for Data Analysis, is required.

All students complete a 15-16 credit hour sequence in quantitative and qualitative research methodology to support dissertation research of 10 or more credit hours. The program requires a completed Master's degree in a closely related field for admission. Students are admitted in the Fall and take the required course sequence as a cohort, completing residency through six consecutive semesters of study averaging at least seven credits per semester. The community of scholars created by the cohort system has been perceived by most students as very important to their success.

Specializations of at least 20 credit hours each are available in Adult, Continuing, & Higher Education; Counseling Psychology; Learning and Development; and Policy Studies. The dissertation must reflect the specialty area. To date, approximately 367 students have successfully defended dissertations and met graduation requirements (101 in Learning and Development, 55 in Counseling, 51 in School Administration, 50 in Adult, Continuing, & Higher Education [formerly Leadership & Life Long Learning], 47 in Policy Studies, 51 in Counseling Psychology, 1 in Teaching Chinese as a Foreign Language, and 2 in Nursing Education).

Dissertations have addressed a wide variety of topics including: cultural determinants of achievement among gifted Black students, Black migration and administrative policies and practices of racial isolation in CMSD, grade level organizational patterns within an urban school district, transformational mentorship in teacher development, an analysis of the retirement patterns of African-American educators, educational reform for disadvantaged children, a statewide study in Ohio of inter-district open enrollment, LGBQ workplace discrimination, employment barriers for ex-offenders, identity and career experiences for Muslim immigrant women, career decision-making difficulties among student veterans, and teacher satisfaction.

A 2016 program review highlighted the strengths of the doctoral program and made recommendations for increased support. The accreditation report of the North Central Association of Colleges and Secondary Schools cited that, "The new Ph.D. program in Urban Education is especially noteworthy. This program is truly interdisciplinary. Admission standards are relatively rigorous and students are admitted as a cohort group once each year. The team believes this is an especially strong element and encourages the university to maintain this relatively unique feature."

DOCTORAL PROGRAM IN URBAN EDUCATION: SUMMARY

The Urban Education Ph.D. program is 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. For specializations other than Counseling Psychology, most students maintain employment while pursuing the degree to integrate theory and practice.

The template for this program is a multi-disciplinary community of scholars structured to enable students to develop on-going intellectual relationships with one another, faculty and the urban educational community. It provides an intensive focus in five knowledge base areas: research and evaluation skills, the urban perspective, the social context of urban education, the urban learner, and organizational change and development. Through the cohort system, the program creates a multi-disciplinary community of scholars structured to enable students to develop on-going intellectual relationships with one another, faculty, and the urban educational community. The program utilizes settings in the urban educational community as research laboratories.

Consistent with the program philosophy, the major goals of the Urban Education Doctoral program are to develop:

1. Knowledge of research methods and application of research skills
2. Knowledge and awareness of the complexity of issues and relationships within the context of the urban multicultural setting
3. Awareness of urban multicultural perspectives
4. Understanding of learning and development within the urban multicultural environment
5. Knowledge of organizational change and development
6. Knowledge of leadership and advocacy in effecting change in the urban multicultural setting

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 is designed to utilize the expertise of faculty from the Levin College of Public Affairs and Education and the College of Arts and Sciences in teaching and service on dissertation committees. Faculty from outside the affiliated School:
7. Provide instruction for the Urban Studies Core course and Psychology Core courses for the Counseling Psychology specialization
8. Participate on dissertation committees
9. It produces scholars capable of conducting research and evaluation in their respective disciplines.

Note: Admission to the program is highly selective, resulting in the admission of up to twenty-five new students each year.

THE MODEL
"The Urban Educational Leader: Effecting Change in the Urban Educational Environment"

Graduates of the Cleveland State University Ph.D. program in Urban Education achieve outcomes reflecting the five knowledge bases that comprise this model: research skills, the urban perspective, social context of urban education, the urban learner, and organizational change and development. While focusing on the learner in the urban environment, the program provides research skills and advanced specialized education for roles in teaching, counseling, administration, and policy studies. This knowledge builds upon the teacher education knowledge base.

The concept of the teacher as a responsive, reflective professional – a partner in learning – is an intrinsic part of this knowledge base. The program also incorporates the models from the Master's programs in Counseling and School Administration: the school and agency counselor, a facilitator of human development, and the school administrator, a visionary practitioner.

Program Goals and Outcomes

There are six broad program goals associated with the Urban Education Ph.D. program. The goals and outcomes are as follows:

Knowledge of research methods and application of **research skills**

Students will possess knowledge and understanding of quantitative and qualitative research methodologies as evident in successful completion of the research comprehensive exam and will apply this knowledge in conducting research as evident in the successful completion of their dissertation.

Students will understand and implement ethical principles regarding the conduct of research as evident in the approval of research through the university Institutional Review Board.

Students will understand and utilize current technology to enhance research as evident in the successful completion of one advanced research course.

Knowledge and awareness of the complexity of issues and relationships within the **context of the urban multicultural setting**

Students will possess knowledge concerning the complex set of issues and relationships that characterize the experience of individuals, groups, and institutions and agencies as evident in the successful completion of the core courses and the core comprehensive exam.

Students will demonstrate an understanding of theoretical perspectives as it relates to the social, historical, political, and economic dimensions of the urban multicultural environment as evident in the successful completion of the core courses and the core comprehensive exams.

Students will apply their knowledge of the systems and processes of policy development within their areas of specialization toward informing their research and practice as evident in their successful completion of their core comprehensive exam.

Students will develop their knowledge to engage theory and practice in their respective areas of specialization with their understanding of urban policies, as evident in their successful completion of core and specialization comprehensive exams.

Students will develop their scholarship to engage theory and practice in their respective areas of specialization as evident in their participation in local, regional, national, and/or international conferences.

Awareness of urban **multicultural perspectives**

Students will demonstrate an awareness of urban multicultural perspectives that reflects an understanding of theories, policies, and practices, concerning how human development and learning are shaped by culture, social structures, and other forms of identification, membership, and influence as evident in their successful completion of core courses and the core comprehensive exam.

Understanding of **learning and development within the urban multicultural environment**

Students will articulate an understanding of learning and development across the life span situated within the particular challenges and advantages of the urban multicultural setting as evident in the successful completion of the core comprehensive exam.

Students will possess knowledge of the role of policy, resources, public governance structures, and professional practice in influencing the practice of institutions and agencies supporting learning and development across the lifespan as evident in their successful completion of core courses and the core comprehensive exam.

Knowledge of **organizational change and development**

Students will view problem-solving and change from the perspective of the individual, organization, and larger social system, and they will possess knowledge of organization processes and change strategies as evident in their successful completion of the core comprehensive exam.

Knowledge of **leadership and advocacy** in effecting change in the urban multicultural setting

Students will develop leadership skills in the urban multicultural community and their profession based on knowledge of leadership concepts and advocacy skills as evident in their responses in the successful completion of the core comprehensive exam.

GRADUATE ASSISTANTSHIPS

Assistantships offer opportunities for Doctoral Students to defray costs of their education while gaining new learning from challenging work experiences. Recipients of assistantships receive a stipend and may also receive full or partial tuition assistance. All applicants must be admitted to the Ph.D. program prior to appointment to a position.

Graduate Assistants with full-time tuition assistance must register for nine (9) credits each semester and must not be otherwise gainfully employed. They may provide 10 or 20 hours of service weekly. Graduate Assistants with part-time tuition assistance must register for six (6) credits each semester and may be otherwise gainfully employed. They provide 10 hours of service weekly. GAs without tuition assistance must register for six credits each semester. They must provide 5 to 20 hours of service weekly. For both types of assistantships, students are paid a stipend based on their weekly service hours, which is paid out bi-weekly. Assistantship applications of new students will be processed after admissions decisions are made. Student health insurance will be paid for students with a 20-hour GA who elect to receive the insurance.

APPOINTMENT OF PROGRAM ADVISOR

Each student will be assigned a Program Advisor after acceptance into the doctoral program, and prior to the start of fall classes. Any change in specialization area will result in a change in Program Advisor. Requests for changes in Program Advisor for other reasons should be submitted to the Associate Director of Counseling and Doctoral Studies, Tawanda Greer-Medley. While the initial assignment will be based upon compatibility of academic interest, the Program Advisor may or may not continue as Dissertation Advisor depending upon the research topic chosen and preferences of the student and advisor.

REQUIREMENTS FOR THE DEGREE

The goals of the program are achieved through completion of six core seminars, five research methodology seminars, the required EDU 714 or EDU 715 course, coursework in one of six specialization areas, and a dissertation for a minimum total of 65 semester hours.

The core seminars, including research include (31 **or** 32 semester hours):

1. EDU 701: Advanced Research Methods (2 cr/hrs)
2. EDU 803: The Life Cycle: Development and Learning (4 cr/hrs) *
3. EDU 800: Advanced Research Design and Measurement (3 cr/hrs)
4. EDU 801: Inferential Statistics and Hypothesis Testing (3 cr/hrs)
5. EDU 807: Introduction to Qualitative Research (4 cr/hrs)
6. EDU 802: Quantitative Research (3), **or** EDU 808: Advanced Qualitative Research (4 cr/hrs)
7. EDU 805: Cultural Foundations of Education I: Social Perspectives (4 cr/hrs)*
8. EDU 806: Cultural Foundations of Education II: Race and Ethnicity (2 cr/hrs)
9. UST 716: Systems & Processes of Policy Development (4 cr/hrs)
10. EDU 809: Urban Education: Organizational Change and Development (4 cr/hrs)*

In the core seminars, the group of students will remain together as an intact unit for six semesters of intensive study and discussion. The continuing intellectual association and support of a group will meet the philosophical rationale of the residency requirement of a doctoral program during the second academic year. The core seminars will provide content for analytical and research activities.

Please note: While not a core course, EDU 714 or EDU 715 (2 cr/hrs) is a required course.

*Not required for the Counseling Psychology specialization

(See Appendix B for the Doctoral Program Sequence of Courses)

SPECIALIZATIONS

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

Adult, Continuing, and Higher Education (UEAE)
Counseling Psychology (UECP)
Learning and Development (UEL)
Policy Studies (UEP)
School Administration (UEA)
Teaching Chinese as a Foreign Language (UETC)

Adult, Continuing, and Higher Education

This specialization is a non PreK-12 track designed to prepare students and working professionals for careers as practitioners in organizations or for faculty positions directly related to the delivery of educational services for adults. The UEAE specialization provides opportunities for students to engage in an enriched program of academic study grounded in the field of adult education and higher education scholarship, equipping the UEAE graduates with the knowledge and skills to apply cutting edge research to adult education research and practice in diverse contexts.

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 apply the scientific knowledge base of psychology using skills in research methods.

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 developed in concert with the candidate's doctoral program advisor.

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, to accommodate the student's career goals.

School Administration

This specialization permits doctoral candidates with previous study in educational 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.

Teaching Chinese as a Foreign Language

The Teaching Chinese as a Foreign Language specialization accepts applicants who are fluent in both Mandarin Chinese and English, and prepares them to teach and support teachers whose specialty is or will be teaching Chinese to students with a first language other than Chinese, and/or decision-makers charged with administration of such a program. Applicants must hold a Master's degree or higher in order to apply for admission; teaching certification in the field of Chinese is recommended but not required. This specialization includes required coursework delivered at a distance by Chinese institutions of higher education.

(See Appendix C for a complete list of courses applicable to each specialization area.)

The dissertation topic is identified within the student's specialization. The dissertation component (minimum 10 semester hours) follows a traditional model, adhering to the scholarship requirements of basic or applied research in Doctor of Philosophy degrees in Education. It is divided into EDU 895, Doctoral Research, dissertation hours taken before an approved prospectus and EDU 899, Ph.D. Dissertation. Candidates enroll in EDU 899 the semester after the formal approval of their prospectus. The College of Graduate Studies requires a candidate to remain "continually enrolled" (e.g. enrolled for a minimum of one credit hour of EDU 899 each fall and spring semester, through the semester of their successful dissertation defense. If defending in Summer semester, the student must be enrolled in EDU 899 in the Summer Semester.

PLAN OF COURSEWORK

In concert with the student's Program Advisor and with the approval of the Director of Doctoral Studies, the student will complete the plan of coursework (See Appendix A for sample form) to guide the later selection of coursework in the specialization. Filing of the plan of study and its approval should begin during the first semester of doctoral study. Forms are available on the "Forms" page of the Doctoral Studies website. The Counseling Psychology plan of coursework form will be completed with the Counseling Psychology Director of Training. Elective courses taken towards the specialization without prior approval may not count toward degree completion.

CALENDAR ISSUES

Time Limit

Except under extraordinary circumstances, it is expected that a student will complete all the requirements for the Ph.D. in a maximum of six years. Petitions may be accepted for extension of the six-year limit based upon extenuating circumstances and evidence of a firm plan for completion, ideally within a one-year extension.

The Ph.D. must be earned within 10 years by CSU's College of Graduate Studies' rule. After 10 years in the program, students must submit a petition describing the exceptional circumstances that explain why they were unable to finish their degrees within the 10 year period. In addition, the petition must include a statement of currency for each class that was taken more than ten years before the proposed graduation date to document that the student's work experience or research has kept their understanding of the subject current with the content of the course as it was most recently taught. These petitions must be supported by the student's faculty advisor, recommended for approval by the Doctoral Studies Committee, and approved by the College of Graduate Studies. If students are not current on the coursework, they will be expected to repeat the course. Contact the program director for class currency statement forms.

Leaves of Absence

Leaves of absence shall be granted for no longer than a one-year period whether during the core or dissertation phases of the program. In the former case, the student will be required to wait until the next annual cycle of core seminars/courses, resuming study with the next cohort admitted. In such cases, completion of the core will occur in three years rather than the customary two.

A formal petition must be submitted to the Doctoral Studies Committee in order for a leave of absence to be considered. The petition must include the following four components:

1. Statement of reason for the leave (rationale)
2. Documentation from employer or medical personnel (if appropriate)
3. Plan and timetable for resuming study and completing the program
4. Endorsement by the student's advisor

Students will be notified in writing of the Committee's decision.

Dissertation Defense Deadlines

Students must apply for graduation one semester in advance of their anticipated graduation date and meet the dissertation defense deadlines as outlined in the section "CRITICAL DEADLINES RELATED TO DISSERTATION DEFENSE"

RESIDENCY REQUIREMENT

For all non-international students in all specializations except Counseling Psychology*, residency will be met by:

1. Continuous enrollment for five consecutive semesters beginning Fall of the first year;
2. Seven hours of coursework each semester in Year I and 6-10 coursework hours Summer of Year I; 6-10 hours of coursework each semester of Year II;
3. Two credit-hours of EDU 895 Dissertation Research beginning with Fall and Spring semesters of the third year. Summer enrollment in EDU 895 is optional and is contingent upon receiving agreement from a faculty member who will agree in writing to serve as Faculty Supervisor for a summer semester. Students are responsible to work with a faculty member for each credit hour of EDU 895 taken. Any change in this requirement must have the approval of the Director of Doctoral Studies.

*Counseling Psychology students should see the Counseling Psychology Handbook.

TRANSFER CREDIT

After the completion of a minimum of twelve credit hours, with at least a 3.0 GPA earned towards approved courses completed at CSU, a maximum of 16 credit hours will be accepted in transfer from another accredited college or university. All credits requested must carry a letter grade of no less than B (no S/F graded courses will be considered), have not been previously used towards a terminal degree, and be no more than ten years old at the time of expected graduation from CSU.

A Graduate Credit Transfer Form located on the forms page https://cehs.csuohio.edu/doc-studies-forms) should be completed by the student and submitted to his/her advisor, along with appropriate course descriptions syllabus if available, catalogue description, and an official transcript. The request is then forwarded to the Doctoral Studies Committee for recommendation to the College of Graduate Studies. Upon final approval by the Dean of Graduate Studies, copies of approved transfer credit will be distributed to the student, the Office of Doctoral Studies, and the Registrar.

INDEPENDENT STUDY

A maximum of six semester hours of independent study (EDU 897: Individual Projects) may be included on a student's Program of Study. Independent study is used when a student has the desire to develop knowledge in an area not covered by a formal course in the College or University and with the supervision of a faculty member with expertise in the area. Students must obtain the approval of their Project Supervisor and the

Director of Doctoral Studies. (See Appendix A for required procedures for enrollment). It is important to note on the Plan of Coursework if EDU 897 is in lieu of a course in the graduate catalog. If not, a detailed description of the course must be attached to the Plan of Coursework.

THE DOCTORAL STUDIES UPDATE

The Doctoral Studies Update (newsletter) announces the schedule for comprehensive examinations, critical dates for scheduling a defense hearing to graduate, changes in program guidelines and procedures, job announcements, and grant and research opportunities. The Update is published at least once each academic year.

COMPREHENSIVE EXAMINATIONS

One of the two requirements for eligibility for candidacy is successful performance on written comprehensive examination constructed and evaluated by a representative committee of the doctoral program faculty. The examinations consist of two components covering the research courses and the area of specialization.

The research examinations will be scheduled during **Spring (February)** and **Summer (August)** semesters each year and the specialization examinations will be in the **Fall** and **Spring** semesters (at least two weeks after the research exams in Spring and at least three weeks after the start of the semester each Fall). One may take all examinations in the same semester or divide them over two or more administrations.

Students must complete EDU 800, EDU 801, EDU 807, and EDU 701 before taking the Research Exam. Students taking the specialization exam must have a completed Plan of Coursework on file in the Office of Doctoral Studies and must have **already** earned at least 15 hours of specialization credit to take the specialization comprehensive examination during the Spring Semester of the second year in the program. Application to the Doctoral Program Office must be made by the announced due date, typically 4-6 weeks prior to the examination date. The call for applications will go out by email – students should ensure that they check their CSU email account regularly or forward their CSU email to a personal email that they check regularly. Counseling Psychology students must have successfully completed all prerequisites and most Counseling Psychology coursework to be eligible to take the Counseling Psychology specialization comprehensive exam (see the Counseling Psychology Handbook for details).

Research Components

The Research Examination is a 20-25 page paper in which the student does a methodological review of research studies in a body of literature related to their dissertation topics.

Research Comprehensive Exam Grading Policy

The research exam is evaluated using the scale detailed below. Two readers are assigned to evaluate each part of the exam – a potential chair and methodologist. A number grade from 5 (highest score) to 1 (lowest score) is assigned by each reader. Grades of 3 and above are acceptable and are considered passing grades.

For a student to pass the research comprehensive exam, the student must receive an average score of 3 or higher on the exam.

Students failing this examination will receive written notification and will be required to meet with their Chair and Methodologist.

Students have up to four attempts to pass the research comp exam. A fourth failure on any exam may result in a recommendation to the College of Graduate Studies for the student's Academic Dismissal from the Doctoral Program.

Specialization Examination (all specializations except Counseling Psychology)

The specialization exams are constructed and scored by faculty in that specialization. Each track creates its own examination structure which may not exceed a thirty-page double-spaced take-home essay to be returned within two weeks, or less, of when the exam is made available. Each question will be written and scored by two

content area faculty teaching these courses. The exam will go to a third reader if agreement is not reached by the initial readers. As with the core examinations, students have up to four attempts to pass the specialization comp exam. A fourth failure may result in a recommendation to the College of Graduate Studies for the student's Academic Dismissal from the Doctoral Program.

Specialization Examination in Counseling Psychology

The Counseling Psychology Specialization Examination is a Portfolio of artifacts demonstrating students' various profession-wide and program-specific competencies. Artifacts are based on projects/papers done in various classes, but should represent significant revisions of those artifacts using feedback from professors to demonstrate a student's best work. An oral exam is scheduled after a preliminary review of the Portfolio artifacts with the two faculty members who evaluate the portfolio artifacts using the Portfolio Evaluation Form. Students answer questions and further demonstrate the competencies in their responses. A score of 3 on all competencies is required to pass the comprehensive examination. Students will be given a guide for studying and have an orientation to the exam in the Fall Semester of their third year. Portfolio artifacts are due in late Spring Semester with the due date announced by email.

List of Comprehensive Exam Portfolio Artifacts

1. Case Conceptualization – CNS 780
2. Integrative Assessment Report – CNS 781
3. Theoretical Orientation Paper – CNS 888
4. Career Development Research Paper – CNS 825
5. AIDSK Paper – EDU 700

Comprehensive Exam Grading System for Research and Specialization Exams

The following five-point scale is used. An average score of 3 or higher must be achieved to pass the exam.

5 Demonstrates superior competence by discussing the major concepts underlying the question asked as well as the relationships among these concepts and their significance to education. Takes a relatively clear position, if one is called for, and supports the position with highly relevant and specific data.

4 Demonstrates ability to organize and present a coherent answer to the question. Indicates competence by discussing effectively some of the major ideas and concepts underlying the questions asked with some reference to important relationships among concepts. Also suggests the significance of these concepts and their relationships to education. Less sophisticated in expressing ideas and in relating them to the area. Takes a clear position, if one is called for, and supports it with relevant facts. Strongly suggests ability to organize and present a coherent answer to the question.

3 Suggests competence by discussing some important ideas and concepts, but may oversimplify relationships existing among them and also their significance to education. May take a position but support it in only a general way. May take only one or two important aspects of the question and discuss these rather fully but omit other equally important aspects. Suggests less familiarity with research and relevant data than displayed in 4.

2 Indicates familiarity with some of the ideas and concepts but suggests an inability to determine relationships among them and significance to education. Recognizes the basic problem posed by the question, but deals with it ineffectually. Suggests inability to write and to organize thoughts.

1 Fails either to discuss ideas and concepts related to the problem. Introduces material which is irrelevant to the question as well as material which suggests lack of understanding of the area involved. Demonstrates incompetence in writing, organizing, and presenting ideas.

Comprehensive Examination Dates: Dates are subject to change. Please check with Doctoral Studies Office to confirm deadlines and testing dates – <u>dates are subject to change</u>.

Addendum to the Doctoral Program Handbook

Comprehensive Examinations

Updated October 30, 2026

Important Update: Comprehensive Examination Timelines

This addendum updates the official schedule and deadlines for Research and Specialization Comprehensive Examinations.

Fall Semesters

- **Application Deadline:** Early-Mid October
- **Specialization Examination Questions Available:** Late October
- **Deadline to Submit Exam Responses:** Early to Mid-November

Spring Semesters

- **Research Application Deadline:** Mid-January
- **Research Examination:** Early February
- **Specialization Examination Application Deadline:** Late February
- **Specialization Examination Questions Available:** Early March
- **Deadline to Submit Responses:** Late March

Summer Semesters

- **Research Application Deadline:** Late June
- **Research Examination:** Early August

Fall Semester, 2024
Application Deadline: .....Friday, October 4, 2024
Specialization Examination Questions Available: .....Friday, October 25, 2024
Deadline to Turn in Take-Home Exam: ..... Monday, November 11, 2024 (or earlier)

Spring Semester, 2025
Application Deadline: ..... Friday, January 17, 2025
Research Examination: .....Saturday, February 8, 2025, 9 AM
Specialization Examination Questions Available: .....Friday, March 7, 2025
Deadline to Turn in Take-Home Exam: .....Monday, March 24, 2025 (or earlier)

Summer Semester, 2025
Application Deadline: ..... Friday, June 27, 2025
Research Examination: .....Saturday, August 9, 2025, 9 AM

Fall Semester, 2025
Application Deadline: .....Friday, October 3, 2025
Specialization Examination Questions Available: .....Friday, October 24, 2025
Deadline to Turn in Take-Home Exam: ..... Monday, November 10, 2025 (or earlier)

Spring Semester, 2026
Application Deadline: ..... Friday, January 16, 2026
Research Examination: .....Saturday, February 7, 2026, 9 AM
Specialization Examination Questions Available: .....Friday, March 6, 2026
Deadline to Turn in Take-Home Exam: .....Monday, March 23, 2026 (or earlier)

Summer Semester, 2026
Application Deadline: ..... Friday, June 26, 2026
Research Examination: ..... Saturday, August 8, 2026, 9 AM – 1 PM

ADVANCEMENT TO CANDIDACY

Students will be advanced to candidacy upon successful completion of:

1. Core and research course requirements
2. Required EDU 715 or 714 course
3. Specialization coursework
4. Passing evaluations on all required comprehensive examinations
5. A successful prospectus hearing (presentation of your first three dissertation chapters to your dissertation committee)

Note: Students should NOT present themselves as "doctoral candidates" until they have met ALL of the above requirements.

DOCTORAL DISSERTATION

Candidates enroll for a minimum of 10 semester hours of dissertation credit. The student begins prospectus development in the third year of the program in concert with their prospective Dissertation Chair or Faculty Advisor. When the student has met the first five requirements to advance to candidacy, the student, in conjunction with their prospective dissertation chair, recommends a committee comprised of the advisor (Chairperson), and two to four additional graduate faculty members to be invited by the Ph.D. candidate and advisor and approved by the Director and the Dean of the College of Graduate Studies. One member of the committee must be a research methodologist, one member must be outside of the School of Education and Counseling. The process includes the following:

Use of EDU 895, Doctoral Research and EDU 899, Ph.D. Dissertation

By the beginning of the third year of study, all students register for EDU 895, Doctoral Research. A Scope of Research Activity (SRA) Form (See Appendix A) must be completed, signed by the student and advisor, and uploaded to BlackBoard for the appropriate class. The student and advisor must each retain a copy. All students must register for a total of six (6) credits by the end of Fall semester of the start of their fourth year. In subsequent years, students need only to register continuously for one credit of EDU 895 or 899 for each Fall/Spring semester until they have a successful dissertation defense. Students are generally not required to register for EDU 895 or 899 during the summer semesters. However, if a student plans to defend their dissertation during a summer semester, they **must** register for EDU 899 that summer.

(Exception: Counseling Psychology students must be registered for one credit of either EDU 899 or CNS 782 in the semester that they graduate. They **may not** graduate before their internship is completed.)

A list of faculty areas of specialization is included in this Handbook (see foreword pages) so that students will have some basis for initiating contact with faculty who will supervise dissertation credit. Ph.D. candidates can request a dissertation co-chair from outside the College of Education. Faculty outside the 3 affiliated departments cannot serve as sole dissertation chairperson. Note that the Chair must have Graduate Faculty Status Level I. A list of eligible faculty can be found at:
http://graduatestudies.csuohio.edu/graduate/rosters/facultyroster.html

Each doctoral student will arrange to work with a specific faculty member each semester with the goal of completing a prospectus. The Scope of Research Activity (SRA) form indicates plans for the semester and serves as a contract between the student and faculty supervisor. The contract allows for individualization of work objectives depending on the student's progress, and yet requires some advance specification of goals each semester. Students are encouraged to meet with prospective Chairs before they begin EDU 895 to ensure that they make efficient progress on their dissertations.

Faculty will evaluate progress on dissertation study each semester. A "S" grade indicates that semester goals have been met, or that progress made towards those goals is adequate. Another requirement to receive a "S" grade in EDU 895 each Spring semester is for all students to present a poster on Chapters I – III of their dissertation proposals at the Annual Research Day in April. At the event, students will receive feedback from faculty and peers on their proposals. ALL students enrolled in EDU 895 must participate – the only exception is if they have successfully defended their proposal to their committee.

An "I" grade indicates that inadequate progress was made towards the semester's goals, and the work is considered incomplete. An "X" grade indicates that the student completed an SRA form at the beginning of the semester, but stopped attending for unknown reasons. If the work is completed during the next semester, "I" and "X" grades are changed to "S" grades. A "NS" grade is given if the student did not participate in course requirements. If adequate and timely progress is not made, the grade automatically changes to an "F." If a student receives a "NS or F" grade, this will result in consideration for academic dismissal as determined by the College of Graduate Studies.

Selection of the Committee
The Dissertation Committee will include three to five members of the Graduate Faculty at Cleveland State University and must have Graduate Faculty Status Level I or II. The Chair must have Level I Graduate Faculty Status. Following discussion with their Chairs, students request specific faculty to serve on the Dissertation Committee by talking with the faculty members and asking them to complete a consent form. Normally dissertation committees have 5 members. It is possible to have as few as 3 members, however, all requirements for a Chair, Methodologist, and Non-School of Education and Counseling member must be met, as well as any requirements by individual specializations for committee membership. The Faculty Dissertation Committee Agreement form (see sample in Appendix A), signed by each prospective Committee Member, accompanied by an abstract of the proposed dissertation project must be submitted to the Office of Doctoral Studies, Dr. Tawanda Greer-Medley, before a prospectus hearing can be scheduled. This form can be emailed to Dr. Greer-Medley at t.greermedley@csuohio.edu

The committee consists of:

1. Committee Chairperson

The chair (or co-chair) must be from the School of Education and Counseling in the Levin College of Public Affairs and Education and be in the student's specialty area. They should have broad-based knowledge of research in the specialty and an ability to help the student seek out research related to the specific topic. The chair's role requires that this individual be able to make a judgment about whether a particular project adds new knowledge to the literature of the specific specialty area. The chair should have significant input, along with the student, into the selection of the remaining committee members. Co-chair arrangements should be considered only in exceptional circumstances. They make the most sense when there are two faculty members who have significant and complementary expertise in the student's specialization area. The committee chair must have Graduate Faculty Status Level I. For Counseling Psychology, the chair must be a core Counseling Psychology faculty member and a majority of committee members must also be core Counseling Psychology faculty members.

2. Methodologist

The methodologist is usually the second member chosen for the dissertation committee. Just as the committee chairperson should be the expert on the "what" of the dissertation, the methodologist should be considered the expert on the "how" of the project. The methodologist usually contributes significantly to project design and procedures. Often the research methodologist may not have broad-based familiarity with research in the student's specific area of specialization. In instances where the methodologist also has expertise in the content area, it is possible for that individual to serve both as chairperson and methodologist. In the past, a significant number of students have started projects working with core faculty, especially methodologists, who are not listed as faculty in their specialty track. It is strongly recommended that students seek out a chair in their specialty first, and later select a methodologist with the help of that chair. It is generally not appropriate for the methodologist to serve as a co-chair unless they have content expertise in the specialty area. Henceforth, it is encouraged for methodologists to refer students to specialty faculty in the idea-generating phases of the project with an invitation to the student to return for help with methodology at a later time. This, of course, does not apply in cases where the methodologist is also a specialty faculty member in the student's area. The methodologist must have at least Graduate Faculty Status Level II.

3 - 5. Content Specialist, Additional Members, and Non-Affiliated Department Members

3. Content Specialist - This committee member provides additional support in the specialty area. In Administration, a second faculty member representing the discipline of the specialty is required. The same choice pattern is recommended for Policy Studies and Learning & Development committees. The content specialist must have at least Graduate Faculty Status Level II.

4. Additional Members - The fourth member of the committee may be from the School of Education and Counseling or outside of it, but, in any event, must be a member of the Graduate Faculty. Community persons who are willing to be reviewed by the Graduate College for committee service are appropriate choices for a fifth slot on the committee. This position is sometimes also used to provide racial or ethnic balance, gender balance, or a specific supplementary area of knowledge. For example, Urban Studies faculty are often employed to bring expertise on policy beyond the walls of educational institutions or Health Sciences faculty are called upon when the education agenda of the dissertation occurs in a health-related setting. The fourth committee member must have at least Graduate Faculty Status Level II.

5. Non-Affiliated Departments Member - This member of the dissertation committee must be from outside of the School of Education and Counseling in the Levin College. For non-CSU faculty members, a formal request must be made by the student and dissertation chair to have the person serve on the committee. A copy of their vita must accompany the request to the School of Education and Counseling. This individual may be a co-chair if they have the expertise or may be the methodologist. In any event, this individual should be selected because of some element of knowledge or skill that will contribute to the development of the specific topic the student has selected. This person must apply for and be granted at least Graduate Faculty Status Level II.

Additional non-voting members may be added to committees in unusual cases. Such members must have expertise related to the student's dissertation.

Steps Leading to Committee Selection

1. Beginning in Fall of the third year, students enroll in EDU 895: Doctoral Research. The purpose of this credit is to do initial library research, to narrow a topic, and to begin formulating a prospectus. While many students

begin this process with the program advisor assigned at the beginning of the program, the student is free to choose other faculty with whom to work, as long as the Chair is a member of the specialty. Generally, students work with specialty faculty, not research methodologists in early semesters of EDU 895 (unless the methodologist is also a faculty member in the student's area of specialization).

2. Most committee chairpersons will work with the student to develop a prospectus prior to involving a full committee. Sometimes the methodologist is chosen fairly early in the process for obvious reasons of specifying design. The methodologist and other committee members are **selected with the approval of the chair.**
3. When a draft prospectus is approaching readiness for hearing, the usual procedure is for the student to consult with the committee chairperson and identify other faculty to be approached. Note that dissertation committee members must have Graduate Faculty Status Level 1 to Chair, and Level 1 or Level 2 to be a methodologist or committee member. When faculty are approached, a draft copy of the prospectus should be provided so that each faculty member can make an informed judgment about whether they choose to serve.
4. A signed Faculty Dissertation Committee Agreement Form should be returned to the Office of Doctoral Studies, Dr. Tawanda Greer-Medley, for each faculty member who agrees to serve. It is the student's responsibility to ensure these forms are signed and submitted to Dr. Greer-Medley.
5. All comprehensive examinations must have been passed before a prospectus hearing can occur.
6. Upon receipt of agreements to serve from faculty members and an abstract of the prospectus, the Office of Doctoral Studies submits the Dissertation Proposal Approval form and formally requests that a committee be appointed by the College of Graduate Studies, after receiving their approval.
7. With the official appointment of the committee by the College of Graduate Studies and a polished prospectus in place, once the student polls their committee to determine the agreed upon day and time, the committee chairperson requests the Office of Doctoral Studies to reserve a conference room or other appropriate space for a prospectus hearing. Faculty members must have the prospectus at least three weeks before the date of hearing. Virtual prospectus defenses may also be scheduled.
8. A majority of the voting members of the committee must approve the prospectus (with amendments) for the project to go forward. Upon approval of the prospectus, the student will then register for EDU 899: Ph.D. Dissertation beginning with the subsequent semester, continuously for each fall and spring semester until the dissertation is defended. If defending in the Summer, the candidate MUST be registered for EDU 899 that summer. A minimum, combined total of 10 credits of EDU 895/899 is required, but once the threshold of 10 is reached, students still must sign up for EDU 895/899 each fall and spring for at least one credit.
9. If the dissertation requires collection of data (information) from human subjects, as most do, the procedures must be approved by the Institutional Review Board prior to beginning the data collection. Instructions for this procedure may be obtained from the Chair of the dissertation and/or the Office of Research and it should be initiated shortly after the prospectus approval (see Appendix A for online portal information for IRB approval).

Prospectus Structure/Format

An acceptable prospectus document includes:

1. A clear statement of the research problem
2. The significance of the problem to be studied
3. The research questions or research hypotheses to be addressed
4. A thorough review of related scholarly literature
5. A careful delineation of the research methodology to be used in the study

The review of the literature need not be exhaustive but should be sufficient to establish one's knowledge of the field in the problem area. The student should also show how the literature provides the underpinning for the problem statement and research design.

The prospectus document can take the form of the first three chapters of a traditional doctoral dissertation or any one of several alternative forms used in qualitative research methodology. The decision about format should be made in consultation with the dissertation chair and methodologist. Abstracts, even if expanded, are not acceptable.

Prospectus Hearing

When the prospectus is completed satisfactorily in the view of the Dissertation Chair, an oral prospectus hearing will occur. This hearing will be designed to evaluate the appropriateness of the plan, make such suggestions and revisions as are deemed necessary by the Committee and Chair, and serve as a further

opportunity to evaluate the level of competency attained by the student in his/her area of specialization. If a majority of the committee members vote not to approve the prospectus, it will be considered an unsatisfactory performance and constitute cause for repeating the hearing over such parts as the committee judges inadequate. A second unsatisfactory performance will normally be considered grounds for dismissal from the Doctoral program. Prospectus hearings are closed to anyone other than the candidate and committee.

Dissertation Defense

When the candidate has completed the dissertation with approval by the Dissertation Chair, a final oral examination will be held before the Dissertation Committee consisting of the Advisor, one to two additional faculty members, and the representative of the Dean of Graduate Studies (i.e., the non-Levin College of Public Affairs and Education committee member). In most cases, the Committee will consist of the same individuals who approved the plan during the initial prospectus hearing. Acceptance of the dissertation and recommendation for the conferring of the Ph.D. degree will be contingent upon majority Committee approval. Faculty members must have the final draft of the dissertation at least three weeks before the scheduled defense.

In consultation with their Committee Chairperson, students should poll their committee to decide on a day and time for the dissertation defense. Students are not permitted to schedule a defense without their Chair's approval. The Administrative Coordinator (AC) in the School of Education and Counseling will schedule a room where the defense will be held if it is held in person. The AC will also send announcements to faculty, students, and alumni.

Defense Process

Phase 1: STUDENT PRESENTATION: Open to faculty, students, alumni, and guests of the candidate
The student will make a 30 minute presentation of the summary of the research. Guests may be welcomed to comment or ask questions. At the end of the presentation, the chair will announce that guests are excused and have the option of waiting in the Doctoral Studies general office area, or another appropriate waiting area within Julka Hall.

Phase 2: DELIBERATION BY STUDENT AND COMMITTEE MEMBERS: Closed to the Public
Committee members will ask the student questions and deliberate to their satisfaction. At the end of these deliberations, the student will be excused but reminded not to go too far.

Phase 3: COMMITTEE MEMBERS DELIBERATIONS AND DECISION: Committee Members Only. Committee members will discuss and make a decision and sign the approval form.

Phase 4: ANNOUNCEMENT OF THE DECISION: Committee Members and Student
At the discretion of the chair, the decision announcement to the student may be made in the presence of remaining guests, students, faculty, and alumni.

Phase 5: After the dissertation defense, or at another agreed-upon time, the candidate needs to meet with administrative staff to review the final steps to degree completion.

Steps after Defense

1. As part of the graduation requirements, candidates will be given a link to a Ph.D. Program Exit Survey at the time of their dissertation defense.
2. Candidates will need to go into ShopNet to pay the $65.00 fee for uploading their dissertation. Retain one copy of the receipt. Either deliver the second receipt to the administrative coordinator in charge of dissertation processes, or scan and email a copy of the receipt as an attachment.
3. After the dissertation chair confirms via email to the candidate and administrative staff that all changes and edits recommended by the members of the dissertation committee have been made to their satisfaction, candidates can move on to the next step.
4. Make sure your final document complies with the Dissertation Format Guidelines. Email your draft copy for an initial review of the formatting to the College of Graduate Studies at: **phddissertation@csuohio.edu**.
5. You will receive an email from Grad Studies that will include a checklist for formatting corrections (if necessary), a link to a mandatory Doctoral Graduate Survey, and directions for submitting your dissertation to OhioLINK.

Note: The College of Graduate Studies will not guarantee that your degree will be conferred in the semester you defend if you do not meet these deadlines. However, it is still advantageous to defend after the deadlines even if you graduate the following semester f you defend, but don't meet the deadlines, you won't need to pay for EDU 899 in the following semester when your degree will be conferred.

CRITICAL DEADLINES RELATED TO YOUR DISSERTATION DEFENSE

Dissertation Deadlines - Fall

1. Final Dissertation Defense Hearing - by end of 10th week of the semester
2. Final Revisions Approved by Committee and Final Copy Submitted for Format Check - by end of 13th week of the semester
3. Format Check Review - last 3 weeks of the semester

Dissertation Deadlines - Spring

1. Final Dissertation Defense Hearing - by end of 10th week of the semester
2. Final Revisions Approved by Committee and Final Copy Submitted for Format Check - by end of 13th week of the semester
3. Format Check Review - last 3 weeks of the semester

Dissertation Deadlines - Summer

1. Final Dissertation Defense Hearing - by end of 7th week of the semester.
2. Final Revisions Approved by Committee and Final Copy Submitted for Format Check - by end of 10th week of the semester
3. Format Check Review - last 2 weeks of the semester

DEADLINES TO APPLY FOR GRADUATION

PLEASE NOTE: For current information on Graduation, go online to the Graduation Information page of the Office of the University Registrar, at:
https://www.csuohio.edu/registrar/graduation-information

If you expect to graduate in fall semester: You should apply by **mid - APRIL**
If you expect to graduate in spring semester: You should apply by **early SEPTEMBER**
If you expect to graduate in summer semester: You should apply by **early MARCH**

GRADUATE STUDENTS, INCLUDING DOCTORAL STUDENTS NOW APPLY FOR GRADUATION ONLINE!

Graduate students with more than 15 earned hours and degree-seeking status will have the "Apply to Graduate" button available to them on the "Graduation" tab in CampusNet. Once a student applies online, the graduation fee ($40.) is charged to the student's account and the review process begins. It takes six to eight weeks to complete the initial review of the application. Students are encouraged to track the progress of their graduation application on the "Application Tracking" page on the "Graduation" tab. It is the student's responsibility to request a change of graduation date, on-line, when necessary.

Note: Candidates must successfully defend their dissertation and submit their graduation form for Commencement as required to participate in Commencement ceremonies. The form is due to Graduate

College approximately ten weeks prior to Commencement.

GRIEVANCE PROCEDURE

There are three separate instances for student grievances: individual grievance, program/policy grievance, and grade dispute:

Individual
Student will first meet with their faculty advisor to discuss the grievance. If the advisor is unable to settle the grievance, the next step is for the student to meet with the department chair of the student's specialization. If the matter is still unresolved, the student can then take the matter to the Director of Doctoral Studies.

Program/Policy Grievance
Student(s) must contact one of the Student Representatives who serves on the Doctoral Studies Committee who will take the issue to the Doctoral Studies Committee. The decision of the Committee is final.

Grade Dispute (as stated in the university's Graduate Catalog)

In disputing a course grade, the burden is on the student to demonstrate that one or more of the following applies:

1. An error has occurred in calculation of the grade.
2. The instructor fails to inform students of the basis for calculation of grades.*
3. A non-uniform standard was applied in the assignment of the course grade and/or the student, through no fault of their own, was not provided with the same opportunity to complete the requirements for the course as the other students.
4. A grading decision was based on a substantial and unreasonable departure from previously articulated standards.

*As outlined in the syllabus template approved by Faculty Senate, course assignments and weights, and the basis for assigning grades must be clearly stated in the syllabus.

If a student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within forty-five days following completion of the semester in which the course was taken.

If resolution does not result from this meeting, the student should promptly write to the chairperson of the instructor's department (or an appropriately designated substitute), stating the nature of the dispute and its justification. The chairperson will provide the course instructor with a copy of the student's statement and any additional documents submitted. The instructor should promptly respond, in writing, and a copy must be provided to the student. Further statements and documentation may be collected, if necessary, by the chairperson.

Once the written record is complete, the chairperson meets with the student (and instructor if possible in a three-way conference) to try to resolve the dispute. Any student who is not satisfied with the outcome of the meeting with the instructor and the department chairperson may continue the dispute by petitioning the College of Graduate Studies Grade Dispute Committee. In such cases, the chairperson must promptly transmit a copy (paper or electronic) of all submitted documents, including the chair's recommendation concerning the dispute, to the College of Graduate Studies Grade Dispute Committee. The Committee will:

1. inform both the student and the instructor of the Committee's membership;
2. send both parties copies of all written documents received and any additional materials gathered by the Committee;
3. allow both parties to respond in writing to any new materials assembled; and
4. schedule a hearing inviting both the student and instructor to present their positions on the dispute. Both the student and the involved faculty member are expected to be present at the hearing.

The recommendation of the College of Graduate Studies Grade Dispute Committee, along with a copy of the entire grade dispute file, is forwarded for final decision to the University Admissions and Standards Committee, which limits its review to the determination of the following of due process. The decision of the University Admissions and Standards Committee is transmitted in writing to both the student and the instructor. There is no further appeal within the University from the Admissions and Standards Committee's decision.

Students may also seek support from the University Ombudsperson (see https://www.csuohio.edu/provost/ombudsperson) for an impartial source of information regarding university policies and procedures and ensuring due process.

DOCTORAL STUDENT PARTICIPATION IN THE DOCTORAL STUDIES COMMITTEE

The Doctoral Program in Urban Education is governed by the Doctoral Studies Committee with representation from the faculty and specializations. This committee sets policy for the Ph.D. program. The committee is chaired by the Director of Doctoral Studies who must have Graduate Faculty Membership Level I upon appointment. Faculty members serve two-year terms, and may serve consecutive terms. Each faculty member must have Graduate Faculty Membership Level II on appointment.

The committee also includes two doctoral student participants who are elected by their fellow students near the end of Fall Semester each year and serve for the following calendar year. The student participants are non-voting representatives on the Doctoral Studies Committee.

DISMISSAL POLICY

The CSU Graduate Bulletin contains optional and mandatory dismissal policies relating to academic grades and credits. The CSU Student Handbook details the University Policy on Academic Misconduct such as plagiarism, cheating, completion of papers by individuals other than students, theft, mutilation of library materials, etc. All references in those documents which describe reasons and procedures for academic dismissal also apply to students in the Urban Education Doctoral Program.

The following policies are taken from the CSU Graduate 2018-2019 Catalog. The online catalog is updated every July, so please check online for the newest updates.

The University reserves the right to amend its rules and regulations within the limits commonly accepted by colleges and universities. Students must keep themselves informed of amendments.

ACADEMIC WARNING AND DISMISSAL

Optional dismissal from, or continued participation with academic warning in a graduate degree, certificate, or licensure program, are recommended by the graduate committee of the program.

OPTIONAL DISMISSAL

If, in 400- to 800-level courses, a student receives:

a. one grade of F, or
b. two grades of less than B, or
c. two grades of NS, or
d. two grades of U

Then the individual MUST be reviewed by the Graduate Program Committee to determine his or her ability to continue in graduate school. If the Graduate Program Committee determines that dismissal is in order, this

recommendation is made to the Dean of the College of Graduate Studies for review and notification of the student.

ACADEMIC WARNING

If it is determined that the student may continue in the graduate program, the Graduate Program Committee will notify the Dean of the College of Graduate Studies and the student, in writing, regarding the grounds under which continuation is possible.

MANDATORY DISMISSAL

If, in 400- to 800-level courses, a student receives:

a. two F grades, or
b. accumulates a total of nine credit hours of B- or less grades and has a cumulative grade-point average below 3.0

Then the student will be dismissed automatically from the University by the Dean of the College of Graduate Studies.

RE-ADMISSION

An academically dismissed student who is readmitted to the same graduate program, or enters a different graduate program, will again be dismissed by the College of Graduate Studies if the individual receives in 400-800 level courses:

a. One or more grades of "F" or
b. Two or more grades of "B-" or less

Programs may impose more stringent grade performance requirements on re-admitted students. Academic performance requirements must be stated clearly in readmission letters that are forwarded to the College of Graduate Studies for consideration.

A GRADUATE STUDENT WHO RECEIVES A SECOND ACADEMIC DISMISSAL IS NOT ELIGIBLE FOR FURTHER GRADUATE STUDY AT THE UNIVERSITY.

DEGREE-SEEKING STUDENTS: RE-ADMISSION PROCEDURES

- An academically dismissed degree, certificate, or licensure student who has been separated from the University for twelve or more months may request permission to be re-admitted to his or her prior program. Such requests are reviewed and acted upon by the Graduate Program Committee of the unit.

- An academically dismissed student who has been separated from the University for less than twelve months may petition for early re-admission. Early re-admission petitions must provide an explanation of the factors responsible for the student's poor academic performance and present a convincing case for why he/she are now prepared to succeed in their studies. The petition should be submitted to the unit's Graduate Program Committee. The committee shall act on the petition and present a step-by-step academic "game plan" that will lead to the completion of the program. The plan presented must have the full support of the student's Graduate Program. The petition, recommendations and "game plan" will be presented to the College of Graduate Studies Petitions Committee, whose decision shall be final.

- Students who seek admission to a program other than the program from which they were academically dismissed are considered new applicants. To initiate consideration of admission to a new program, a student must submit an application for admission to the new graduate program. The Graduate Admissions Office will forward a copy of the student's admission file to the Program Director of the new program.

- All graduate students dismissed from the College of Graduate Studies may not be readmitted by submission of an Application for Admission as a Non-Degree Graduate student without approval via the petition process through the College of Graduate Studies Petition's Committee.

ACADEMIC REASSESSMENT POLICY

A degree-seeking graduate student enrolled in the College of Graduate Studies may petition for academic reassessment for prior graduate course work taken at Cleveland State University. For individuals who wish to return to the same graduate degree program, there must be a three-year absence from the University before a reassessment petition can be submitted. The absence from the University can be voluntary on the part of the student or as the result of an academic dismissal. For students who wish to enter a different graduate degree program, and for former non-degree, certificate, and licensure graduate students who wish to enter a graduate degree program, there must be a one-year absence from the University before a petition for academic reassessment can be submitted. Academic reassessment is not available to students who are currently enrolled on a graduate certificate, licensure, or non-degree basis.

If academic reassessment is granted, all previous courses taken and grades received at Cleveland State University as a graduate student, and all transfer and transient credit granted while a graduate student at the University, will not be counted toward: the number of credit hours taken and earned; the cumulative grade-point average; and the provisions for academic dismissal

All previous academic work remains on the student's graduate transcript, followed by an "Academic Reassessment" notation. Academic reassessment petitions must have departmental/program-level support in order to be considered by the College of Graduate Studies Petitions Committee. Academic reassessment petitions that do not have departmental/program support are considered by the University Graduate Council. An academic reassessment petition may be granted only once during a student's graduate career at the University.

EXCEPTIONS AND PETITIONS

Students seeking exemption from program requirements and/or regulations must petition their Graduate Program Committee, which acts on such requests and informs the student, the University Registrar, and the Dean of the College of Graduate Studies of its decision. Petitions concerning University and College of Graduate Studies requirements and regulations should be initiated through the College of Graduate Studies and closely follow the petition process. Once the College of Graduate Studies committee makes a decision, the student, the program advisor, and the program director are notified, and a notation is placed on the student's academic record.
Before filing a petition with the College of Graduate Studies, the student should thoroughly review all applicable regulations, so that the presentation is complete and accurate.

The following guidelines must be followed so that petitions can be presented in a way most likely to correctly inform the College of Graduate Studies Petitions Committee. This body conducts the final review of graduate petitions.

When referring to a course, include the course number, title, semester taken, and the instructor's name. Any petition requesting an exemption from a course requirement, a late withdrawal, or an extension of an incomplete grade must include an instructor's dated statement. The instructor's statement **MUST** include:

1. information on the student's attendance and performance in the course;
2. whether or not the student's request is supported by the instructor; and
3. the instructor's rationale for supporting, or not supporting, the petition.

All requests for action on the grounds of medical, personal, legal, or work-related difficulties, either previous or ongoing, **MUST** include written documentation of the situation and a dated and signed statement on official letterhead from the appropriate person (attorney, doctor, dentist, employer, etc.). The documentation provided **MUST** address directly how the difficulties noted had an adverse effect on the student's academic performance. Without this information/documentation, petitions will be returned to the student without Petitions Committee action. In order to preserve the confidentiality of sensitive

information, petitioners should contact the College of Graduate Studies prior to initiating a petition and closely follow the petition process.

Please note that the University Graduate Council has determined that poor academic performance on a midterm examination or in other course requirements does not constitute sufficient grounds for granting a student a late withdrawal from a course.

If questions arise in preparing a petition, contact the College of Graduate Studies at (216) 687-9370.

DOCTORAL STUDENT TRAVEL AWARD

The School of Education and Counseling, Levin College Dean's Office, and Graduate Studies collaborate to support professional activities that will enhance doctoral student research and scholarship. Travel funds are available to assist doctoral students in presenting at international, national and regional professional conferences.

Travel funds are limited; not all applications will be funded. Priority is given:

- To present multiple papers (invited or peer-reviewed) or to present an accepted paper and to serve: on the program committee or at same conference, or as an officer in the professional organization hosting the conference or holding a meeting at an international or national conference.
- To present an invited or peer-reviewed and accepted paper/poster at a national or international conference.
- To be a discussant on a panel or to serve as part of the organizing committee of a national or international conference, or to attend a meeting related to an office held in a professional organization.

Applications must be submitted no later than three weeks prior to conference/meeting date (see Appendix A).

Additional information on requirements for pre-travel approval and post-travel reimbursement follow. Students and Candidates are strongly encouraged to read this information thoroughly. Failure to comply with requirements will delay processing of your approval and/or reimbursement.

Part I: Q's and A's for
Pre-Travel Approval for Funding Requests for Student Travel

Congratulations! The abstract you submitted for a poster or paper has been accepted for presentation at a conference! The following information will walk you through the process of receiving the required **Pre-Travel Approval** for your travel funding request. (The email notification that you received from the conference, or that was forwarded to you by the first author is important! Be sure to save it. You will need to provide a copy of it to process your Pre-Travel Approval!)

What type of participation is eligible for Funding?

Doctoral Students can be reimbursed for certain expenses to travel to professional conferences to present posters and/or papers, as well as to participate in roundtable or panel discussions.

Are there limits on the amounts of funding that can be requested for Student Travel?

Yes. Here are the current limits:

- For a single student presenter at a conference within the state of Ohio: $300.
- For a single student presenter at a national conference outside of Ohio: $600.
- For a single student presenter at an international conference: $900.

Please note that if student co-authors want to co-present, these totals would be divided depending on the number of student presenters. For example: if two authors go to the same conference and co-present their research in a single presentation at a national conference outside the state of Ohio, the maximum reimbursement for each presenter would be $300.

Where does the funding come from?

Standard reimbursement amounts are divided three ways, with School of Education & Counseling, The Office of the Dean of the Levin College of Public Affairs and Education, and the Dean of the College of Graduate Studies each covering 1/3 of the total. So, for a $600 reimbursement, each of the three funding sources would cover $200.

How do I initiate my Funding Request?

Because they provide a portion of the funding, the College of Graduate Studies asks that students use a two-page request form designed by their office. A blank form is included as the last pages of this Q and A. Students complete the first page, providing their estimated travel expenses.

When should I turn in the form? Where do I send it?

Ideally, you want to turn in the form as soon as possible. However, it must be turned in, with the first page completed, at least three weeks in advance of your travel date. It is preferred that the form and supporting materials are scanned and emailed to Dr. Greer-Medley. If you opt to drop off the materials, it is suggested that you make and keep a copy for yourself. You complete Sections 1 and 2 of the form, the Administrative Coordinator will complete Section 3. See pages 42 and 43 of this Handbook for the complete form.

What type of expenses can be reimbursed?

The second section of the form lists the type of expenses that can be reimbursed:

SECTION 2 – ESTIMATED TRAVEL EXPENSES

	$ Amount
Air Fare	
Mileage/Car	
Hotel	
Conference Fees	
Meals	
Total	

If these are "estimated" expenses, how accurate do they need to be?

They need to be as accurate as possible, since the amount of your reimbursement is based on this estimate. There are specific criteria for completing this section of the form correctly.

The plane ticket I purchased includes some extra charges. Does CSU reimburse these?

Not all "extra charges" can be reimbursed. CSU **will** reimburse the cost of the basic flight, taxes and baggage. Trip insurance, early check-in, upgraded seats or other add-ons will **not** be reimbursed.

Instead of purchasing a plane ticket, I plan to drive to and from the conference. Do I just estimate the amount of gas I will use?

No. You are reimbursed for mileage using the current per mile rate provided by the U.S. Internal Revenue Service. e rate is updated annually. Here is the official site: https://www.gsa.gov/travel/plan-book/transportation-airfare-rates-pov-rates/privately-owned-vehicle-pov-mileage-reimbursement-rates

Whenever you ask to have mileage reimbursed, you need to provide a print-out that documents the round-trip mileage, using a site such as Google Maps or MapQuest. Use CSU's 2121 Euclid Avenue address as your starting point when calculating mileage. (Please note that all documentation that will be handed in needs to be printed on **one** side of the page, since materials need to be scanned to be processed. Also, because of the need to scan your materials, **please do not staple any of your pages together!)**

Realize too, that there are limitations on the amount of mileage that can be reimbursed. So, if you submit mileage for reimbursement as part of your pre-travel approval, you must also provide a "fare comparison." Using your planned departure and return dates, check for round-trip air fare prices. Submit this documentation along with your form and the documentation for your trip's mileage.

As you review the costs of a round-trip ticket, select the least expensive flight. And highlight it or circle it. If the calculated mileage amount is LESS than the cost of a round-trip ticket, you will receive the calculated mileage amount in full. If the cost of the flight is LESS than the cost of the mileage, you will receive reimbursed mileage equal to the cost of the flight.

Note that if you drive to the conference with another student who is presenting, you would compare your mileage amount to the cost of **two** round trip tickets. Only the owner of the car can receive mileage reimbursement.

I plan to use a rental car while at the conference. Can this cost be reimbursed?

Yes, but you will need prior approval through Human Resources. You will need to send them a copy of your drivers' license. Contact Thomas Haynes for more information.

Because I do not plan to use a rental car, can things like toll fees, the cost of shuttle service, taxis and public transportation be reimbursed?

Yes. If this type of expense is significant, save your receipts and you can be reimbursed as long as you have not reached the maximum allowed reimbursement for your travel. An occasional inexpensive expenditure in this category can be covered by your per diem for meals and incidental expenses, if it is less than the daily incidental expenses amount listed on the GSA website.

I have my lodging reserved and confirmed, but I won't have a receipt until I return. Is that OK?

Yes, for now. Your confirmation will serve to provide you with the estimated cost of your lodging. Please note that CSU will pay only for the cost of your room and any associated taxes. Any other costs incurred will **not** be reimbursed. CSU will also **not** reimburse room upgrades. Upon your return, you will need to provide a "zero-balance" statement. This will be covered in the companion document to this one, and will deal with **"Post Travel Approval and Reimbursement."**

The conference requires me to pay a registration fee. I have that receipt. Should I send it now?

Yes. If it shows your name and the payment method, you can forward this receipt now. Be aware that you may need to provide additional documentation when you return that will link you to the account number used.

I don't think that I will spend all that much on meals. Should I save my receipts?

That depends. If your flight, lodging and registration fee equal $595, you probably should not claim per diem expenses. If you save a lunch receipt for $15.25, including tip, you could be reimbursed for $5.00 of the cost of that lunch to bring you to the $600 limit for being the only student presenter, traveling out of state. Normally, it is easier to claim the per diem, even if you do not receive the full per diem amount reimbursed.

I plan to travel on Greyhound and stay in a dorm room, which is provided as an economical option to student presenters. This conference also waived registration fees for student presenters. Should I claim the per diem?

Yes! You can certainly claim per diem until you reach the allotted amount for your travel. This estimated expense would be listed on the "Meals" line of the Pre-Travel Approval Form.

How do I calculate the per diem?

CSU allows reimbursement amounts that are determined by the U.S. Government. First you need to look up the M&IE Meals and Incidental Expenses dollar amount that is allowed for your destination location. Let's say you are presenting in Boston, MA.

Go to: https://www.gsa.gov/travel/plan-book/ and select the Per Diem Rates option. From there you can search by state, city, or zip code. If you enter Massachusetts, Boston, you will need to scroll down to the M&IE information. The site also provides per diem amounts that include lodging. Use the Meals and Incidental Expenses information.

Here you learn that the per diem for a full day spent in Boston is $71. You can also see the reimbursement amount for your first and last day of travel, $53.25, which is 75% of the full per diem. There are also amounts listed for breakfast, lunch, dinner and incidental expenses.

If, for example, your registration fee includes participation in a last evening of the conference dinner, and the cost of that dinner is included with your registration fee, you would need to deduct the cost of dinner from your per diem reimbursement amount for that day. Using the Boston, MA example, an included dinner would require you to subtract $31 from your per diem allotment for that day.

If the conference you attended did not provide any meals, you will be asked to document that upon your return.

I have totaled up my estimated expenses and signed the form. Is there anything else I need to include to receive Pre-Travel Approval?

Yes! Be sure to include the emailed notification that lets you know that your paper or poster has been accepted for presentation. This must be included to process your request. If your notification email does not include the name, dates and location of the conference, you must also include a printed page from the conference's website that will provide current the information listed above about the conference that you plan to attend.

What if I have questions that are not answered here?

Contact Dr. Greer-Medley if you have additional questions.

PART II: Q's and A's for:
Post-Travel Approval for **Reimbursement** for Previously Approved Student Travel

You're back! I hope your conference participation was a great experience, the food was really good, and the transportation was on-time and worry-free. Get ready for part two of Q's and A's, this time for post-travel approval for your reimbursement.

I submitted everything you asked for before I left. So all I have to do is wait for the reimbursement check, right?

No! Even if you were able to provide ALL of the necessary documentation prior to your travel, there is at least ONE THING that all returning travelers need to do, and that is to SIGN the reimbursement form! Your signature needs to go on a pre-set form that will need to be completed BEFORE you sign it! So. Contact Thomas Haynes when you return. At that time you will be notified if you need to provide additional documentation. Once that is obtained, Thomas will need time to prepare your form for signature, so schedule a time to meet so that all you will need to do is sign when you arrive at the Office.

What type of additional documentation might be needed?

If you are requesting reimbursement for lodging, you need to provide a statement that shows your expenditures, the payment method, and a ZERO-BALANCE owed. This should be provided to you upon check out. Not everyone asks to have lodging reimbursed.

But if you traveled to a conference, you do need to provide additional documentation. Forward a copy of the COVER of the conference's program AND a copy of each page that lists your presentation(s). Please highlight your name when it is listed. DO NOT email the electronic copy of the entire program! If you are providing printed copies of necessary documentation, please print or photocopy the documents on ONE side of the paper. This way, materials can be scanned more quickly.

Anything else?

Yes. If your transportation was on an airplane, please save your boarding passes and deliver them, or copy them and scan them to the Administrative Coordinator in the School of Education and Counseling.

Do student travelers ever provide documentation that is NOT needed?

Actually, yes! If you are claiming per diem for meals and incidentals, you get the amount that is determined by the federal government, so you do not need ANY receipts for every cup of coffee, bottle of water, sandwich or salad! Also remember that while CSU can reimburse for room service for FOOD, tax and tip (as part of your per diem), alcoholic beverages can NOT be reimbursed! These expenses would be listed on the statement for your lodging, and you would need to pay out-of-pocket for any alcohol.

APPENDIX A

SAMPLES OF PROGRAM FORMS

(Most forms are available on the Doctoral Studies Website.)

See also: ADDITIONAL FORMS AND WHERE TO OBTAIN THEM, p. 45

SCOPE OF RESEARCH ACTIVITY (SRA) FORM

EDU 895: Doctoral Research

DIRECTIONS: Students, in consultation with their faculty supervisor, complete the top portion of the SRA form, retain a copy and upload the original to the EDU 895 Blackboard site **no later than the end of the third week of classes.**

Student's Name: _____

Semester: _____ Year Admitted to Program: _____

Student ID #: _____ Email Address: _____

Address: _____ City/State/Zip: _____

Mobile Phone: _____ Second Phone: _____

Title of Project (if known): _____

Faculty Supervisor: _____ No. of Credit Hours _____

Description of work to be completed this semester:

Signatures: _____ _____

Student Faculty Supervisor

GRADE SUBMISSION

The faculty supervisor should complete this bottom portion and give it to the student who should upload it to the Blackboard site by Friday of the last week of classes. Students/faculty who need additional time should contact the Director of Doctoral Studies by that date.

_____ Student has met the research goals set for this semester

_____ Student has partially met these goals and should receive an Incomplete

_____ was the last date of contact with the student

_____ Student **has not** met the research goals set for this semester

Faculty Supervisor's Signature: _____

PH.D. IN URBAN EDUCATION

EDU 897: INDIVIDUAL PROJECT

Name: _____ Student ID: _____

Email: _____ Semester/Year: _____

Address:

_____

(Mobile Phone): _____ (Other): _____

No. of Credits: _____ Year Admitted to Program: _____

ive(s): In this project, what outcome(s) are you seeking? Is this project taken in lieu of a required course? If yes, which course?

ng Activities: What will you do to achieve the stated outcome(s)? When will these be completed? Include in your response a listing of resources needed.

Evaluation: How will the supervisor be able to determine if the outcome(s) were achieved? (paper, oral report, etc.)

Approvals:

_____ _____

Project Supervisor Director of Doctoral Studies

E NOTE: **Agreement to supervise an independent study project must be secured prior to registration. This form must be filed with the Office of Doctoral Studies (JH 215) no later than the third week of the semester. Non-adherence to this procedure will result in a grade of X.**

Grade Submission:

_____ _____

Letter Grade Earned Signature of Project Supervisor

SCOPE OF RESEARCH ACTIVITY (SRA) FORM

EDU 899: Doctoral Research

DIRECTIONS: Students, in consultation with their faculty supervisor, complete the top portion of the SRA form, retain a copy and upload the original to the EDU 899 Blackboard site **no later than the end of the third week of classes.**

Student's Name: _____

Semester: _____ Year Admitted to Program: _____

Student ID #: _____ Email Address: _____

Address: _____ City/State/Zip: _____

Mobile Phone: _____ Second Phone: _____

Title of Project (if known): _____

Faculty Supervisor: _____ No. of Credit Hours _____

Description of work to be completed this semester:

Signatures: _____ _____

Student Faculty Supervisor

GRADE SUBMISSION

The faculty supervisor should complete this bottom portion and give it to the student who should upload it to the Blackboard site by Friday of the last week of classes. Students/faculty who need additional time should contact the Director of Doctoral Studies by that date.

_____ Student has met the research goals set for this semester

_____ Student has partially met these goals and should receive an Incomplete

_____ was the last date of contact with the student

_____ Student **has not** met the research goals set for this semester

Faculty Supervisor's Signature: _____-

_____

PH.D. IN URBAN EDUCATION

APPLICATION FOR RESEARCH COMPREHENSIVE EXAMINATIONS

INSTRUCTIONS: Comprehensive Exams are administered remotely using Blackboard. A schedule of exact dates is available in JH 215. If you plan to sit for the examination, you must file this form with the Office of Doctoral Studies (JH 215) no later than the published deadline.

Today's Date:

Your Name:

Advisor's Name:

Student ID #:

Exam Semester/Year:

Year admitted to program

Please check the examination(s) for which you are applying:

[ ] Research Exam - Quantitative
[ ] Research Exam - Qualitative
[ ] Research Exam – Quant & Qual

*Please note here if you have passed one part of the core exam and will only be taking the part that you still need to pass, specifying which part you will be taking – you will have two hours if taking only one part:

_____

PH.D. IN URBAN EDUCATION

APPLICATION FOR SPECIALIZATION COMPREHENSIVE EXAMINATION*

INSTRUCTIONS: Comprehensive examinations are ordinarily scheduled during the first weeks of Fall and Spring semesters; the specialization examination is administered three weeks later. A schedule of exact dates is available in JH 215. If you plan to sit for the examination, you must file this form with the Office of Doctoral Studies (JH 215) no later than the published deadline.

Exam Semester/Year:

Today's Date:

Your Name:

Student ID:

Advisor's Name:

Specialization:

Year entered program:

Number of Specialization Credits Earned:

Counseling Psychology

[ ] Portfolio and Oral Exam

Adult, Continuing, and Higher Education

[ ] Take Home Examination

Learning & Development Track (**Contingent upon completion of EDU 813**)
[ ] Take Home Examination - Option 1 (2 out of 3 questions)
[ ] Take Home Examination - Option 2 (25-page paper)

Policy Studies Track
[ ] Take Home Examination - Option 1 (2 out of 3 questions)
[ ] Take Home Examination - Option 2 (25-page paper)

School Administration Track
[ ] Take Home Examination - Option 1 (2 out of 3 questions)
[ ] Take Home Examination - Option 2 (25-page paper)

Teaching Chinese as a Foreign Language
[ ] Take Home Examination - Option 1 (2 out of 3 questions)
[ ] Take Home Examination - Option 2 (25-page paper)

* Students who have 15 hours of specialization credit already earned will be allowed to sit for the specialization comprehensive examination during Fall Semester of the 2nd year in the program (Except for Counseling Psychology students).

CLEVELAND STATE UNIVERSITY COLLEGE OF EDUCATION
OFFICE OF DOCTORAL STUDIES

FACULTY DISSERTATION COMMITTEE AGREEMENT

You have been recommended to serve on the dissertation committee of the student named below. An abstract of the dissertation proposal is attached. If you agree to participate in this process, please sign this form and return to the **Office of Doctoral Studies, JH 215**.

Student: _____

Student ID: _____ Year admitted to program: _____

Email address: _____ Phone _____

Street Address: _____

Specialization: _____

Proposed Dissertation Title: _____

_____

_____

I agree to serve as:
☐ Committee Chairperson
☐ Methodologist
☐ Committee Member
for the student named above.

Print Name: _____

Signature: _____

Date: _____

(for Counseling Psychology Students)

_____
Signature

Date

Director of Training in Counseling Psychology
Must approve Counseling Psychology candidates' Dissertation committee

Note to Student: Please include a 150-200 word abstract of the dissertation proposal with this form including problem statement, significance of the problem and research design for each committee member's file. A copy of the abstract must also be submitted to the Office of Doctoral Studies (JH 215). Please search "Graduate Faculty Roster" on the CSU website to confirm that all of your committee members are listed as Graduate Faculty Level 1 (Chair) or Level 1 or 2 (Methodologist/Members. If any proposed committee is not listed please notify your chairperson and the Doctoral Studies Office immediately.

When forms with required signatures are returned to the Office of Doctoral Studies, committee recommendation will be made to the College of Graduate Studies.

DOCTORAL STUDENT TRAVEL APPLICATION
College of Education and Public Affairs
Office of Doctoral Studies
Urban Education Doctoral Program

Purpose
The purpose of this application is to support professional activities that will enhance doctoral student research and scholarship in the College. Because presentations at professional conferences are an important aspect of doctoral education, funds will be made available to assist doctoral students in presenting at international, national and regional professional conferences.

Eligibility
Only doctoral students in the Urban Education Doctoral Program are eligible to apply for funding. In general, doctoral students are eligible for only one award during each fiscal year.

Available Support and Application Process
Please complete the application and attach documentation supporting your application, such as letters of invitation, call for papers, acceptance of paper, documentation of travel costs (i.e., airfare, mileage, registration fee, etc.)

Funding Priorities
This program is competitive and, because of limited funds, not all applications will be funded. The following criteria will be used in determining which professional development activities will be funded.

Higher Priority

- Travel expenses to present multiple papers (invited or peer-reviewed) or to present an accepted paper and to serve: on the program committee or at same conference, or as an officer in the professional organization hosting the conference or holding a meeting at an international or national conference.
- Travel expenses to present an invited or peer-reviewed and accepted paper/poster at a national or international conference.
- Travel expenses to be a discussant on a panel or to serve as part of the organizing committee of a national or international conference, or to attend a meeting related to an office held in a professional organization.

Lower Priority

- Travel expenses to present a non-peer reviewed paper/poster at a conference or to serve as a chair a section or a symposium without presenting a paper.
- Travel expenses to chair a section or present a paper at a state conference.
- Travel expenses to chair a section or present a paper at a regional/local conference.
- Travel expenses to attend a conference, workshop or seminar where the student is not presenting.

.

Application Deadlines

Completed applications must be submitted to the Office of Doctoral Studies by 5 PM at least 3 weeks prior to departure date. Students must submit original receipts after travel to the Dean's Office, cc'ing the Director of Doctoral Studies. Reimbursement is in the form of a University check mailed to the student's address as listed on CampusNet.

GRADUATE STUDENT CONFERENCE TRAVEL FUND REQUEST

Please return completed form to Thomas Haynes, t.n.haynes@csuohio.edu, cc'ing the Director of Doctoral Studies

The College of Graduate Studies makes every effort to support master and doctoral student travel to make presentations at professional conferences.

To be eligible for Graduate Student Conference Travel Funds the student must:
1) Be presenting a paper or a poster;
2) Be enrolled in a graduate degree program;
3) Be in good academic standing during the semester the conference is held;
4) Not have received maximum funding ($500) during the current fiscal year;
5) Follow all CSU travel regulations;
6) Provide email conference acceptance to present paper/poster.

If funds are awarded, the College will cover 1/3 of the travel cost up to a maximum of $500. **Before submitting this application to the College of Graduate Studies**, the student should secure support from both his/her Department and College, respectively, to match the funds requested from the College of Graduate Studies. For example, if a student plans to request $300 from the Graduate Student Conference Travel Fund, he/she MUST have an equal commitment of $300 from his/her Department and College and provide the following information on lines 1 and 2 in the table in Section 3.

Line 1:
1) Department Chair or Advisor's Contribution Award Amount (example: $300.00)
2) Department Chair or Advisor's Funding Account Number
(example: actual account number must be provided)
3) Department Chair or Advisor's Signature/Date (example: Individual must sign/date)

Line 2:
1) College Dean's Contribution Award Amount (example: $300.00)
2) College Dean's Funding Account Number (example: actual account number must be provided)
3) College Dean's Signature/Date (example: Individual must sign/date)

SECTION 1 – STUDENT/CONFERENCE INFORMATION

Student Name: _____**CSU ID**: _____ **Degree**: _____

Name of Conference: _____ **Date of Conference**: _____

Your participation in this conference (circle one): **PAPER PRESENTATION / POSTER PRESENTATION**

Other (describe): _____

Title of Paper/Poster Presentation: _____

_____

Student's Signature: _____ **CSU Email Address**: _____

Cell phone: _____

SECTION 2 – ESTIMATED TRAVEL EXPENSES

	$ Amount
Air Fare	
Mileage/Car Rental/Taxi	
Hotel / Lodging	
Conference Fees	
Meals (per diem)	
Total	

SECTION 3 – CONTRIBUTION INFORMATION

Line		Award $ Amount	Funding Account #	Signature Date
1	Department Chair/Advisor			
2	College Dean			
3	Graduate Dean			
	Total			

After the form is processed by the Office of the Graduate Dean, the form will be returned to the student's department for further processing.

ADDITIONAL FORMS (and information) AND WHERE TO FIND THEM

Many forms can be found on the Doctoral Studies website under the "Forms" link at https://cehs.csuohio.edu/doc-studies-forms

Graduate Late Registration / Add Form
http://www.csuohio.edu/sites/default/files/lateregistration.pdf

Graduate Student Petition Form
http://www.csuohio.edu/sites/default/files/petitionform.pdf

Graduate Credit Transfer Form
http://www.csuohio.edu/sites/default/files/graduatecredittransfer.pdf

Graduate Credit by Examination Form:
http://www.csuohio.edu/sites/default/files/creditbyexam.pdf

Graduate Faculty Roster:
http://graduatestudies.csuohio.edu/graduate/rosters/facultyroster.html

Academic Actions and Exceptions can be found in the Graduate Catalog at
https://catalog.csuohio.edu/

Thesis and Dissertation: Format Guidelines
http://www.csuohio.edu/grad-college/thesis-dissertation-format-guidelines

Institutional Review Board for Human Subjects in Research,
Application for Project Review
http://www.csuohio.edu/sprs/cayuse-irb

APPENDIX B

SEQUENCE OF COURSES

Semester Course Sequence for specializations other than Counseling Psychology*

YEAR I

FALL (7 Credits)
EDU 800: Adv. Research Design & Measurement (3 cr / hrs)
EDU 803: The Life Cycle: Development & Learning I (4 cr / hrs)

SPRING (7 Credits)
EDU 801: Inferential Statistics (3 cr / hrs)
EDU 805: Cultural Foundations of Education I (4 cr / hrs)

SUMMER (9-10 Credits)
EDU 806: Cultural Foundations of Education II (2 cr / hrs)
EDU 701: Advanced Research Methods in Counseling and Education (2 cr / hrs)
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2 cr / hrs), **if applicable**
Specialization (3-4 cr / hrs)

YEAR II

FALL (8-11 Credits)
EDU 807: Introduction to Qualitative Research (4)
EDU 809: Organizational Change & Behavior (4 cr / hrs)

*Students choose to take EDU 802 or EDU 808, but are not required to take both courses!

SPRING (7-8 Credits)
UST 716: Systems & Processes of Policy Development (4 cr / hrs)
EDU 802: Adv. Quantitative Research (3) **or** EDU 808 or
Specialization Course (3-4 cr / hrs)

SUMMER (5-6 Credits)
Specialization (3-4 cr / hrs)
EDU 714: Qualitative Research Software for Data Analysis (2 cr / hrs), **if applicable**

YEAR III

FALL, SPRING, AND SUMMER** (3-9 Credits)
EDU 802 (Spring) or EDU 808 (Spring), if still needed
Specialization Courses (3-8 cr / hrs)
EDU 895: Doctoral Research (1-3 cr/hrs)** **or** EDU 899: Dissertation (1-3 cr / hrs)**

* Course sequence is subject to change. Classes may be cancelled, closed or rescheduled due to faculty availability and university minimum enrollment requirements.

** EDU 895/899 must total to 10 credits for graduation – it is ideal that students take no more than 10 credits, but they must enroll in at least 1 credit of EDU 895/899 in Fall and Spring Semesters every semester until they graduate, beginning in their third year.

Note: ALL doctoral candidates **must** be enrolled in EDU 899 during the semester they successfully defend their dissertation, including Summer semester.

APPENDIX C

SPECIALIZATION COURSEWORK

COUNSELING PSYCHOLOGY

Counseling Psychology requires a Master's degree in counseling, clinical psychology, or a closely related field. 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. This curriculum meets requirements for eligibility for licensing as a psychologist in the State of Ohio.

PREREQUISITES:
(Some courses may be completed following admission to the program)

CNS 504: Cultural and Social Foundations in Counseling
CNS 505: Appraisal Counseling
CNS 517: Ethical & Legal Issues in Counseling
CNS 620: Laboratory in Counseling Techniques
CNS 622: Individual Counseling: Theory & Process
CNS 623: Group Process and Practice
CNS 524: Career Development and Information Services
CNS 706: Psychopathology and Diagnosis for Counselors
EDB 601: Research in Education and Human Services

URBAN EDUCATION DOCTORAL SEMINARS (21 – 22 credit hours)

Core Seminars

EDU 800: Advanced Research Design and Measurement (3)
EDU 801: Inferential Statistics and Hypothesis Testing (3)
EDU 806: Cultural Foundations of Education II: Race and Ethnicity (2)
EDU 807: Introduction to Qualitative Research in Education (4)
EDU 701: Advanced Research Methods in Counseling and Education (2)

Advanced Research (3 – 4 credit hours)

EDU 802: Advanced Quantitative Research (4) **or**
EDU 808: Advanced Qualitative Research in Education (3)

Data Analysis Software (2 credit hours)
EDU 714: Qualitative Research Software for Data Analysis (2) OR
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

REQUIRED COUNSELING PSYCHOLOGY COURSES (57 credits)

General Psychology Core (20 Credits)

PSY 525: Social Psychology (3)
PSY 562: Learning, Memory & Cognition (3)
PSY 588: History of Psychology (3)
PSY 591: Lifespan Development I (2)
EDU 700 AIDSK – Trauma (1)
PSY 592: Lifespan Development II (2)
PSY 677: Foundations of Cognitive and Behavioral Neuroscience (3)
CNS 712: Theories of Personality and Counseling (3)

Professional Core in Counseling Psychology (37 Credits)

CNS 702: Individual Intelligence Testing (3)
CNS 703: Personality Assessment for Counselors (3)
CNS 738: Family Counseling (3)
CNS 765: Professional Issues in CP

CNS 825: Advanced Career Development (4)
CNS 826: Fundamentals of Supervision and Consultation (4)
CNS 888: Research & Eval in Counseling (4)
CNS 780: Doctoral Practicum I: Focus on Interventions (6)
CNS 781: Doctoral Practicum II: Focus on Diagnosis and Testing (3)
CNS 782: Pre-doctoral Internship in Counseling Psychology (1-9)

ADULT, CONTINUING, & HIGHER EDUCATION SPECIALIZATION

The Adult, Continuing, and Higher Education (UEAE) specialization is a non-Pre-K-12 track designed to prepare students and working professionals for careers as practitioners in organizations or for faculty positions directly related to the delivery of educational services for adults. The UEAE specialization provides opportunities for students to engage in an enriched program of academic study grounded in the field of adult education and higher education scholarship, equipping the UEAE graduates with the knowledge and skills to apply cutting edge research to adult education research and practice in diverse contexts.

Students who study in the Adult, Continuing, and Higher Education track should have experience and/or coursework in each of the following areas: (1) adult learning; (2) administrative decision-making and problem-solving positions in adult, continuing, or higher education, (3) planning, budgeting, and continuing professional education; and (4) 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 four areas to inform their dissertation work.

Prerequisite Course

ALD 607 (4) Adult Education in a Changing Society

Core Classes

EDU 803	(4)	The Life Cycle: Development and Learning
EDU 800	(3)	Advanced Research Design and Measurement
EDU 801	(3)	Inferential Statistics and Hypothesis Testing
EDU 807	(4)	Introduction to Qualitative Research in Education
EDU 802	(3)	Quantitative Research, **or** EDU 808 (4) Advanced Qualitative Research in Education
EDU 805	(4)	Cultural Foundations of Education I: Social Perspectives
EDU 806	(2)	Cultural Foundations of Education II: Race and Ethnicity
UST 716	(4)	Systems & Processes of Policy Development
EDU 809	(4)	Urban Education: Organizational Change and Development
EDU 701	(2)	Advanced Research Methods in Counseling and Education

EDU 714: Qualitative Research Software for Data Analysis (2) OR
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

Required Leadership and Life-Long Learning Courses (19 credit hours)

ALD 606	(3)	Modern Higher Education in a Changing Society
ALD 800	(4)	Leading Continuing Education for Professionals
ALD 801	(4)	Adult Learning Theory and Research
ALD 802	(4)	Advanced Seminar in Adult Learning & Development
ALD 889	(4)	ALD Research Seminar and Proposal Writing

Electives (minimum 3 credit hours)

All students in the Adult, Continuing, & Higher Education track may select from the following list. Selection of specialty courses requires faculty advisor approval. Courses not listed may be included in the student's specialization with the Advisor and Program Director's approval.

Department of C.A.S.A.L Courses

ADM 674 (3) Special Education Law

ADM 677 (4) Legal and Policy Issues in Education
ALD 631 (3) Group Dynamics for Educational Leadership
ALD 646 (3) Human Resource Development for Adult Educators
ALD 664 (3) Teaching Methods for Adult Learners
ALD 665 (3) Student Affairs for Adult Educators
ALD 679 (3) ALD in Nonprofit Organizations

Courses in 3 Affiliated Departments

EDB 628 (3) Psychology of Learning and Instruction
EDB 711 (3) Educational Evaluation and Innovation
EDL 514 (3) Adult Literacy
HED 551 (3) Organization & Administration of Community Health Education Programs

Courses Outside the 3 Affiliated Departments

COM 548 (3) Managing Organizational Teams
MKT 501 (2) Marketing Management
MGT 501 (3) Management and Organizational Behavior
MGT 504 (3) Organizational Theory and Design
MGT 577 (3) Managerial Skill Development
MGT 601 (3) Managing Human Resources
MGT 605 (3) Organizational Development
MGT 641 (3) Staffing and Performance Management
PSY 522 (3) Organizational Psychology
UST 572 (4) Negotiation and Conflict Management
UST 603 (3) Public Sector Economics
UST 607 (3) Planning History & Theory
UST 634 (3) Ethics in the Public Sector
UST 670 (4) Introduction to Law and Public Policy

Selection of specialty courses requires advisor approval. Courses other than those listed above may be applied with approval.

SPECIALIZATION IN LEARNING & DEVELOPMENT

This specialization requires a minimum of 20 semester hours of coursework. The program emphasis consists of five related components:

1.Core Courses

EDU 803 (4) The Life Cycle: Development and Learning
EDU 800 (3) Advanced Research Design and Measurement
EDU 801 (3) Inferential Statistics and Hypothesis Testing
EDU 807 (4) Introduction to Qualitative Research in Education
EDU 802 (3) Quantitative Research, **or** EDU 808 (4) Advanced Qualitative Research in Education
EDU 805 (4) Cultural Foundations of Education I: Social Perspectives
EDU 806 (2) Cultural Foundations of Education II: Race and Ethnicity
UST 716 (4) Systems & Processes of Policy Development
EDU 809 (4) Urban Education: Organizational Change and Development
EDU 701 (2) Advanced Research Methods in Counseling and Education

EDU 714: Qualitative Research Software for Data Analysis (2) **OR**
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

2. Eight semester hours of course credit specific to research, theory, and application in the individual differences domain:

EDU 811: Intellectual Variability: Seminar in Learning and Development (3)
EDU 812: Personal and Social Factors: Seminar in Learning and Development (3)
EDU 813: Differentiating Intervention: Learning & Developmental Settings(2)

3. Three-hour block in educational evaluation and innovation:

EDB 711: Educational Evaluation and Innovation (3)

4. Nine additional elective hours tailored to the candidate's intellectual and professional interests: (Please note: These suggested offerings are not intended to be exhaustive.)

ALD 605: Adult Learning & Development Theories & Practice (3)
ALD 607: Adult Education in a Changing Society (3)
EDB 620: Psychology of the Adolescent Learner (3)
EDB 628: Psychology of Learning and Instruction (3)
EDB 671: History of Minority Education (3)
EDC 500: Diversity in Educational Settings (3)
EDC 501: Child Development (3)
CNS 624: Career Development (3)
CNS 578: Foundations of School Counseling (3)
CNS 712: Theories of Personality and Counseling (3)
ESE 500: Introduction to Special Education (3)
ESE 501: Nature and Needs of Young Children with Disabilities and Those at Risk (4)
ESE 512: Collab. & Partnerships among Parents & Professionals in Spec. Ed. (3)
ETE 565: Technology in the Classroom (4)
ETW 615 – Teaching Twice-Exceptional Learners (3)
ETW 617 – Conceptions of Talent, Disability and Creativity for Twice-Exceptional Learners (3)
ETW 618 – Critical Issues in Twice-Exceptional Education (3)

HED 571: Substance Abuse Education (3)
HED 573: Teaching Human Sexuality (3)
HED 574: Stress Management (3)
HPR 606: Human Development (3)
PED 550: Psychology of Sport and Exercise (4)
PED 572: Physiology of Aging (3)
MGT 704: Leadership and Interpersonal Effectiveness (3)
MGT 709: Individual Differences: Their Assessment & Managerial Implications (3)
PSY 525: Social Psychology (3)
PSY 549: Aging and Mental Health Issues (4)
PSY 550: Child and Adolescent Development and Disorders (4)
PSY 562: Learning, Memory, and Cognition (3)
PSY 587: Personality Testing and Laboratory (3)
PSY 588: History of Psychology (3)
PSY 611: Advanced Data Analysis with Computer Applications (4)
PSY 671: Stress, Abuse, and Trauma (3)
SWK 508: Disparities, Diversity & Inclusion (3)
SWK 503 : Human Behavior and Social Environment: Small Systems (3)
SWK 685: Social Work Practice with Families and Children (3)

5. The selection of a related dissertation research topic.

Please note: Doctoral Student enrollment in 500-level courses should not exceed 8 credit hours.

Students with interests in such fields as health care delivery and urban studies are encouraged to discuss the Health Administration specialization courses in the College of Business and additional offerings in the Urban Affairs College with their doctoral program advisor.

Selection of specialty courses requires advisor approval. Courses other than those listed above may be applied with approval.

POLICY STUDIES SPECIALIZATION COURSES

This specialization requires a minimum of 20 hours of coursework. Beyond the core requirements, student will select one of the areas of concentration.

Core Courses

EDU 803 (4) The Life Cycle: Development and Learning
EDU 800 (3) Advanced Research Design and Measurement
EDU 801 (3) Inferential Statistics and Hypothesis Testing
EDU 807 (4) Introduction to Qualitative Research in Education
EDU 802 (3) Quantitative Research, **or** EDU 808 (4) Advanced Qualitative Research in Education
EDU 805 (4) Cultural Foundations of Education I: Social Perspectives
EDU 806 (2) Cultural Foundations of Education II: Race and Ethnicity
UST 716 (4) Systems & Processes of Policy Development
EDU 809 (4) Urban Education: Organizational Change and Development
EDU 701 (2) Advanced Research Methods in Counseling and Education

EDU 714: Qualitative Research Software for Data Analysis (2) OR
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

Specialization Requirements (At least 9 credit hours as follows)

EDU 814: Urban Educational Policy (3) **and**
Any **two** of the following courses:

ADM 677: Legal and Policy Issues in Education (4)
ADM 643: School Finance and Facilities Management (3)
EDB 604: Equity in Community and Classroom Settings (3)
EDB 606: Philosophy of Education (3)
EDB 608: Political Landscape of Education (3)
EDB 609: Comparative and International Education (3)
EDB 612: Curriculum Theory and Instruction (3)
EDB 671: History of Minority Education (3)
EDB 693: Special Topics in Curriculum and Foundations (1-4)
EDB 711: Educational Evaluation and Innovation (3)

Areas of Concentration (at least 11 semester hours)

A. Individually Designed Concentration

B. Policy Foundations

ADM 677: Legal and Policy Issues in Education (4)
ADM 643: School Finance and Facilities Management (3)
ALD 606: Modern Higher Education in a Changing Society (3)
EDB 604: Equity in Community and Classroom Settings (3)
EDB 606: Philosophy of Education (3)
EDB 608: Political Landscape of Education (3)
EDB 609: Comparative and International Education (3)
EDB 612: Curriculum Theory and Instruction (3)

EDB 693: Special Topics in Curriculum and Foundations (1-4)
EDB 711: Educational Evaluation and Innovation (4)

C. Urban Affairs

UST 606: Evolution of Human Settlements (3)
UST 622: Economic Development Policy (4)
UST 634: Ethics in the Public Sector (3)
UST 662: Urban Housing Policy (4)
UST 664: Neighborhood Development (4)
UST 670: Introduction to Law and Public Policy (4)

D. History

HIS 503: Recent U. S. Social History (3)
HIS 504: U. S. Urban History (3)
HIS 511: Introduction to Public History (3)
HIS 518: Black America and Africa (3)
HIS 524: Defining Black America (3)
HIS 525: Black America since 1945 (3)
HIS 527: American Sexual Communities and Politics (3)

Selection of specialty courses requires advisor approval. Courses other than those listed above may be applied with approval.

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COURSEWORK FOR THE SCHOOL ADMINISTRATION SPECIALIZATION

Students desiring to pursue career goals in school administration (K-12) must complete the following in their Ph.D. program:

Coursework equivalent to the Cleveland State University Master's program in elementary or secondary administration or the equivalent (for example, administration certification; see minimum prerequisites listed below)

The graduate core course requirements in the present CSU Master's in Administration program (social or philosophical foundations, psychological foundations, and research) can be satisfied by either previous coursework or successful completion of the Ph.D. core requirements. Completion of the minimum prerequisites may lead toward but does not necessarily result in completion of administration certification requirements.

Minimum Prerequisites

Candidates for a Ph.D. in Urban Education with a specialization in School Administration (K-12) must meet the following minimum prerequisites:

1. Applicants who have a master's degree in School Administration from a recognized program meet all prerequisites.

2. Applicants not possessing a master's degree in School Administration must complete all of the following courses or their equivalent, in addition to the specialization courses required for the doctoral program:

ADM 613: School Law (3)
ADM 614: Administration Principles and Practice (3)
ADM 615: Instructional Leadership and Pupil Personnel Admin. (3)
ADM 618: Staff Personnel and Administration
*ADM 676: Clinical Supervision and Professional Development (3)
*ADM 681: Administration Practicum l School Principal **or**
*ADM 682: Administration Practicum ll School Principal **or**
ADM 683: Administration Practicum lll School Principal
(ADM 681, 682, and 683 are two-semester courses with the second semester taken in the last 9 hours of the program.)
ADM 742: Collective Bargaining and Contract Management (2)

* Prerequisite: ADM 614

School Administration Courses

Core Coursework:

EDU 803 (4) The Life Cycle: Development and Learning
EDU 800 (3) Advanced Research Design and Measurement
EDU 801 (3) Inferential Statistics and Hypothesis Testing
EDU 807 (4) Introduction to Qualitative Research in Education
EDU 802 (3) Quantitative Research, **or** EDU 808 (4) Advanced Qualitative Research in Education
EDU 805 (4) Cultural Foundations of Education I: Social Perspectives
EDU 806 (2) Cultural Foundations of Education II: Race and Ethnicity
UST 716 (4) Systems & Processes of Policy Development
EDU 809 (4) Urban Education: Organizational Change and Development
EDU 701 (2) Advanced Research Methods in Counseling and Education

EDU 714: Qualitative Research Software for Data Analysis (2) **OR**
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

Required Specialization Courses: (8 semester hours):
ADM 831: Implementing Public Policy in Schools and Universities (4)
ADM 889: Advanced Seminar in Administration (4)

Electives (minimum 12 semester hours):
School Administration students may select from the following approved courses:

Department of CASAL Courses:
ALD 606: Modern Higher Education in a Changing Society (3)
ALD 645: Organizational Learning and Change (3)
ADM 642: Human Resources and Community Engagement (3)
ADM 643: School Finance and Facilities Management (3)
ADM 652: School Business Management and School Facilities (4)
ADM 674: Special Education Law (3)
ADM 676: Clinical Supervision and Professional Development (3)
ADM 677: Legal and Policy Issues in Education (4)
ADM 811: The School Superintendency (4)

Affiliated Department Courses:
EDB 711: Educational Evaluation and Innovation (3)

Courses outside the3 Affiliated Departments:
UST 550: Fundamentals of Non-Profit Administration and Leadership (3)
UST 563: Housing Analysis (4)
UST 572: Negotiation and Conflict Management (4)
UST 602: Research Design and Program Evaluation (4)
ACT 501: Financial Accounting (3)
MGT 501: Management and Organizational Behavior (3)
MGT 504: Organizational Theory and Design (3)
MGT 577: Managerial Skill Development (3)
MGT 605: Organizational Development (3)

Selection of specialty courses requires advisor approval. Courses other than those listed above may be applied with approval.

Teaching Chinese as a Foreign Language Courses

Core Coursework:

EDU 803 (4) The Life Cycle: Development and Learning
EDU 800 (3) Advanced Research Design and Measurement
EDU 801 (3) Inferential Statistics and Hypothesis Testing
EDU 807 (4) Introduction to Qualitative Research in Education
EDU 802 (3) Quantitative Research, **or** EDU 808 (4) Advanced Qualitative Research in Education
EDU 805 (4) Cultural Foundations of Education I: Social Perspectives
EDU 806 (2) Cultural Foundations of Education II: Race and Ethnicity
UST 716 (4) Systems & Processes of Policy Development
EDU 809 (4) Urban Education: Organizational Change and Development
EDU 701 (2) Advanced Research Methods in Counseling and Education

EDU 714: Qualitative Research Software for Data Analysis (2) OR
EDU 715: Quantitative Data Mgt, Manipulation, and Programming (2)

Required Specialization Courses (20 semester hours):

To be taken at CSU (8 credit hours):
EDC 811 – Training, Development, and Supervision of Teachers of Foreign Language (4)
ETE 812 – Educational Technology in Chinese Language Instruction (4)

To be taken online from East China Normal University (6 credits)
EDB 813 – Cognitive Studies in Chinese as a Foreign Language (3)
EDB 814 – Theories of Teaching Chinese as a Second/Foreign Language (3)

To be taken online from Beijing Normal University (6 credits)
EDB 815 – Research on Chinese Grammar (3)
EDB 816 – Study of Theories at the Frontier of the Discipline in Teaching Chinese as a Foreign Language (3)

Note: even if a student has a GA at CSU, they are responsible for paying tuition to the Chinese universities when taking classes from ECNU or BNU – graduate assistantships with tuition remission will not pay tuition to the Chinese universities.

APPENDIX D

DISSERTATION FORMATTING GUIDELINES

PLEASE NOTE: Formatting guidelines were revised as of June, 2019. Go to:

https://www.csuohio.edu/graduate-studies/current-students/thesis-dissertation-format-guidelines

for current guidelines