

Doctoral Studies Newsletter



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ENGAGED LEARNING

Words from Our Director

by Dr. Julia C. Phillips

We began the 2018-2019 academic year with a Doctoral Studies Retreat held at the Canalway Visitor Center in the Ohio and Erie Canal Reservation. We did a review of the program, identifying strengths and areas for growth, and brainstormed solutions to problems for the Doctoral Studies Committee to consider this year.

We also welcomed our new students in Cohort XXXII at the Annual Welcome Reception, combining it with an orientation session that provided general information to all students and specialization specific information to each subgroup of students. The new format allowed us to have more students attend orientation and for the information to be fresh in their minds as they started school.

We almost matched last year's enrollment with a cohort of 19 students beginning the semester. We are especially pleased to have our first student in the new specialization, Teaching Chinese as a Foreign Language.

Over the past year, 6 students successfully defended their dissertations and reached their ultimate goal of a Ph.D. by Summer, 2018. Four more students either defended or are scheduled to defend in Fall, 2018.

We are proud that multiple students earned honors and awards this year, including two students receiving 2017-2018 Dissertation Research Awards from the Office of Research and two others receiving 2017-2018 Graduate Student Awards from the College of Graduate Studies.



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IN THIS ISSUE:

Introductions to the Students of Cohort XXXII	pp. 2-7
The Emerging Adult, Continuing, and Higher Education Fund	p. 8
EDU 895 Revamped!	p.8
Snapshot into Research: Dr. Liao's Research Team	p. 9
The Urban Education Ph.D. Recovery Fund	p. 9
Six Helpful Hints & Tips for Dissertations	p. 9
Meet Doctoral Studies' Graduate Assistant	p. 9
Alumni Update	p. 10
Recent Dissertation Defenses	p. 11
Meet the Doctoral Studies' Graduate Assistant	p. 11
Selected Student and Faculty Publications	p. 12
Graduation Application Deadlines	p. 12
Student and Faculty Presentations	pp. 13-14
Alumna Dr. Lisa Meeks Co-Authors a New Report	p. 14
Faculty/Student Scholarships, Awards, and Grants	p. 15
Frequently Asked Questions	p. 16

Words from Our Director, *continued*

Furthermore, we continue to be grateful that Lisa Meeks, a graduate of our program, made a generous donation to fund the Urban Education Ph.D. Recovery Fund. One student received the award last year.

We again offer thanks to Lewis and Janice Patterson for funding the Lewis and Janice Patterson Award, to the anonymous donors for the Emerging Adult, Continuing, and Higher Education Scholar Fund, and to the Drake family for the Daniel D. Drake Endowment Fund Memorial Scholarship. Doctoral students have very much benefitted from the financial support provided from these scholarships in the past year.

Finally, I'm quite pleased that we have a new GA, Francesca Onwe, to help us in the office. Please introduce yourselves when you see her in the office. Have a great year!

Welcome to the Students of Cohort XXXII



Paula Baughn has experience in marketing, communications, public relations, and education at Indiana University, Case Western Reserve University, and Notre Dame College. Her areas of study span higher education administration, journalism research and teaching. She has been recognized for her work as a news reporter and feature writer, a multimedia creative team lead and a faculty member for students with learning differences.



Kristen Blazek graduated with a Master of Education in Adult Learning and Development with a specialization in Higher Education Administration from Cleveland State University. She also has a bachelors degree in Fashion Design with a minor in Marketing from Kent State University. Blazek currently works as a coordinator of student recruitment at Cleveland State University, where she pioneered new recruitment strategies; including an interactive simulation called “*City of Levin*.” She also initiated new technologies to help students connect to the college more easily. Prior to that position, she was a Financial Aid Counselor and Customer Service Representative at Notre Dame College. There, she advised students and families regarding financial aid eligibility, loans, scholarships and financial planning.



Angela L. Capuano Fant earned her Master of Arts in Education in Marriage and Family Therapy and Counseling from the University of Akron, and a Bachelor of Science in Business Marketing and Logistics from Auburn University. Her experience includes partnering with healthcare organizations to empower them with better processes and systems that provide improved healthcare outcomes and an overall better quality of life for patients. Her research experience includes working with breast surgeons concerning the outcomes of breast cancer patients undergoing a mastectomy with the goal to improve post-operative healing. Her clinical experience also includes a nine-month internship at OhioGuidestone providing therapeutic services to individuals and families with behavioral concerns, trauma and anger related issues, as well as maternal depression using systemic and empirically based research methods. Her research interests are women and issues related to health psychology, as well as working with women to help overcome psychological distress that arises socially, at work, or at home.

Welcome to the Students of Cohort XXXII



Melissa Carter graduated from Cleveland State University in 2017 with a Master of Education in Clinical Mental Health Counseling. She also holds a Bachelor of Science in Communication Disorders from Bowling Green State University, and an Associate of Science in Liberal Arts and Sciences from Cuyahoga Community College. Melissa received the 2018 Lewis and Janice Patterson Scholarship. She is currently licensed as a Professional Counselor in Ohio. Additionally, she holds certifications in Chemical Dependency Counseling and Trauma Informed Care. Her clinical experiences include work with Family Solutions of Ohio, completing diagnostic mental health assessments and treatment plans. Her work with OhioGuidestone includes the provision of behavioral and mental health, and Alcohol and Other Drug (AOD) treatment services for individuals and groups, case management, psycho-education and coordination of service needs, treatment plan development, crisis intervention, referrals and connection to community resources. A primary research interest for Melissa is the impact of personal and familial interactions/experiences with the criminal justice system, on educational and vocational outcomes in African-American women. Other research interests include micro-aggressions against minorities, the impact of adverse/trauma experiences on childhood development and functioning, and the impact of religion/spirituality on development and perception of self.



J. Chase Holmes obtained a Master of Education with a concentration in Exercise Science from Cleveland State University, and a Bachelor of Arts in Psychology from Capital University. Holmes works at Cleveland Clinic's Community Health & Education Center as a Health & Education Program Manager. There he develops, conducts, and manages education programs for the community, and also assists individuals with self-efficiency for a healthier lifestyle change. Prior to this position, he was a student research technician at Cleveland Clinic's Lerner Research Institute, where he coordinated multiple research studies focusing on healthy lifestyle changes for patients with stroke, multiple sclerosis, and Parkinson disease.



Nicole Kelsey a self-professed “why?” child and atlas enthusiast, shares her delight to be a part of Doctoral Studies Cohort XXXII, in the Nursing Education specialization. She earned her BSN from Malone University in 2001 and MSN from the University of Akron in 2017. Nichole is currently a Simulation Education Specialist at the Cleveland Clinic and maintains the respected Certified Healthcare Simulation Educator, an advanced certification from the Society of Simulation in Healthcare. A presenter at national and international conferences, her articles have appeared in the professional journals *Clinical Simulation in Nursing* and *Simulation in Healthcare*. As a bedside nurse in the Emergency Department, the diverse population and fast-paced environment provided her with many rich personal and professional experiences. She recognizes that the subtleties of a patient presentation can be lost in the myriad of competing patient priorities. Nichole is interested in exploring the effect of simulation-based education on nurses' recognition of patient problems in the presence of a full patient assignment. Nichole is Mom to two school-aged children. She embraces any opportunity to share an adventure with them, especially travel. Some of her favorite locations include Alaska and Abu Dhabi.

Welcome to the Students of Cohort XXXII



Sergey Kolomiyets is currently a high school science teacher for the Cleveland Metropolitan School District. He graduated with a Bachelor of Science in Biology from John Carroll University, and has a Master of Education in Curriculum and Instruction from Cleveland State University. His research interests are fairly wide, but he would love to explore assessment, feedback, and analyzing standardized test scores. He is a massive sports fan, and supports all the Cleveland teams. He is a competitive soccer and basketball coach at his school. In his spare time, he enjoys reading long philosophical texts, which he enjoys more than novels or other works of fiction.



Andrew Koonce is the Academic Superintendent for the Achievement and Gifted and Talented Network in the Cleveland Metropolitan School District. He received his B.A. from Case Western Reserve University and M.S. from Baldwin Wallace College, in Educational Administration. Mr. Koonce has strong interests in uniting arts and education to change lives. As Academic Superintendent he worked with a variety of different school models and grade configurations including residential programs, special education programing, and gifted and talented education. Some of the model programs include Montessori, service learning, inquiry based learning, arts infused programing, Apple School, and other instructional technology driven programing. At the heart of each of these models was focus on rigorous instruction aligned to the full Common Core standard. This approach let to the reduction of the achievement gap as documented by 8% improvement in ELA and 10% growth in Math in our Network. Additionally, Mr. Koonce's schools showed a 19% increase in 3rd grade ELA on the Ohio Standardized Tests, a mark that was the highest amount of change in the Cleveland Metropolitan School District.

Mr. Koonce served as Principal of Cleveland School of the Arts and Cleveland School of the Arts-Lower Campus from 2006-2013. During that time he was the Recipient of the 2010 Harvard Business School Leadership Award, the 2009 Panasonic National School Change Award, and was awarded the 2009 Sunshine Award from Young Audiences of Northeast Ohio, which recognized his contributions to creating and maintaining arts infused curriculum in an urban environment. During this time he was also an Adjunct Professor at Cleveland State University in their Education Department. Prior to being the principal at CSA-Lower Campus, he was the Assistant Principal at Cleveland School of the Arts, grades 6-12, an Adjunct Professor at Ursuline College in the Graduate Program for Advanced Studies in Education, served as the Assistant Principal of Tremont Elementary School, and taught high school English at John Hay, Jane Addams Business Careers Center, Willoughby South, and Fairport Harbor.

Mr. Koonce believes in the significance of infusing 'arts' into the academic curriculum and was one of the architects of the Cleveland School of the Arts K-12 expansion program. He has presented at the Aspen Institute's Urban Literacy Leadership Network "Practices Worthy of Attention" and has presented at the National Summit for Principal Supervisors: "It Takes a Village to Raise a Principal," "Shifts that Support Instructional Change," and "Default Leadership Stances: Helping Leaders to Understand Their Leadership Perspective to Improve the Flexibility in Their Practice." Andrew is a member of the CWRU Teaching Program Advisory Council. He participated in the Premier Principal's Leadership Academy at Cleveland State University; the National Principals' Leadership Institute; Promising Principal Cohort led by Dr. Larry Coble of School Leadership Services; trained in McRel's Balanced Leadership and Classroom Instructions that Work; SMART Consortium Learning on Lenses *Leadership in Mathematics*. He currently lives in Shaker Heights, OH with his wife, Tania and their three daughters.

Welcome to the Students of Cohort XXXII



Brianne Markley lives in the Cleveland area with her husband and pups. She enjoys hiking, dog-training, spending time with family and friends, and any outdoor-related activities! She earned her B.S. in Psychology, and B.A. in Religion from Otterbein University. Afterwards, she went on to study Clinical Mental Health Counseling at Kent State University where she obtained her M.Ed. and LPC. She has spent the past year practicing at a Community Mental Health Agency in Summit County. Her professional interests include working with transitional-aged youth and college students. She enjoys group work and finds fulfillment in her role as a therapist and student trainee. She is also a GA at the CSU Counseling Center this year. She is passionate about the practice of self-compassion and looks forward to studying this topic more throughout her time in the program. Her previous research has examined topics such as: cross-cultural attention deficits in children, stress and coping of families of children with Autism Spectrum Disorder, and Quality of Life outcomes for trauma survivors enrolled in animal-assisted therapy. Pursuing her doctorate has been a longtime dream of hers. She is excited to be part of Cohort XXXII in the Counseling Psychology specialization!



Jason Mogus earned his Bachelor of Arts in Sociology from Kent State University in 2009, and his Master of Arts in Clinical Mental Health Counseling from Walsh University in 2017. His research experience includes working in Kent State University's Neuropsychology lab on studies for memory, cognition, self-control, and intelligence. He worked as a clinical researcher later at Neuro-Behavioral Clinical Research in clinical trials for FDA approval of psychopharmaceutical drugs. Jason also conducted independent research through the IRB at Walsh University on the effects of meditation on children with ADHD in an alternative school setting. Jason's work as a clinician includes a variety of settings. He worked for two years at the LEAP Program, an alternative school setting with children with Autism Spectrum Disorder, emotional disturbance, and behavior problems. Simultaneously, he was a clinician at Wilson Hall, an inpatient men's addiction program. Jason also worked at the Alliance Detox and Recovery Unit inside Alliance Community Hospital, where he designed an art therapy group process for clients in active withdrawal. Jason is married to his wife, Rose. They have a three year-old daughter, Charlotte, a one year-old son, Emerson, as well as two pit bulls.



Khadija Najjar is a two-time graduate of Cleveland State University, earning a Bachelor of Arts in Psychology in 2012, and a Master of Arts in Clinical Psychology in 2016. She has clinical experience in both private and hospital settings, working with diverse populations in terms of age, ethnicity and diagnosis. Her research interests lie in issues of acculturation, emotion regulation, and mental health outcomes among Arab Americans and Muslim Americans. She has engaged this line of research for the past three years, and plans to continue to do so both during and post doctoral study. In Khadeja's free time, she enjoys spending time with family and friends, being outdoors, traveling, reading, and trying new food. Fun fact: When Khadeja was in the fourth grade, she almost stole Tiger Woods' suitcase without realizing it!

Welcome to the Students of Cohort XXXII



Vilmarie Perez earned a Master of Laws in U.S. and Global Legal Studies from Case Western Reserve University and earned both a Master of Rehabilitation Counseling and a Bachelor of Arts in Psychology from the University of Puerto Rico. Currently, she works as a Care Manager at the Positive Education Program in Connections, providing community psychiatric support treatment and therapeutic behavioral services for traumatized children and youth aged 3 to 17, who are experiencing serious emotional difficulties. Prior to this, Perez was a Juvenile Docket Paralegal for Catholic Charities, where she provided administrative support for attorneys, interviewed clients in preparation for hearings, and prepared affidavits and motions for removal cases.



Vicki L. Ritzinger is a first year Ph.D. student in Urban Education, Learning and Development. She earned her Bachelor of Science degrees in elementary education, learning disabilities and behavior disorders from Bowling Green State University and her M.Ed. in curriculum, instruction and professional development from Ashland University. Her research interests include studying the learning process and observing how different individuals' brains react to instruction. She is a member of the International Dyslexia Association and enjoys cooking and traveling with her husband, hiking, knitting and spending a lot of time with her family.



Raquel Rodriguez graduated from Cleveland States University with a Master of Science in Nursing, and also earned her Bachelor of Science in Nursing from C.S.U. In the past three years, she has worked as a Clinical Coordinator at CSU's School of Nursing, where she coordinates the clinical experience for the undergraduate degree program. Previously, she worked at St. Vincent Charity Medical Center as a nurse in the Cardiovascular Surgical Care Unit. Her passion lies in educating clinical instructors and assisting them with transitioning from the role of expert nurse clinicians to novice clinical instructors. Her goal for this Ph.D. program is to provide evidence of sustainability for the use of the clinical instructor education program, and to present quantitative and qualitative data that evaluates the effectiveness of the clinical instructor education program, regarding the clinical instructors' knowledge, confidence and competence.



Windy Shiner earned a Master of Education in Educational Administration from Ursuline College, and a Bachelor of Arts in Communications from Lake Erie College. She is a Mild-Moderate Intervention Specialist at Shaker Heights High School, where she formulates Functional Behavior Assessments and implements behavior intervention plans.

Welcome to the Students of Cohort XXXII



Xuan Song obtained his masters degree from the University of Akron and started his Ph.D. program this fall. He is currently a T.A. at the Tesol program here at CSU. His research interests center on educational pedagogy, methodology and curriculum development particularly in the subjects of ELL, ESL, TESOL, and Teaching Chinese as a foreign language (TCFL). His research areas cover aspects such as, etymology, morphology, English phonics and phonology development, lexical acquisition, writing, learning orientation and scaffolding, learning aspiration, motivation and sustainability, multicultural education, text contextualization and curriculum design as well as studying assessment. On his free time, he enjoys distance running, bicycling, hiking and fishing.



Meng Yan earned a Master of Education from Shaanxi Normal University, and a Bachelor of Arts in English from Yan'an University. She has experience in finance and education. For the past six years, she has worked as an English instructor at Shaanxi Normal University. Yan has published numerous papers on education, and given lectures at many conferences and seminars. She is fluent in Chinese and English, and her current research interests are second language acquisition, curriculum instruction and teacher immediacy.



Mengxi Yin earned her Master of Arts in Developmental and Clinical Psychology from Ochanomizu University, Tokyo, Japan, and holds a Bachelor of Arts in International Communications from Nagasaki University of Foreign Studies, as well as a Bachelor of Arts in Japanese from Ludong University, China. Her past clinical experiences have been diverse in terms of population and settings, such as hospitals, schools, and government facilities. She has been licensed as a clinical psychologist in Japan since 2016. For the past five years, she worked as a counselor at Hikikomori Support Net of Tokyo Metropolitan Government, where she provides phone and email counseling for individuals suffering from a Japanese culture-bound phenomenon of social isolation (i.e., Hikikomori). Her research interests are in areas of acculturation, and mental health of international students. She began progressive research training in the School Mental Health Project in 2012, and worked as a research assistant for the Hikikomori Support Project (2016-2018). In addition to research and practice, Mengxi worked as a part-time lecturer of Developmental Psychology at Tokai University Junior College of Nursing and Medical Technology (2017-2018), and served as an Executive Board member for Risshikai, the NPO Chinese International Student Support Organization (2016-2018).

The Emerging Adult, Continuing, and Higher Education Scholar Fund

The Emerging Adult, Continuing, and Higher Education Scholar Fund was funded by anonymous donors. The fund will support students of the Doctoral Program pursuing the specialization in Adult, Continuing, and Higher Education and provides them support in their research efforts.

Specifically, the fund shall support travel and other expenses associated with research on a national/international scope outside of the state of Ohio. Additionally, the fund will support costs affiliated with independent research, including dissertation production.

If you are interested in applying for this scholarship, please talk with Dr. Phillips about the requirements.

Recent alumna **Dr. Liza Gilblom** (Cohort XXV) was the 2017 recipient of this award. She used her funding to travel to Cuba to complete her research. Liza interviewed Adult Learners and her research manuscript has been accepted to the *International Journal of Cuban Studies*. She graduated from the program fall semester of 2017. Dr. Jonathan Messemer was her Dissertation Chairperson.

EDU 895 Revamped!

The Doctoral Studies Committee approved curriculum changes such that all doctoral students will now be required to start their EDU 895 dissertation research in the fall of their third years, rather than the fall of their second years. This change will allow students additional time to complete core and specialization courses and have a stronger foundation of knowledge to start their dissertation research. We are also changing our culture to encourage students to get to know faculty in their first two years of the program, ideally by collaborating with them on faculty research projects. In addition to building students' research skills, this change will also assist them to make good decisions about their dissertation chairs so that they are maximally efficient with their use of EDU 895. Our goal is to have students graduate with the required 10 credits of EDU 895/899, rather than with an excess of these credits.

On a related note, in collaboration with the Center for Urban Education, the Doctoral Studies Committee will host a Research Day for doctoral students to present their dissertation research. This year, participation in the event is open to all students on a voluntary basis. Any student at any stage of their dissertation can present their work. For 2019-2020, students enrolled in EDU 895 will be required to present their work on Chapters 1, 2, and 3 in a poster during the event. Students will be able to receive feedback on their work from their peers and other faculty members. We are hopeful that these changes to EDU 895 will assist students in making progress on their dissertation research in an efficient and timely fashion.

Snapshot into Research: Dr. Liao's Research Team

The Racial and Ethnic Minority Mental Health (REMMH) research lab welcomes undergraduate and graduate students who are interested in research related to minority populations. Our lab is currently made up of counseling psychology doctoral students, master-level clinical mental health counseling students, and clinical psychology master-level students. The overarching goal of the REMMH lab is to provide students with experience in various minority-related research projects, help students develop essential research skills, and promote students' professional development. Members in this lab are generally interested in examining coping strategies for minority-related stressors, such as acculturative stress and discrimination, among ethnic and sexual minority individuals. We also seek to understand which positive psychological constructs (self-compassion, gratitude) might serve as protective factors among these groups. Currently, student members in the REMMH lab are working on projects related to coping with internalized racism, cross-cultural comparisons between Chinese international students in the U.S. and in Japan, and coping with discrimination among Arab Americans.



The Urban Education Ph.D. Recovery Fund

The Urban Education Ph.D. Recovery Fund is a scholarship opportunity donated to the program by recent alumna, Dr. Lisa Meeks. This gift is intended to assist current doctoral students who may experience extreme hardship or personal difficulties while pursuing their degree.

Six Helpful Hints and Tips for Dissertations

1. A list of methodologists to consider for your dissertation is available in the *Student Handbook*.
2. To finish the program before six years, work closely with faculty.
3. After 10 years you must petition to continue and include a statement of currency for each class taken more than 10 years ago. This process is very time consuming and approval is not guaranteed.
4. The application for graduation is now available online on Campusnet.
5. The deadline to apply for graduation for each semester is listed in the handbook, and on the CSU website at this link: <https://www.csuohio.edu/registrar/graduation-application-deadlines>
6. Thesis and dissertation format guidelines can be found at <http://www.csuohio.edu/grad-college/thesis-dissertation-format-guidelines>.

Alumni Update

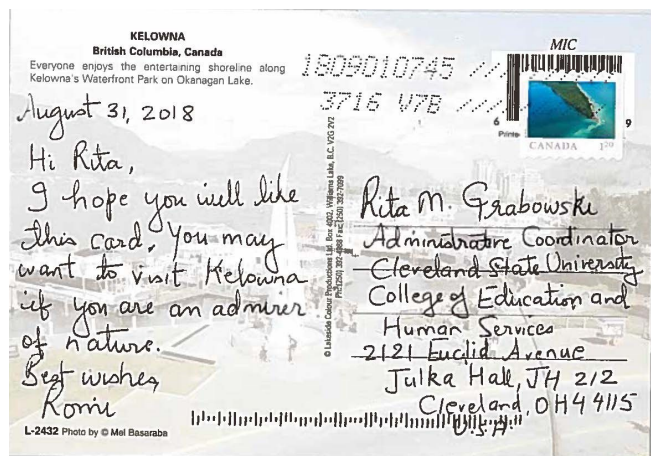
Dr. Romi Jain is currently a Postdoctoral Research and Teaching Fellow for the Faculty of Management at the University of British Columbia in Canada. She was a member of Cohort XXVIII, and graduated Spring, 2018, with a specialization in Policy Studies. Dr. Jain's notable dissertation is titled: *China's Soft Power Aims in South Asia: Experiences of Nepalese Students in China's Internationalization of Higher Education*. Dr. Anne Galletta was her dissertation chairperson.

"Studying at Cleveland State University is one of the most memorable experiences of my life. Academically, the CSU doctoral program nourished the researcher in me with the erudite competence of the faculty, particularly, the members of my Dissertation Committee. I have no hesitation to place on record that Dr. Galletta gave me consistent support and phenomenal guidance with a caring touch. It is remarkable that I got an enviable opportunity to pursue a research topic of my interest that entailed combining my background in political science/international relations with the education policy theme. Given the salience of my dissertation topic, I received a dissertation grant from the University of Southern California (USC) Center on Public Diplomacy.

I had a tremendously productive time at CSU. I chaired a conference panel and presented research papers at conferences in Texas, Louisiana and Cleveland. I am deeply grateful to the Doctoral Studies Office, the Office of the Dean of the College of Education and Human Services, and the College of Graduate Studies for funding my travels for this purpose. I justified the grant by publishing conference papers in peer-reviewed journals. Apart from this, it was great to receive encouraging student evaluations of my lectures in a curriculum and foundations class. Last but not least, I owe my special thanks to Dr. Joanne Goodell, Dr. Marius Boboc, Dr. Graham Stead, Dr. Julia Philips, Ms. Rita Grabowski and Ms. Annamarie Crell for their excellent cooperation in several important ways. I must not forget to mention Dean Sajit Zachariah for his encouragement and cheerful disposition."

Romi Jain, Ph.D .

(The postcard show's Kelowna's Waterfront Park on Okanagan Lake .)



Recent Dissertation Defenses

Elizabeth Anne Gilblom, F 2017

Cohort XXV, UEAE: Adult, Continuing
and Higher Education

*The Dividing Lines of Opportunity: The Relationships
among Student Characteristics and Selected Institutional
Services at Two-Year Public and For-Profit Colleges*

Dissertation Chair: Dr. Jonathan Messemer

Eric William Wallace, F 2017

Cohort XXIII, UECP: Counseling Psychology

The Work Lives of Homeless Men

Dissertation Chair: Dr. Donna E. Schultheiss

Romi Jain, S 2018

Cohort XXVIII, UEP: Policy Studies

*China's Soft Power Aims in South Asia: Experiences of
Nepalese Students in China's Internationalization of
Higher Education*

Dissertation Chair: Dr. Anne Galletta

Radinka Samardzic, SU 2018

Cohort XXVII, UECP: Counseling Psychology

*Effect of self-efficacy on attitudes toward evidence-based
practice in psychology*

Dissertation Chair: Dr. Julia Phillips

Molly Nackley Feghali, F 2018

Cohort XXIII, UEP: Policy Studies

*Interracial Contact at a Diverse High School: How School
and Community Structures Shape Students' Experiences*

Dissertation Chair: Dr. Anne Galletta

David Glasner, F 2018

Cohort XXIX, UEA: School Administration

*The Impact of Tracking Students in Mathematics
on Middle School Student Achievement Outcomes*

Dissertation Chair: Dr. Fred Hampton

Lindsey Michalle LaVeck, F 2018

Cohort XXVII, UECP: Counseling Psychology

Career decision-making difficulties among student veterans

Dissertation Chair: Dr. Graham Stead

Ashley E. Poklar, F 2018

Cohort XVIII, UECP: Counseling Psychology

*Urban Teacher-Student Relationship Quality, Teacher
Burnout and Cultural Awareness*

Dissertation Chair: Dr. Graham Stead

Wanda Marie Shealey, F 2018

Cohort XXV, UEL: Learning and Development

*The Effect of Gender and Racial Stereotypes and Education-
Related Beliefs on the Academic and Social Identity Develop-
ment of Urban African American Girls*

Dissertation Co-Chairs: Drs. Brian Harper and
Frederick Hampton

Meet Doctoral Studies' Graduate Assistant

Hello, I am Francesca Onwe, Graduate Assistant to Dr. Phillips here at the Doctoral Studies Department. I am currently in the MBA program, and I recently completed my undergraduate degree in Accounting at CSU . As an undergraduate student , I was a member of Beta Alpha Psi accounting honors society. There I got the opportunity to interact with various groups and grow my professional network. Being part of the doctoral studies team has been a great opportunity for me to gain more experience in a professional environment, as well as the chance to learn more about the PhD in Urban Education program and the areas of specialization . It is a pleasure to work with Dr. Phillips and Ms. Grabowski. I hope to meet some of you when you stop by at the office. Please do not hesitate to enlist my help with finding forms that you may need.

Selected Student and Faculty Publications

- Ferrari, L., Nota, L., **Schultheiss, D. E. P., Stead, G. B., & Davis, B. L.** (2018). Validation of the Childhood Career Development Scale among Italian middle school students. *Journal of Career Assessment*, 48, 732-748.
- Hamlen, K. R.,** Sridhar, N., Bievenue, L., Jackson, D.K., **Lalwani, A.** (2018). Effects of teaching computer science principles on attitudes and perceptions about computer science. *Proceedings of the Special Interest Group on Computer Science Education (SIGCSE) Technical Symposium*.
- Hurtado Rua, S. M., Stead, G. B., & Poklar, A. E. (in press). Five-factor personality traits and RIASEC interest types: A multivariate meta-analysis. *Journal of Career Assessment*.
- Jain, R.** (2018). Inclusive Pedagogy: Tapping Cognitive Dissonance Experienced by International Students, *Writing and Pedagogy* (Equinox), 10(3).
- Jain, R.** (2018). The Tightening Ideational Regimentation of China's Higher Education System, *Economic and Political Weekly*, Special Article.
- Liao, K. Y.-H., & Weng, C-Y.** (2018). Gratefulness and subjective well-being: Social connectedness and meaning in life as mediators. *Journal of Counseling Psychology*, 65, 383-393.
- Phillips, J. C.,** Hargons, C., Chung, Y. B., Forrest, L. Hahn Oh, K., Westefeld, J. (2017). Society of Counseling Psychology Leadership Academy: Cultivating Leadership Competence and Community. *The Counseling Psychologist*, 45(7), 965-991.
- Phillips, J. C.,** Crowell, C., Chung, Y. B., Forrest, L., Hahn Oh, K. J., & Westefeld, J. (2017). SCP Leadership Academy: Cultivating leadership competence and community among students and ECPs. *The Counseling Psychologist* 45, 965-991.
- Schultheiss, D. E. P., Stead, G. B., & Liao, C. Y.** (in press). Ethical issues in testing and assessment. In J. Athanasou & R. Van Esbroeck (Eds.). *International handbook of career guidance 2nd ed.* Springer Science & Business Media.

Graduation Application Deadlines

<u>Expected semester of graduation</u>	<u>Application Deadline</u>
Fall	April 14
Spring	September 9
Summer	March 1

Selected Student and Faculty Presentations

- Carbaugh, B. A. & Schulteis, D. E. P.** (2018, June). *Acculturative stress, perfectionism, and career adaptability in international students*. Poster session presented at the meeting of the International Conference of Applied Psychology, Montréal, Canada.
- Cheng, Kim, H. Y., **Liao, K.Y.-H.**, Gonzalez, R., Li, C., & Ngo, M. (2018). *Ethnic/racial discrimination, forbearance, cognitive restructuring, and outcomes among Latino adults*. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.
- Kuo, B. C. H., Salam, Z., Soucie, K., Ly, C., Huang, S., **Liao, K.Y.-H.**, & country collaborators (2018). *Cultural coping with school burnout: A 15-country study*. Paper presented at the 24th Congress of Cross Cultural, Guelph, Canada.
- Liao, K.Y.-H., Sanders, S., & Cheng, S.-L.** (2018). *Strong Black women stereotype and experience avoidance: A moderated mediation model*. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.
- Liao, K.Y.-H., Stead, G. B., & Liao, C. -Y.** (2018, August). *Self-compassion and self-efficacy: A meta-analysis*. Poster session presented at the meeting of the American Psychological Association Convention, San Francisco, CA.
- Najjar, K., & Naser, S.** (2018). *How discrimination in schools effects acculturation in Arab Americans*. Poster session presented at the Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.
- Najjar, K., & Naser, S.** (2018). *The school's role in facilitating acculturation for Arab American youth*. Poster session presented at the meeting of the National Association of School Psychologists, Chicago, Illinois.
- Poklar, A. E., & Stead, G. B.** (2018, August). *Career commitment, personality, and self-efficacy: Meta-analysis*. Poster session presented at the meeting of the American Psychological Association Convention, San Francisco, CA.
- Prior, I. C., Caver, S., Makupson, M., Sanders, S. M., & Harper, B. E.** (2018). *School climate and mental health: Comparing SES, gender, and race*. Poster session presented at the Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.
- Sanders, S. M., & Galletta, A. M.** (2018, March). *Unprotected symbolic speech: Taking a knee to take a stand*. Poster session presented at the Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.

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Selected Student and Faculty Presentations

Schultheiss, D.E.P., Liao, C-Y., & Pitre, S. (2017, October). Work-family integration in Migrants. In D.E.P. Schultheiss (Chair). *Equity and social inclusion in work and life experiences in vulnerable populations*. Invited symposium conducted at the European Society for Vocational Designing and Career Counseling. Padova, Italy.

Stead, G. B., Smith, R., & Blankenship, P. (2018, August). *Frost Multidimensional Perfectionism Scale and the five-factor model: Meta-analysis*. Poster session presented at the meeting of the American Psychological Association Convention, San Francisco, CA.

Alumna Dr. Lisa Meeks Co-Authors a New Report

Dr. Lisa Meeks (Cohort XXIV, Learning and Development specialization) was the co-author and Principle Investigator for the publication *Accessibility, Inclusion, and Action in Medical Education: Lived Experiences of Learners and Physicians With Disabilities*.

This is a first-of-its-kind publication that explores the current state of medical education for medical students and physicians with disabilities and is designed to increase awareness and understanding of the challenges and opportunities for individuals with disabilities at the nation's medical schools and teaching hospitals.

The report as well as the Twitter campaign #DocsWithDisabilities is being covered widely in the news and was featured on National Public Radio.

Faculty/Student Scholarships, Awards, and Grants

Dr. Ingrid Hogge: 2018-2019 Faculty Scholarship Initiative Award, Cleveland State University

Dr. Kelly Yu-Hsin Liao: 2018 Dean's Diversity Faculty Award, Cleveland State University.
2018 Summer Undergraduate Research Award (\$4,200), Cleveland State University.

Brittany A. Carbaugh: Graduate Student of the Year, Veteran Student Success Program,
Cleveland State University.

Brittan L. Davis: Outstanding Graduate Student Research Award, College of Graduate Studies,
Cleveland State University.

Lena Grafton: 2017-2018 Lewis & Janice Patterson Scholarship, Cleveland State University.

Allison Griesmer: BOGO Scholarship, CASAL Department, Cleveland State University.

Romi Jain: Dissertation Grant Award, Center on Public Diplomacy, University of Southern California.

Chelsea Kelligher: BOGO Scholarship - CASAL Department, Cleveland State University.

T.K. Kuykendall: 2017-2018 Lewis & Janice Patterson Scholarship, Cleveland State University.

Richard Jason Lawrence: Dissertation Research Award, Cleveland State University.

Meghan Koch Murray: 2017-2018 Lewis & Janice Patterson Scholarship and 2018 Wolf Fellowship,
Cleveland State University.

Sneha Pitre: Dissertation Research Award, Cleveland State University.

Steven Sanders: 2017 Daniel D. Drake Scholarship, CASAL Department, Cleveland State University.

Matthew Selker: BOGO Scholarship, CASAL Department, Cleveland State University.

Rachael Smith: 2017-2018 Lewis and Janice Patterson Scholarship, Cleveland State University

Stacey Steggert: Outstanding Graduate Student Research Award, College of Graduate Studies,
Cleveland State University.

Erica Wiley Whiteman: 2018 Strong Woman Strong Leader Award, Cleveland State University.

Frequently Asked Questions

What are some career paths after graduation?

- ♦ Professor in Adult, Continuing, or Higher Education
- ♦ Leading non-profit organizations
- ♦ Directing Student Affairs Programs on college or university campuses
- ♦ Consultant to Human Resource Development/Talent Management
- ♦ Preparing college or university students to teach in K-12 subject specific areas, such as math education, science education, early childhood, and literacy

What is the degree completion rate?

Most current students are taking between 6 years and 7 years to completion, including pre-doctoral internship.

Outcome	Year in which Degrees were Conferred																					
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		Total	
Total number of students with doctoral degree conferred on transcript	0		0		0		6		2		4		5		1		6		2		26	
Mean number of years to complete the program	0		0		0		5.8		5		6.7		7.2		6		6.8		7		6.5	
Median number of years to complete the program	0		0		0		6		5		7		7		6		6		7		6	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	0	0	0	0	0	0	1	17	2	100	1	25	0	0	0	0	1	17	1	50	6	23
Students in 6 years	0	0	0	0	0	0	5	83	0	0	0	0	1	20	1	100	3	50	0	0	10	38
Students in 7 years	0	0	0	0	0	0	0	0	0	0	2	50	2	40	0	0	0	0	0	0	4	15
Students in more than 7 years	0	0	0	0	0	0	0	0	0	0	1	25	2	40	0	0	2	33	1	50	6	23

The Graduate Student Resource Center (GSRC), along with its partners, sponsors career and professional development workshops, community-building activities that enhance graduate student life, and a monthly newsletter with news and information specific to the interests of graduate students.

For more information, check out the GSRC website: <http://www.csuohio.edu/gsrc/gsrc>

Doctoral Studies Update

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Office of Doctoral Studies
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