

The Doctoral Program  
in  
Curriculum and Instruction

[www.nau.edu/ci-doc](http://www.nau.edu/ci-doc)

Student Application Guide

College of Education  
Northern Arizona University

Revised Spring 2009

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## **C & I DOCTORAL PROGRAM OVERVIEW**

### **Frequently Asked Questions**

#### ***Is the Ed.D. in Curriculum and Instruction for me?***

The Ed.D. Program in Curriculum and Instruction (C & I) has been designed to prepare graduates for professional participation, not as abstract philosophers or clinical researchers. Graduates of this program work in public and private schools, government agencies, community colleges, universities, and other agencies. If you are interested in advanced study in the areas of curriculum and teaching, the Ed.D. Program in Curriculum and Instruction may be a good program for you. *The Ed.D. in Curriculum and Instruction is intended to prepare educators with the knowledge, attitudes, and skills, which will enable them to initiate, support, and sustain curriculum and instruction efforts. For detailed information on the program of studies, its framework and specific requirement, see pages 7-10 of this application and program guide. Also, see the C & I website ([www.nau.edu/ci-doc](http://www.nau.edu/ci-doc)).*

#### ***Are there other doctoral programs in COE?***

Yes. There are three doctoral programs in the College of Education (COE). At present, we offer doctoral level training in Curriculum & Instruction, Educational Psychology, and Educational Leadership. The Ph.D. in Educational Psychology prepares professionals for careers as counselors, school psychologists, university faculty members, researchers, and other roles. The Ed.D. in Educational Leadership prepares professionals for administrative careers in schools and educational agencies. Although the three doctoral programs have similarities, all three have unique admissions criteria and program requirements. For more information on the doctoral programs in Educational Psychology call (928) 523-7103, or Educational Leadership (928) 523-5098 at the College of Education.

#### ***What is the best way to decide if I should apply to the C & I doctoral program?***

The C & I faculty is most interested in admitting students who are committed to the program, who have definite plans to finish the program, and whose career goals are addressed by the program's content and approach to study. Completion of any doctoral program is difficult and requires a high level of task commitment. It is important for applicants to give this matter considerable thought. It is recommended that prospective applicants meet with the Coordinator of the C & I Doctoral Program. The Coordinator may recommend that you speak with one or more members of the C & I faculty and/or students in the C & I doctoral program. The Coordinator may also recommend that you consider another COE doctoral program more closely related to your goals. Detailed information about the admissions process follows.

## **THE ADMISSIONS PROCESS**

#### ***How can I get admitted to the C & I doctoral program?***

There are three steps involved in the admissions process.

**Step #1.** All applicants to the C & I doctoral program *must apply for graduate admission at NAU*. This requires filing an application for graduate study and providing one copy of official transcripts of all previous undergraduate and graduate course work. The application form may be obtained from Graduate Admissions, NAU Box 4125, Flagstaff, AZ 86011-4125, or by calling the Graduate Admissions Office at 928-523-4348. Return the completed application to the same address. The entire application process will take approximately eight weeks following the application deadline. (Please note: Admission to the NAU Graduate School does not constitute admission to the C & I doctoral program.)

**Step #2.** Recommendations: Submit the names, position titles, addresses, phone numbers, email addresses, and fax numbers of six individuals who are familiar with your professional work. Make every attempt to include names from varying areas such as current and former professional work locations and other professionals such as college instructors. We will contact your references and provide them with the necessary forms to be completed (see Appendix A). **Please remember, you do not request these written recommendations, we do. The list of references and confidentiality waiver form (see Appendix B) are due by August 1 for fall application to the program, and by January 3 for spring application. Do not have your references send materials until our office has sent them the necessary forms.**

**Step #3.** Submit your C & I Doctoral Admissions Portfolio. The portfolio requires six components: a vita, a goal statement, a professional writing sample, GRE or MAT test results, recommendations, and transcripts. Each component is described in detail below.

#### Component #1: The Vita

Submit a complete professional vita. The contents of the vita must include the following information:

- a. Name, home address and phone, business address and phone
- b. Social security number (or appropriate identification number such as student identification or passport number)
- c. Present occupation and employer (with name, address, and phone)
- d. List of all certificates, endorsements, and licenses held
- e. Academic history (including high school, undergraduate, and graduate programs with institutions, date completed, degrees earned and major/minor fields of study)
- f. Teaching/work experience-- Applicants should specify the number of years of teaching in K-12 and/or higher education settings in full-time equivalencies (FTEs). Please calculate number of years by combining all part-time and full-time teaching appointments. For higher education teaching, please use the standard that is used within that institution. For example, in some universities, a 3-course load is considered full time, and at others a 4-course load is considered full time. Do not include substitute teaching, unless these appointments were for long-term substitute teaching positions.
- g. Experience in culturally diverse settings
- h. Personal Diversity: Applicants are to include at least two paragraphs in their cover letter or vita explaining their personal view on diversity, including their definition of diversity as well as their own experiences that have informed this view.
- i. Professional and community activities (membership and leadership roles or responsibilities in civic, professional, and service organizations or clubs; any professional presentations you have made)
- j. Significant professional growth or in-service activities engaged in
- k. Professional honors or awards
- l. Publications (articles, books, other published materials)

#### Component #2: The Goal Statement

Prepare a brief (one or two page) statement describing your short-term and long-term professional goals and how obtaining the doctoral degree in C & I will assist you in meeting your goals. Be specific in explaining the connection between your goals and the preparation offered in the C & I program.

#### Component #3: The Academic Writing Sample

The academic piece of writing should address a critical issue in education. Applicants are to write a 3-page paper (Double-spaced, 12-point font, 1 inch margins, not including reference list pages) on a critical issue in education.

#### Component #4: Test Results

Provide scores from either the Graduate Record Exam (GRE) general tests (verbal, quantitative, analytical) or the Miller Analogies Test (MAT). These scores must be official and sent to COE by the testing firm.

The test must have been taken within eight years of application to the program. If you have not taken either of these tests, you may contact the NAU Counseling and Testing Center at (928)-523-2261 for information regarding dates these tests will be administered and application procedures. It is not necessary, however, that you take these tests at NAU. They are commonly offered at many colleges and universities around the world. There is no minimum score required on these measures but it is important that you do your best. Data from these tests will be considered in relation to your complete portfolio and may be used in program planning. Study guides for these tests are available at most university bookstores and these may be useful in your preparation.

Students from non-English speaking countries must have a TOEFL score sent by the testing firm to the Northern Arizona University Graduate College, NAU Box 4125, Flagstaff, AZ 86011-4125. Do not send the TOEFL to COE. More information about the graduate college can be found at <http://www.nau.edu/gradcol/indexgc.html>.

#### Component #5: Recommendations

Six letters are required. You must send us the names and addresses of the persons who will write references for you by the deadlines given above (August 1 for fall consideration, January 3 for Spring). We will send out directions for completing references to those people and collect the completed references when they are mailed to our office. We will then add the completed references to your portfolio.

#### Component #6: Transcripts

You will need to have graduate transcripts in your portfolio. We will request the transcripts you sent to the NAU Graduate Admissions Office to include in your file.

#### **Assembling the Portfolio**

Since many people will be reviewing your portfolio, it is recommended that portfolio materials be arranged in a sturdy three-ring notebook. We will insert the materials we request from your references, your test results, and the Graduate College. **Applicant portfolios must be submitted to Carla Gladden – Room 106, C & I Admissions Office, COE, Northern Arizona University, Box 5774, Flagstaff, Arizona, 86011 (928/523-8420 Phone) by February 15 to be considered for admissions in the fall, and by September 15 to be considered for admissions in the spring term. The list of references and signed waiver form are due by August 1 for spring enrollment, and by January 3 for fall enrollment.**

**Step #4.** The C & I Doctoral Admissions Committee will review and evaluate all portfolios and recommend the most competitive applicants for acceptance (see **Appendix C: Doctoral Admission Rating Form**). Additional applicants may be invited for a personal interview when the admissions committee requires further information before making a final decision, but this is rarely done. Interviewees will be questioned about their motivations and interests in the C & I program and may be asked about specific professional issues. They also may be requested to complete additional material prior to or after the personal interview including, but not limited to, additional writing samples, teaching videos, and/or private interviews with selected faculty. These applicants will be contacted in March (for fall admissions) or in October (for spring admissions). Interviews will be scheduled for April or November.

#### ***How will the final decisions be made and when?***

The C & I Admissions Committee will carefully review and evaluate each applicant's portfolio and, when appropriate, consider each applicant's responses made during personal interviews. The committee will evaluate applicants using the Rating Form from **Appendix C** and determine their status for admission. All applicants will be notified of their final admissions status no later than May 1 (for Fall admission) or December 1 (for Spring Admission). Generally about half the students who apply for admission during each screening period are accepted into the program.

## C & I Doctoral Program Admissions Checklist

\_\_\_\_\_ Application for admission to the Graduate College

References:

\_\_\_\_\_ Confidentiality Waiver Form due January 3 or August 1  
(See **Appendix A**)  
\_\_\_\_\_ Names of Six References due January 3 or August 1

Portfolio:

\_\_\_\_\_ Vita  
\_\_\_\_\_ Goal Statement  
\_\_\_\_\_ Academic Writing Sample  
\_\_\_\_\_ GRE or MAT (TOEFL, if required)  
\_\_\_\_\_ Graduate Transcripts (supplied to us by the Graduate College)  
\_\_\_\_\_ Mail Portfolio by February 15 or September 15 to:  
**C & I Doctoral Admissions Office**  
**College of Education**  
**P.O. Box 5774**  
**Flagstaff, AZ 86011-5774**

***How long do I have to complete the doctoral program?***

You will have eight years from the time of program admission. This time period includes the time to complete all course work, complete comprehensive exams, and successfully defend your dissertation.

***What is the overall purpose of this program?***

The Northern Arizona University College of Education Doctoral Program in Curriculum and Instruction is an advanced program that seeks to prepare students for formal and informal curriculum leadership in educational settings. Graduates are prepared to be influential in classrooms, k-12 schools, community colleges, universities, and other educational related venues. This program encourages application from those who have a background in teaching, teacher preparation, experience in education-related content and curriculum development, and an understanding of and appreciation for diversity.

Coursework in this program is intended to enable doctoral students to develop:

- fluency in professional literature
- an understanding of historical perspectives on curriculum and instruction
- knowledge of curriculum and instructional theories
- the ability to evaluate research and curriculum
- habits of critical inquiry
- proficiency for engagement in professional conversations (e.g., presentations, publications)
- a personal educational philosophy based on an understanding of diverse theoretical and practical perspectives.

Coursework and program goals rest on a set of assumptions about curriculum and instructional leadership. These are that:

- educators are participants, not just reactors, in the dynamics of change
- effective curriculum leadership encompasses all aspects of teaching and learning
- knowledge of, use of, and participation in research are vital
- knowledge of and perspectives on diversity are prerequisites for leadership in education
- critical reflection contributes to improved practice and refinement of knowledge

- contexts of education, national and international, provide fundamental insights to inform practice.

## **PROGRAM REQUIREMENTS**

### ***What are the general program requirements for the Ed.D. degree in Curriculum and Instruction?***

There are five major areas of coursework within this doctoral program. The Foundations Area includes classes in philosophy, sociocultural, comparative, and international issues. The C & I Core Area includes theoretical courses in curriculum, teaching and learning, and new developments in the field. The Research Foundations Area addresses issues in design and statistical analysis as well as practical issues related to students' chosen topics of investigation. The Focus Area allows students to select among specializations in higher education, distance education, research, and content concentration. The Graduate Coursework Core includes courses in or outside of education that support the overall program and often includes hours from a student's masters degree.

### ***How many hours of coursework must I have to complete the program?***

The Ed.D. in Curriculum and Instruction is a minimum of 90 semester hours beyond a bachelor's, which may include masters degree and other graduate hours already completed. The majority of students are required to take approximately 60 semester hours of doctoral coursework in addition to the master's degree and other graduate coursework taken.

Course completion is only one of three major components for completion of the degree. Comprehensive exams take place the last semester you are enrolled in courses or in the semester following completion of all coursework. You should plan on one full semester, or about four months time, to complete the writing of exams and the oral defense that concludes them. Once comprehensive exams are completed work on the dissertation can begin, although some planning and writing may occur before this. Dissertation research, writing, and defense are time- intensive. The time needed to complete the dissertation process will vary with the type of study you choose to complete, but you should plan for approximately one year's time to complete this component of your program.

## **IMPORTANT DATES AND DEADLINES**

<b><u>Item</u></b>	<b><u>Due Date</u></b>
List of references and consent form for Fall Term	January 3
Portfolio for Fall Term	February 15
List of references and consent form for Spring Term	August 1
Portfolio for Spring Term	September 15
Applicant Interviews	March and October
Apply for Assistantships ( <b>Appendix D</b> ) and Scholarships ( <b>Appendix E</b> ) (Also, see C & I website)	Submit with portfolio
Application Decision	May 1 and December 1
Comprehensive Examination	By Arrangement
Admission to candidacy	After coursework, internship, residency, comprehensive examination, and prospectus requirements have been successfully completed. At least 90 days before oral

Oral Defense of Dissertation	defense of dissertation. At least 90 days after admission to candidacy and prior to reading week or by special arrangement.
Submission of Dissertation to Committee Members and the Graduate College	At least 10 working days before the oral defense
Submit final copy of Dissertation to Graduate College	Before final day of the semester in which you Graduate

## **APPENDICES**

### **Appendix A**

#### **Letter of Recommendation Form Ed.D. in Curriculum and Instruction**

\_\_\_\_\_ (Applicant's name) has applied for admission to the doctoral program in Curriculum and Instruction at Northern Arizona University and has indicated that you would write a letter of recommendation. Your frank appraisal of this student may help significantly in our attempt to determine whether his/her acceptance would be beneficial to the individual, to the graduate program, and to the profession. The applicant has:

\_\_\_\_\_ elected to waive the right to read this letter of recommendation.

\_\_\_\_\_ elected not to waive the right to read this letter of recommendation.

The application deadline for this program is \_\_\_\_\_ (date); late recommendations may jeopardize review of an applicant's file. In your letter, please state how long and in what capacity you have known the applicant. Your letter should include your frank assessment of the applicant in as many of the following areas as possible:

- a. Qualifications compared to those of other students you have known.
- b. (Please cite your reference group e.g., seniors at NAU; master's students at University X)
- c. Potential for completing a doctoral program
- d. Professional promise
- e. Personal strengths and weakness, interpersonal skills, and maturity
- f. Ability to express views, both orally and in writing
- g. Ability to conceptualize and integrate knowledge
- h. Prior experience and performance in research, teaching or applied areas
- i. Primary interests (in research, teaching, or applied areas)
- j. Admissibility to your own graduate program
- k. Additional information which would be beneficial to the committee

After you have completed the recommendation letter, please return the letter and this form in the enclosed return envelope to the C & I Doctoral Admissions Committee, College of Education, NAU, Box 5774, Flagstaff, AZ 86011. If you have any questions, call (928) 523-8420.  
Thank you for your help in our doctoral admissions process.

**Appendix B**

**Confidentiality Waiver Form**

**Letter of Recommendation Instructions  
Ed.D. in Curriculum and Instruction**

Each applicant is required to provide the C & I Doctoral Admissions Committee with a typed list of the names of a minimum of six individuals who are in a position to evaluate your chances of success in the doctoral program. These should be individuals who have supervised or directed your professional and academic work. At least two should be former university professors if you have attended school within the last five years. For each individual provide the name, title or position, address, and phone number. **Please return your list of references by August 1, for spring admission or by January 3, for fall admission.**

Federal law that became effective November 1974 gave students and former students the right to inspect their educational records. An amendment in January 1975 gave students the right to waive access to their letters of recommendation when it was argued that many employers place more trust in confidential letters. The corollary to this principle is that some individuals who write letters of recommendation for admissions or placement purposes may feel more comfortable in expressing themselves if such letters are treated confidentially.

If you believe it might be to your advantage to waive your right to read this information in your admissions file, so indicate below. If you sign the waiver, our professional staff will continue to give you information about the contents of your admissions file at your request, but will not show you the letters or identify the individuals making specific comments.

---

To insure the confidentiality of these letters, I waive my rights under the Buckley Amendment to inspect them.

\_\_\_\_\_ I waive my rights    \_\_\_\_\_ I do not waive my rights

Signature \_\_\_\_\_

Date \_\_\_\_\_

Return this form and your list of six references to the C & I Doctoral Admissions Office, College of Education, NAU, Box 5774, Flagstaff, AZ 86011. If you have any questions, feel free to call (928) 523-8420.

## Appendix C

### Doctoral Program Curriculum and Instruction Admission Rating Scale

Applicant: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Review Semester: \_\_\_\_\_

#### **Section A: "Fit" with Program Purposes (the purpose of this section is to evaluate whether the applicant's goals and experiences are a good fit with the C & I Doctoral program)**

##### Vita & Goal Statement

1. Vita and goals are not related to purposes of C & I program  
*Note: Key purpose of program is to prepare educators w/ knowledge, skills, and dispositions to initiate, support & sustain curriculum & instruction efforts.*
2. Goals are vague, but vita and goals appear to be related to the purpose of the C & I program.
3. Goals are specific and vita indicates a good fit with the C & I program
4. Goals are well-written, specific and vita indicates an excellent fit with the C & I program.

##### Teaching Experience

(Years of experience must be made clear in the cover letter and in the vita)

1. Less than one-year full time teaching experience; or unable to determine  
*Note: Teaching experience includes K-12 and higher education. Applicant should have indicated number of years in full-time teaching. If it is unclear, score a 1.*
2. One- to two-years full time teaching experience
3. Three-to-four-years full time teaching experience
4. Five- to six-years full time teaching experience
5. Seven- or more years full-time teaching experience

##### Personal Diversity

Include two paragraphs in cover-letter or vita (Note to applicants: The C & I doctoral program values diversity in all its forms and strives to include a diverse perspective in its program. For these reasons, the admissions review committee is interested in the applicant's experience and understanding of personal diversity.)

1. Diversity statement indicates minimal or general understanding of personal diversity
2. Diversity statement indicates a detailed and strong understanding of personal diversity

#### **Section B: Potential for Contribution to the Field**

##### Professional/Leadership Experience in Education

1. One professional experience related to teaching and learning  
*Ex. of professional experience: activities with professional organizations, presentations, articles, grants, consulting for school districts, research in ed. settings, committees, eval. of program, dir. of program, conference attendance, textbook evaluations, curriculum development.*
2. Two professional experiences related to teaching and learning
3. More than two professional experiences related to teaching and learning, excluding presentations and publications.
4. More than two professional experiences related to teaching and learning, including presentations.
5. More than two professional experiences related to

teaching and learning, including presentations and publications.

**\_\_\_\_\_ Community Non-professional Activities (experiences that are community-focused, but not education related)**

1. Participation in a minimum of one community activity
2. Participation in more than one community activity
3. Participation in more than one community activity, and leadership role in at least one activity

*Ex. Of community non-professional activities; non-profit organization work, volunteer work, community/political work that is not education related.*

**\_\_\_\_\_ Experiences in Diverse Communities**

1. Evidence included reflects a limited number or variety of experiences
2. Evidence included reflects a sufficient number and variety of experiences
3. Evidence included reflects an extensive number and variety of experiences

*Note: review vita and cover-letter for evidence of experiences in diverse communities (communities different from one's own)*

**Section C: Likelihood of Successful Completion of Program**

**\_\_\_\_\_ Letters of Recommendation**

1. One or more concerns stated in at least one letter.
2. No criticisms, no strong recommendations (focuses primarily on personal rather than academic qualities)
3. Strong recommendations (look for consistency; notes multiple examples of specific academic qualities)

**\_\_\_\_\_ Academic Piece of Writing Addressing a Critical Issue in Education (3-page content limit and one-page reference list. Double-spaced, 12-point font, 1 inch margins).**

<b>Criteria and qualities</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<b>Flow of writing; Coverage of content</b>	(1) Neither implicit nor explicit reference is made to the topic being examined. The writing appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted. Topic is of little significance to education.	(2) Readers are aware of the overall problem, challenge, or topic that is to be examined. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to education is evident.	(3) Topic is introduced, and groundwork is laid as to the direction of the paper. Literature included is identified and justified. Writing goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. Appropriate content is covered in depth without being redundant. Significance to education is unquestionable.
<b>Clarity of writing and writing technique</b>	(1) Hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation.	(2) Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	(3) Writing is crisp, clear, and succinct. Incorporates the active voice when appropriate. Uses appropriate pronouns, modifiers, parallel construction, and non-sexist language.

**\_\_\_\_\_ Graduate GPA**

- 1. 3.49 or below
- 2. 3.5 or above

**\_\_\_\_\_ Test Results**

(GRE/MAT: For GRE test results rate Verbal, Quantitative, and Analytical scores separately then calculate average for points.)

- |             |                 |
|-------------|-----------------|
| 1. 1% – 25% | 3. 61%-80%      |
| 2. 26% -60% | 4. 81% or above |

**Appendix D**

**Northern Arizona University  
College of Education**

**Graduate Assistantships**

Date of Application \_\_\_\_\_ Assistantship Requested for 20\_\_\_\_ Academic Year  
20\_\_\_\_ Summer Session

This form is to be used for a Graduate Assistantship in the Division of Professional Programs. It should be filed with the Graduate Studies Office, College of Education, Northern Arizona University, Box 5774, Flagstaff, AZ 86011.

An assistantship cannot be awarded unless the applicant has applied for and been admitted to graduate regular status at NAU. Such status is awarded only after program admission. After applying for a graduate assistantship, please keep the Graduate Studies Office informed of any change in plans or address.

Because assistantships are awarded on a competitive basis, it is particularly important to highlight specific experiences and training that would make you a strong candidate for an assistantship in teaching, laboratory service, or research. Please include this information on the reverse side.

**GENERAL AND PERSONAL**

NAME \_\_\_\_\_ SSN # \_\_\_\_\_  
Last First Middle

DEGREE PURSUING \_\_\_\_\_ MAJOR \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_  
Street City State Zip

WORK ADDRESS \_\_\_\_\_  
Street City State Zip

HOME TELEPHONE \_\_\_\_\_ WORK TELEPHONE \_\_\_\_\_

**EDUCATION**

<u>YEAR</u>	<u>UNIVERSITY OR COLLEGE</u>	<u>MAJOR</u>	<u>MINOR</u>	<u>DEGREE</u>	<u>DATE</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**CERTIFICATIONS** (Please list) \_\_\_\_\_  
\_\_\_\_\_

**EXPERIENCE** (Military, Business, Education, etc.) Five years - most recent first.

<u>YEAR</u>	<u>WHERE</u>	<u>POSITION</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The most frequently awarded assistantships are in the areas of teaching, practicum/student teaching supervision, laboratory staff (Computer Lab, Curriculum Lab, Test Lab), research projects, and administrative/clerical assignments. Please indicate any special expertise you may have for any of these areas. Mark all of your first priorities with "1", second with "2", etc.

**PRIORITY RANKING**

**POSITION**

**QUALIFICATIONS**  
(Include specific requests)

_____	Teaching
_____	Practicum/Student Teaching
_____	Supervision
_____	Laboratory Staff
_____	Research
_____	Administrative/Clerical
_____	Other _____

Can you use \_\_\_\_\_ word processor \_\_\_\_\_ database \_\_\_\_\_ spreadsheet?

Please list any other specific qualifications and interests you would like to bring to our attention.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you held a Graduate Assistantship position previously at NAU? \_\_\_\_\_

If so, when? \_\_\_\_\_

What College/Department? \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

CC:

**Appendix E**

**Graduate Scholarship Request**

Student's Full Name: \_\_\_\_\_

Social Security (Student ID or Passport) Number: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Student's Local Address (where contract or notification is to be sent):

\_\_\_\_\_  
Street Address/Box Number City/State/Zip

Sex: \_\_\_ Male \_\_\_ Female Department: \_\_\_\_\_

Predominant Ethnic Background:

Asian/South Pacific Islander \_\_\_\_\_ Black \_\_\_\_\_ White \_\_\_\_\_

American Indian/Alaskan Native \_\_\_\_\_ Hispanic \_\_\_\_\_ Other \_\_\_\_\_

Admission Status: Graduate Regular \_\_\_\_\_ Graduate Provisional \_\_\_\_\_  
Non-degree \_\_\_\_\_

Undergraduate G.P.A \_\_\_\_\_ Graduate G.P.A \_\_\_\_\_

Type of scholarship requested: Non-Res. Fee \_\_\_\_\_ In-State Tuition \_\_\_\_\_

For the following Period: Academic Year \_\_\_\_\_ Fall Sem. \_\_\_\_\_ Spring, Sem. \_\_\_\_\_

Justification for Request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_  
Department Chair Date

Approved: \_\_\_\_\_  
Dean of the Graduate College Date

CC: