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Section 1: Resources

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College of Education
Oregon State University

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CUL 26 Student Roster

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Sam Morgan  
Shelly Alfred  
Charlie Porter

Leadership in Higher Education (LHE) emphasis

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Meredith Bolinski Stone  
Paul Kim  
Jesse Poole  
Grace Rusth  
Marie-Pascal Ruberaninda  
Cristopher Mansayer  
Rebecca Robertson  
Brenna Dunlap  
Juli Harris
College of Education  
Oregon State University  
Mission, Vision and Values

Mission  
The College of Education develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

Vision  
The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

Values  
- We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity.  
- We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds.  
- Our programs are informed by research and our research is informed by our practice as educators.

University Resources  
Please review the following information. As an OSU student, this information may assist you.

♦ For campus wide information about Oregon State University, check out the following website: http://oregonstate.edu

♦ For information for all graduate students please visit the OSU Graduate School website: http://oregonstate.edu/dept/grad_school/  
The Graduate School Guide to Success will be an important resource for you and has links to several of the forms you will need in completing your graduate degree.  
http://oregonstate.edu/dept/grad_school/current/success.html
♦ For information about the College of Education, go to: http://oregonstate.edu/education/
You may wish to review the CCL web site under “Departments and Programs.”

♦ Make sure you read the other sections below, especially under “Taking Classes Off-Campus.”

REGISTRATION

The following information is very important for registering for your classes.

♦ It is important to note that all registrations are conducted through OSU Extended Campus (http://ecampus.oregonstate.edu/), known as ecampus, and NOT through on-campus schedules.

♦ Please access the following web pages for information regarding being a distance education student: http://ecampus.oregonstate.edu/about/

TAKING CLASSES OFF-CAMPUS

At OSU, specific resources are available to assist you in your learning and success in your classes. Course schedules, announcements, assignments, and course documents are made available to you through two main resources identified below.

♦ OSU Network Identification (ONID): This is the system that will assist you in accessing your own email account, a website location, and your courses: http://www.onid.orst.edu

♦ Canvas: This is a system within the ONID system to help you communicate and complete your assignments within your courses: http://ecampus.oregonstate.edu/services/start/canvas-login.htm

LIBRARY AND ON-LINE SERVICES

OSU offers a host of services for the off-campus student. Please visit the following resource: http://osulibrary.oregonstate.edu/index2.html
As a cohort, you are a member of an email listserv. The listserv is used for communication among students, our department, etc. Your listserv's address is:

cul26@lists.oregonstate.edu
Each member of your cohort is on the listserv as well as faculty. Please keep that in mind when sending and replying to messages on the listserv.

TECHNOLOGY

In order to be fully functional in our program it is important that you have up-to-date technology, i.e., computer and software. If your instructors do not let you know what they require by way of technology (Canvas, word processing, etc.) at the beginning of each course, ask them!

AHE Technology Policy (adopted February 2011)

The expectation of this course is that you will be present and engaged during class time, which means that you will be free from technological distractions. Please refrain from using cell phones or other devices in the classroom out of respect for your classmates and your instructor. If you choose to take notes or access readings via your computer during class please refrain from surfing the web, reading email, and engaging in other activities not related to the class.

Online Resources

NOTE: Some of this information has been taken from the Graduate School’s website and does not contain all of the information available in the Guide to Success. This is meant as a resource to get you familiar with this resource. Please refer to Graduate School website for further information. http://oregonstate.edu/dept/grad_school/current/success.html

The Oregon State University Graduate School
This is a resource page that shows you what is available on the graduate schools website. You may access the website at http://oregonstate.edu/dept/grad_school/
Graduate Guide to Success

It is the student's responsibility to refer to the OSU Graduate Catalog for information regarding official OSU graduate education policy and procedures. See: [http://gradschool.oregonstate.edu/](http://gradschool.oregonstate.edu/)

Doctoral Degree Progress Flow Charts:
Ph.D. Flow Chart

Graduate Student Registration: This section explains registration requirements and the policy regarding part-time and full-time students.

Forms: Many of the Graduate School forms are available on the Graduate School Web Site in Word or Adobe formats. Some can be submitted via the Web.

Deadlines: The diploma and commencement deadlines listed apply to you ONLY if you want your diploma issued during a specific term OR you want to participate in the June Commencement. You may only participate in Commencement if you have completed all your degree requirements by the specified deadlines. These deadlines also help to determine if you need to enroll in subsequent terms.

Committee Composition: A committee of Graduate Faculty members is established to guide your course work and research. It also serves as the final examining committee. Your major professor chairs committee meetings.

Procedures for Examinations and Formal Meetings: provides information and deadlines for scheduling your formal meetings (i.e. program of study meetings, oral preliminary examinations and final examinations) with the Graduate School.

Final Examinations: All degrees require a final examination, which must be scheduled with the Graduate School. You must have completed all course work before this exam is taken.

Preparing to Complete Your Degree: provides information on removing incomplete grades, making changes to your Program of Study, GPA requirements and other possible deficiencies.

Thesis Guide: provides information on proper formatting of your thesis, electronic submission and what must be submitted to the Graduate School prior to taking your final exam.
Program Orientation

September 14-16, 2017
1:00 pm Thursday Afternoon to Saturday at 12:30 pm
Wilsonville Center, Clackamas Community College, Wilsonville

Agenda

Sept. 14 - Thursday Afternoon Session
1:00-1:50 Opening Meeting in Wilsonville
  • Welcome, Both Cohorts
  • Student Introductions
Program History
  • Program dates, locations, format, housing and contact information
2:00-2:50 Library Orientation
3:00-3:50 Canvas Orientation
3:50-4:00 .................................. Break
4:00-6:00....................................Handbook: contents, Program Requirements, and Questions

Sept. 15 - Friday Morning
9:00-9:50.................................... Former Students /
10:00-12:00 ...............................Meet the faculty/Identifying a research topic

Retreat Sessions: Cohort Building and Social Justice

Sept 15 Friday Afternoon-Cohort Building
1:30 – 5:30 .................................Cohort Building Retreat

Sept 16 Saturday Morning-Social Justice
8:30 – 12:30 .................................Social Justice Retreat
Face to Face Class Sessions 2017-2018

All classes are held at Wilsonville Center
Clackamas Community College

Fall term 2017
Class I
Sept. 28 - Thursday 2pm-7:00pm Friday Sept 29-8am-12pm. AHE 517 Education and Work
Sept 29 - Friday 1pm – 7pm and Saturday Sept 30- 8am-12pm. AHE 653 Instructional Leader

Class 2
November 16-17 Thursday 2pm-7pm and Friday 8am-12pm AHE 517 Education and Work,
November 17-18 Friday 1pm – 7pm and Saturday 8am-12pm AHE 653 Instructional Leader

Winter term 2018
Class I
January 18-19 Thursday 2pm-7pm and Friday 8am-12pm AHE 638 History of Higher Education
January 19-20 Friday 1pm – 7pm and Saturday 8am-12pm AHE 643 Organization Theory of Higher Education

Class 2
March 1-2 Thursday 2pm-6:00pm and Friday 8am-12pm AHE 638 History of Higher Education
March 2-3 Friday 1pm – 7pm and Saturday 8am-12pm AHE 643 Organization Theory of Higher Education

Carpenter Lecture, Thursday, 3/01/17 - 6:30pm (6:30-8:00) 9:00pm

Spring 2018
Class I
April 05-06- Thursday 2pm-7pm and Friday 8am-12pm AHE 612 Research Perspectives in Education
April 06-07 Friday 1pm – 7pm and Saturday 8am-12pm AHE 621 Leadership in Student Services
Class 2
May 17-18 Thursday 2pm-7pm and Friday 8am-12pm AHE 612 Research Perspectives in Education
May 18-19 Friday 1pm – 7pm and Saturday 8am-12pm AHE 621 Leadership in Student Services

Summer Term 1st year students enroll in three on-line courses in the 8 week on-line summer session.
Summer Term 2nd year students will enroll in Ethics and Internship and if necessary, a thesis course. The Ethics course meets in person for one week in the last full weekend of June and then is on-line for the remainder of the first eight week summer session.

Program Costs

1) Tuition and fees are set by the University. Please visit the Ecampus website for current rates. You will enroll for 6 credit hours for each of the first two academic year terms – fall, winter, spring. In addition, you will register for 9 credits your first two summers 2018 & 2019) in the program. It is possible that you and your advisor will determine that you wish to take your internship during fall, winter, or spring. In that case you will enroll for six to twelve hours that quarter.

2) Visit the following link for more info on Ecampus tuition: http://ecampus.oregonstate.edu/services/tuition/

3) During fall, winter, and spring quarters in Wilsonville you will make your own meal and lodging arrangements.

Clackamas Community College WILSONVILLE Training Center Facility Rules

♦ Treat all Training Center staff with respect and courtesy.

♦ Faculty can check out equipment from the front desk. Students are not allowed to do so.

♦ Classes are assigned a classroom which we pay for. You may not use additional rooms even if they are empty. Please do not ask staff if you can use an additional room for studying, group work, etc.
♦ Clean up after yourself. Do not leave cups, wrappers, cans on the tables.

♦ The kitchen is not for our use. Please do not ask if you can use it.

Remember we share the building with many other groups so please be sensitive to others and talk quietly in the hallways and lounge area.

Driving Directions:

FROM THE NORTH:
From I-5 take exit 283 toward Wilsonville
Turn LEFT on to SW Wilsonville Road 0.4 miles
Turn LEFT on to SW Town Center Loop E 0.4 miles
Wilsonville Training Center is on the left

FROM THE SOUTH:
From I-5 take exit 283 toward Wilsonville
Turn RIGHT on to SW Wilsonville Road 0.4 miles
Turn LEFT on to SW Town Center Loop E 0.4 miles
Wilsonville Training Center is on the left
Section 2: OSU/AHE Policies and Procedures

RESIDENCY REQUIREMENT

- This program requires an enrollment of a minimum of three graduate credit hours each quarter until completion. After the second year, students are not required to enroll for summer quarter unless they are using University resources (library, primary advisor, committee meetings, or enrollment in a required credit course for that summer).

- Each student must spend at least three terms of full-time graduate academic work (at least 9 credits per term) on campus or at an off-campus site approved by the Graduate School. The latter requirement of three terms of full-time enrollment does not have to take place in consecutive terms. ECampus is an approved site.

- After admission to the program, each participant will enroll at OSU for all post-masters graduate credits included in the program.

ATTENDANCE

The AHE Department’s expectation is that graduate students will attend and participate in every face-to-face class meeting. Given the cohort and interactive nature of these classes, any absence is disruptive and will affect the student’s course grade. At the instructor’s discretion, a student who misses a portion of any face-to-face class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. The instructor has the discretion to assign a grade based on class participation, assignments, quality of work and to determine that the assigned grade will be reduced for failure to attend one or more face-to-face sessions. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses. At the instructor’s discretion, the student may need to undertake additional work to make up for the absence.

PROGRAM LEAVES OF ABSENCE OR EXTENSIONS

A “leave of absence” is an interruption of studies during the period after formal admission to the CCL program.

LEAVES OF ABSENCE: Participants may petition for a leave of absence any time after formal admission to the CCL program. The College of Education does not guarantee that the required course work will be available to a participant granted a leave of absence and reentry into the program will be dependent on the availability of courses and cohort sequencing. Petitions for a leave of absence will be submitted to the Major Advisor for approval and then to the Program Lead.
PROGRAM EXTENSIONS

After advancement to candidacy, students must complete and defend their dissertation within five years. If it is not completed within that period, the student will be required to retake the preliminary oral exam. Students may petition for extensions of the CCL program sequence as follows:

1. A one-year extension may be granted for extenuating circumstances by the participant’s major professor.

2. An extension of one additional year may be granted in special circumstances by the Concentration Lead, upon the recommendation of the participant’s major professor. The participant will be responsible for developing a revised program schedule as part of the petition for extension.

CONTINUOUS ENROLLMENT-AHE PROGRAM- RE-ADMISSION

After lapses in registration, all students must begin the process of re-admission by re-applying to the OSU Graduate School. The Graduate School will ask the AHE program if the faculty is willing to re-admit the student. Re-admission will be determined by the faculty involved with the doctoral program at the time of the request, as follows:

Category I  Re-admission within five years from the time of the student’s last content course (Thesis credits are not considered content courses):
- To be re-admitted a student must have demonstrated satisfactory academic progress when previously enrolled. Satisfactory academic progress is defined by responding to questions from the primary faculty member in a timely and satisfactory manner and meeting coursework, dissertation proposal, and dissertation deadlines. At the time of application for re-admission the student will submit a satisfactory timeline for meeting all remaining program requirements.
- The faculty will form a sub-committee to review the student’s application. If granted re-admission, the student will continue with completing his or her program of study/research.

Category II  Re-admission beyond five years from the time of the student’s last content course (Thesis credits are not considered content courses). This provision applies to any students who has completed their content courses and has been paying thesis credits for more than three years, but then drops out for more than one term.
- To be re-admitted a student must have demonstrated satisfactory academic progress when previously enrolled. Satisfactory academic progress is defined as working with a primary faculty member by
responding to questions from the primary faculty member in a timely and satisfactory manner and meeting coursework, dissertation proposal, and dissertation deadlines. At the time of application for re-admission the student is required to submit a satisfactory timeline for meeting all additional program requirements.

- A student in Category II who has not been enrolled for five or more years may be required to re-take previous courses or additional courses.

The faculty will form a sub-committee to review the student’s application. The sub-committee may determine that for students who have not been enrolled for five or more years that significant changes have occurred in course content since the student was last enrolled and may require re-taking previous courses or may identify additional courses as part of an updated program of study. If granted re-admission, the student will continue with completing his or her program of study/research.

It should be noted that graduate assistantship eligibility requires enrollment levels that supersede those contained in this Continuous Enrollment Policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this Continuous Enrollment Policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student’s responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

**LEAVE OF ABSENCE**

On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Graduate School to arrange authorized leave. Graduate programs that are designed such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis will work with the Graduate School to arrange planned leave. Students understand that while on leave they will not use university resources. Graduate Faculty members are students’ most important resource at the university and will work closely with graduate students to ensure timely completion of academic goals, understanding of the Continuous Graduate Enrollment Policy, and that graduate students enroll each term other than when they are on authorized leave. The Graduate School will assist graduate students and Graduate Faculty members with administrative procedures related to the Continuous Graduate Enrollment Policy. The Graduate School recognizes the diverse circumstances and unpredictability of graduate students’ lives and will work in partnership with the graduate community in arranging leaves and responding to unanticipated situations.

A graduate student intending to resume active graduate student status following interruption of his or her study program for one or more terms, excluding
summer session, must apply for Regular or Planned Leave of Absence to maintain graduate student standing in his or her degree program and to avoid registration for 3 graduate credits for each term of unauthorized break in registration (See Section IV below). Intent to Resume Graduate Status Forms must be received by the Graduate School at least 15 working days prior to the first day of the term involved. The time the student spends in approved on-leave status will be included in any time limits relevant to the degree (See Sections C.1. and C.2. below). Students in on-leave status may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University.

A. Eligibility

Only graduate students in good standing are eligible for Leave of Absence.

B. Leave of Absence Categories

Regular - Regular Leave of Absence is granted in cases where the student demonstrates good cause (e.g. illness, temporary departure from the university for employment, family issues, financial need, personal circumstances). The student must indicate reason for on-leave status.

Planned - Planned Leave of Absence is granted to students for whom the design of their academic program is such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis. Planned Leave of Absence is set by the program with the approval of the Graduate School. (For a current list of Planned Leaves, consult the Graduate School at 737-4881.) Planned Leave of Absence includes students enrolled in summer-only programs and graduate students in other programs that have been pre-approved by the Graduate School for Planned Leave of Absence. Summer-only students and other students who qualify for Planned Leave of Absence must:

a. be in good standing,

b. submit the Intent to Resume Graduate Status Form indicating each term for which leave is requested, and

c. complete all degree requirements within the time limits established in the Graduate Catalog. Requests for multiple terms of Leave may be submitted at one time.

C. Limits

1. Regular Leave of Absence is granted for a specified time period that may not exceed three terms, excluding summer session. In no case may regular on-leave status exceed the maximum listed below throughout the student’s entire degree program.
b. **Doctoral degree.** Doctoral degree students may apply for a maximum of three academic terms of regular on-leave status prior to advancement to candidacy, and they may apply for a maximum of three academic terms of on-leave status after advancement to candidacy. The time spent in approved on-leave status will be included in the maximum five years that may elapse between the preliminary oral examination and the final oral examination.

2. Planned Leave of Absence is available for a maximum of nine terms, excluding summer session, to students enrolled in programs for which Planned Leave has been approved by the Graduate School. However, time spent in planned on-leave status will be included in all time limits pertaining to the student’s degree program.

**D. Approval**
Approval of the major professor, department/program chair, and graduate dean are required.

**III. Student Fees**
Students with approved on-leave status are not required to pay tuition or fees. However, students who must register as per section I, "Minimum Registration," must pay both tuition and student fees.

**IV. Unauthorized Break in Registration**
A graduate student who takes an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain Regular or Planned Leave of Absence will relinquish his or her graduate standing in the university. Students who wish to have their graduate standing reinstated will be required to file an Application for Graduate Readmission, be approved for re-admission by the AHE department and the Graduate School, and pay the readmission fee. The readmission application must be approved by the student’s major professor, department/program chair, and graduate dean. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. The petitioner for readmission will be required to meet university and departmental admission requirements and degree completion requirements that are in effect on the date of readmission. The departmental admission requirements will include a statement explaining the break in registration and the students plan for finishing his/her academic work. In addition, the major professor must review the students work to date to demonstrate the student is making satisfactory academic progress.

**V. Appeal**
In the case of extraordinarily extenuating circumstances, students may appeal the provisions of the Continuous Graduate Enrollment Policy by submitting a detailed request in writing to the dean of the Graduate School for additional
Implementation of Continuous Enrollment Policy
Registration requirements are included in the preceding section on continuous enrollment. The continuous enrollment policy became effective fall 2016 for all graduate students admitted for the first time in fall 2016 or later; all graduate students who were readmitted to the university fall 2016 or later; and all graduate students who changed into a different degree program (e.g., from master’s to doctorate, or from one degree to another) fall 2016 or afterwards. In addition, all graduate students, including those enrolled prior to fall 2016, became subject to this policy fall 2016, regardless of their original matriculation date.

All graduate students must be enrolled for a minimum of 3 credits to use any University resources university space, facilities or faculty time. If you fail to enroll continuously (summer is not included) so you will be automatically dismissed from the University and will be required to apply for re-admission.

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STUDENTS WITH DISABILITIES

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

EXPECTATIONS FOR STUDENT CONDUCT

For a full listing of the university’s rules on student conduct see: http://oregonstate.edu/admin/stucon/achon.htm

Statement on College of Education Student Progress

To promote student success, provide clarity on key timelines, and facilitate students completing their educational program in a timely fashion, this set of CCL requirements has been established. These “normal progress” requirements, which apply to both fulltime and part time students, are also provided to help students assess their own progress. These requirements will be used as a basis for advisors and departmental administrators to identify concerns and problems early, and to provide timely advice and assistance to students in AHE programs. Students who fail to meet these normal progress requirements may need to complete additional work, or may be dismissed from the program. Requests
for an extension of these required deadlines, specifying the extraordinary circumstances and the needed additional time, must be submitted in writing *prior to the given deadline* to the major professor.

The following requirements are specific to AHE programs and included any official leave of absence; see also the Graduate School policies for any additional requirements.

**Required progress for Ed.D. and Ph.D. students:**
- Maintain a 3.0 grade average overall, with a C or better in all required courses, and
- Maintain a 3.0 grade average for courses in the program of study filed with the Graduate School, and
- Complete coursework by the end of the third year, unless the student has an approved leave of absence or has been granted re-admission to the program, and
- Complete written examinations and oral examination within one year of completing the coursework, unless the student failed the written examination and has been required to re-take the written examination the following year,* and
- Complete dissertation within seven years of matriculation into the program, unless the student has been granted a one or two year extension.*

* Note that the OSU Graduate School guidelines contain a nine-year rule, stated as follows: Effective beginning with students matriculating fall term 2016, all work toward a doctoral degree, including course work, thesis (if required) and all examinations must be completed within nine years of the indicated start date on the Departmental Action Form. Extensions of this time limit may be requested by submitting a petition to the Graduate School.
OSU College of Education
Student Annual Progress Review Form

Complete this form and email to AHE Program Coordinator; email copy to Major Professor. Return form by September 1st of your second year and each year thereafter until final dissertation defense.

This evaluation is to be filled out by the graduate student and will serve as a review of progress towards completion of degree requirements. Parts A and B of this form are updated each year, and a copy is forwarded to the student’s Major Professor.

Name ___________________________________________
Admission Date ____________
Degree ______________________
Emphasis: ______________________________________
Major Professor: ______________________________________
Current Date: ____________________

Part A. Indicate date of completion:

Date Committee formed: ____________

<p>| Committee Members |</p>
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__________________ Date Program of Study meeting held (Ph.D. only)
__________________ Date Program of Study Filed
__________________ Date Internship completed
__________________ Date course work completed
__________________ Date Portfolio completed
__________________ Date Preliminary Oral Exam completed
__________________ Date Dissertation Proposal reviewed
__________________ Date Dissertation Defense held

Part B. Written Narrative:

On an attached sheet, provide a summary (1-2 page, single-spaced) of the activities undertaken since your last review. Include the following topics: (1) Coursework taken (and grades received); (2) Coursework with an incomplete and plan to complete; (3) Progress in internship; (4) Progress in writing portfolio; (5) Progress in dissertation proposal; (6) Field work, data collection/analysis and progress on writing dissertation; (7) Participation in professional development opportunities and publications; and (8) Projected timeline to completion. Discuss any problems or impediments to your progress.

NOTE: You will be informed if you are not making adequate progress.
Section 3: Program Design

Program Outcomes for the AHE Doctoral Program in Community College Leadership

Prior to advancing to candidacy, students in the AHE program must demonstrate evidence of achievement in the following six program outcomes. Below are the program outcomes followed by a brief description and examples of competencies that support each outcome.

The program outcomes, descriptions, and competencies are:

1. **Community College Leader**
   An effective community college leader advances the mission of the community college, develops and supports multiple programs and services, and creates an atmosphere of trust and cooperation.
   - Articulate and promote the mission of the community college.
   - Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.
   - Advance access, student success, employees, programs and services and resources.
   - Influence, develop, and implement educational policy related to the primary mission areas of community colleges.
   - Create and maintain open communications regarding resources, priorities and expectations.
   - Promote and demonstrate the value of diversity, multiculturalism and social justice.

2. **Lifelong Researcher**
   A lifelong researcher examines critical issues and develops alternatives utilizing data-driven evidence and proven practices, utilizes internal and external data sources, and collaborates with internal and external stakeholders in a scholarly manner.
   - Examine critical issues facing education systematically and identify an area of scholarship.
   - Critically analyze scholarly studies from a variety of research perspectives.
   - Design, conduct and report scholarly work.
   - Use assessment, evaluation, and research data to inform practice and administrative decisions.

3. **Organizational Strategist**
An effective leader uses a systems perspective to understand organizational cultures, structures, and functions and is able to create a positive environment that supports innovation, teamwork, and successful outcomes.

- Think systematically about organizational cultures, structures, and functions.
- Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and the economic, political, and social needs of students and the community.
- Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.
- Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.
- Develop a positive environment supporting innovation, teamwork, and successful outcomes.
- Align organizational mission, structures, and resources with the college master plan.

4. **Resource Manager**

A leader is an effective steward of institutional resources, develops and manages financial strategies supporting programs, services, staff and facilities, and engages with external constituents to seek and understand all fiscal, personnel, and program alternatives.

- Develop and manage resource assessment, planning, budgeting, and location processes consistent with college priorities and local, state, and national policies.
- Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.
- Utilize an entrepreneurial stance in seeking ethical alternative funding sources.
- Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.
- Manage conflict and change associated with resource allocation and institutional priorities which contribute to the long-term viability of the organization.

5. **Advocate for Learning**

A learning advocate is able to articulate a theoretical framework for all aspects of learning, understands the latest learning theories and instructional strategies, and collaborates and engages with others to enhance student success and positive student outcomes.

- Support the design of academic programs and courses from an articulated theoretical framework, including clear, coherent pathways.
- Promote learning experiences for all students/staff consistent with high rates of student success and positive student outcomes.
- Integrate diverse “ways of knowing” from a global perspective to enhance learning for all individuals.
• Develop a climate of collective responsibility for student success.
• Develop a culture in which all academic and nonacademic communities are encouraged to collaboratively promote student learning outcomes.
• Provide competent oversight to instructional and student services programs, including informed program evaluation and review.

6. Professional Leader
A professional leader demonstrates integrity and honesty and works ethically to set high standards for self and others, continually improves self and surroundings, and is accountable to the institution, staff, and the community.
• Incorporate legal issues and professional ethics into all decision making responsibilities and processes.
• Provide leadership that is consistent with articulated professional principles.
• Support lifelong learning for self and others
• Manage stress through self-care, balance, adaptability, flexibility and humor.
• Transcend personal belief systems, seeking and understanding multiple and diverse perspectives; link personal belief systems to scholarly literature.
• Self-assess performance regularly using feedback, reflection, goal-setting and evaluation.
• Take risks, make difficult decisions, and accept responsibility.

These learning outcomes can be met through professional work experience, formal educational study, or other learning experiences. Evidence of achieving these outcomes is provided by students through successful completion of a program of study, written exam, completion of an oral preliminary examination, and production and defense of a dissertation.

Program Outcomes for the Leadership in Higher Education Program

(The Program Outcomes will be finalized fall 2017)
COURSE SCHEDULE
(Schedule subject to change)

Year 1

Fall

AHE 653 Instructional Leader (3 credits)
A core course in the college of education doctoral program. Introduces major
theories, theorists and theoretical principles that will assist the learning in the understanding
development of systematic frameworks for instructional leadership.

AHE 517 Education and Work (3 credits)
Issues related to work in the U.S. and other countries. The role of public, private,
corporate, government, military and other education and training programs in
meeting changing individual, corporate, and community work-related needs.

Winter

AHE 638 History of Higher Education (3 credits)
Surveys American higher education across 200 years of American history, with
specific emphasis on higher education and the American community college.

AHE 643 Organization Theory-Higher Education (3 credits)
An introduction to organizational theory (OT). The texts allow us to explore how
systems thinking is applied to our world, and how we can use it to better understand
the nature of human social engagement. Both OT and living systems theories are
deeply associated with improvement and change theories in higher education
settings and business.

Spring

AHE 621 Leadership in Student Services (3 credits)
Exploration of significant issues in design and deliver of student services in college and
higher education settings. Group discussion, model building, problem posing, issue
analysis and theory application are employed. Students will reflect on current and
future practices in student services, including emerging approaches to leadership.

AHE 612 (CCL) Research Perspectives in Education (3 credits)
Research perspective, how they are influenced by world views and how these world
views influence research.

AHE 672 (LHE) Research Perspectives in Four-Year Higher Education (3 credits)
An overview of the extensive research related to four-year colleges and universities with an emphasis on the role of research in understanding and interpreting the nature of higher education. Explore research epistemologies, theories, and approaches related to social science and higher education, and how these ideas influence worldview and subsequent research. Identify a significant research topic/problem statement which will carry forward into the second year research courses in moving toward the dissertation topic for research related to four-year higher education.

**Summer**

**AHE 582 Legal Issues in Higher Education (3 credits)**
A comprehensive presentation and discussion of the law governing administration within community colleges and college/universities with a special emphasis on student services administration.

**AHE 618 Qualitative Analysis in Educational Research (3 credits)**
Introduces learners to a variety of qualitative research perspectives and methodologies. Participants will examine these approaches by critiquing a scholarly article containing qualitative methods; formulating qualitative questions; writing a short proposal, collecting, coding and analyzing data; and writing a final synthesis paper.

**AHE 611 Quantitative Analysis in Educational Research I (3 credits)**
Foundational course to methods and statistics used in quantitative education research. Examines data analysis, statistical procedures, and interpretation of results within postsecondary environments.

**Year 2**

**Fall**

**AHE 613 (CCL) Research Analysis & Interpretation in Education (3 credits)**
Critical analysis of scholarly studies in education from a variety of research perspectives. PREREQ: AHE 612 and an Intermediate statistics course that may be taken concurrently.

**AHE 673 (LHE) Research Interpretation in Four-Year higher Education (3 credits)**
Critical analysis and interpretation of journal articles and scholarly research related to a problem statement in four-year higher education organization, learning, and/or leadership. Refinement of Sections 1 (Research Focus and Problem Statement) and II manuscript and Literature Review) of a Dissertation Proposal in four-year higher education. PREQ AHE 672.
AHE 616 Quantitative Analysis in Educational Research II (3 credits)
Develop conceptual and practical understanding of research in higher education.

Winter
AHE 614 (CCL) Advanced Research Methods in Education (3 credits)
Selected topics in research methods as appropriate for research perspectives in education. May be repeated. PREREQ: AHE 613.

AHE 674 (LHE) Advanced Research Methods in Four-Year Higher Education (3 credits)
Identification and evaluation of an appropriate quantitative or qualitative study focused on four-year higher education. This includes a requirement that students demonstrate the ability to analyze and interpret data associated with their research question(s) as identified in their research proposal. PREREQ: AHE 673

AHE 575 Educational Finance (3 credits)
Finance budgeting accounting for sources of revenue: deferral, state and local financing, budgeting and accounting models, practical experience combined with an examination of theory, trends and issues. Focus in public schools, community college, or higher education through practical experience.

Spring
AHE 615 (CCL) Research Issues (3 credits)
This course is a core course in the college of education’s doctoral program that focuses on research issues. PREQ: 612, 613, 614

AHE 675 (LHE) Four-Year Higher Education Research Issues (3 credits)
Finalize a dissertation proposal related to a research question on four-year education institution that reflects research epistemologies, theories and approaches. Develop a dissertation draft for review by the student's dissertation committee outlining: (a) Purpose of the student’s study and its significance within the context of research on four-year colleges and universities; (b) Review of related literature on the specific topic of the dissertation, and (c) Design of the dissertation study. PREREQ: AHE 674.

AHE 640 Higher Education Administration (3 credits)
Current leadership and management theories and models, systems of organization, patterns of internal and external governance, and issues in institutional planning and advancement in higher education.
Summer

**AHE 645 Ethical Practice (3 credits)**
Review major ethical theories with an emphasis on practical applications related to community college professional practice.

**AHE 610 Internship (3 credits Ph.D.; 6 credits Ed.D.) May be taken any quarter.**
CCL Internship – community college. LHE Internship – four year college or university.
Ph.D. students may be involved with a research project with their major professor to meet this requirement.

AHE 603 Thesis (Three credits for the Ph.D. if using summer quarter to establish a second year of residency)
(NOTE: Thesis credits are always with your major professor)

**Year 3:**

**Fall, Winter, Spring.** You must enroll each term for a minimum of 3 credits of AHE 602 with your major professor. (If necessary, you may choose any of these quarters to establish your third quarter of residency by enrolling for 9 credits - however, you may have already completed this requirement). Summer enrollment is not required unless you are working with your major professor or using University resources, or meeting with your committee.

**Year 4 and until dissertation successfully defended:**
Each term (summer term may not be required unless you are working with your major professor or using University resources or meeting with your committee) register for a minimum of 3 credits of AHE 603 with your major professor.

NOTE: The registration of thesis credits will vary depending on the program of study (Ed.D. vs Ph.D.). Please consult with your major professor in determining your individual course of action relative to the registration of your thesis credits. Ph.D. candidates may have additional course requirements. **Remember the Graduate Catalogue states:** the student must spend at least three terms of full-time graduate academic work (at least 9 credits per term) on campus or at an off-campus site approved by the Graduate School. The latter requirement of three terms of full-time enrollment does not have to take place in consecutive terms. ECampus is an approved off-campus site.

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**Course Registration**
Prior to each term you will receive, via the list-serve, notification of when registration opens for the coming term. Refer to the Ecampus schedule of classes to locate your course registration numbers. To register go to:

[http://oregonstate.edu/students/](http://oregonstate.edu/students/)

and click on Student Online Services. This will take you to the login page where you will enter your OSU ID number and GAP. Then select registration and enter the information for your courses.

**Be mindful of registration deadlines. Late fees are strictly enforced.**

Please refer to the online catalog for late fees, academic calendar, etc.
Differences between Ph.D. and Ed.D.

**Internship:**
- Ph.D. completes 3 credits of internship
- Ed.D. completes 6 credits of internship.

**Thesis:**
- Ph.D. completes 36 thesis credits*
- Ed.D. completes 24 thesis credits*

*Note: Students take as many thesis credits as they need in order to complete the work.

**Degree Purpose:**
- The Ph.D. is viewed as the degree for student researchers.
- The Ed.D. is viewed as the degree for student practitioners.

**Committee Composition:**
- The committee for the Ph.D student is comprised of 4 OSU faculty members and 1 courtesy/adjunct external member.
- The committee for the Ed.D. student is comprised of 3 OSU faculty members and 2 courtesy/adjunct external members. It is permissible for the students committee to be composed of 4 OSU faculty members and 1 courtesy/adjunct external member.

**Program of Study:**
- The program of study for the Ph.D. student is determined by the course requirements and the primary advisor, or the student’s committee, or the Graduate Council. The student should expect that there will be additional research courses or courses related to the thesis beyond those required for students enrolled for the Ed.D.
- The program of study for the students enrolled for the Ed.D. is determined by the course requirements in the program.

**Selection for the Ed.D./Ph.D.:**
- Normally all students are admitted as Ed.D. There is a Ph.D. Option.
- Students with a research career objective who wish to pursue the Ph.D. Option must be in contact with the Community College Leadership/Leadership in Higher Education advisor prior to submitting a completed application. Supplemental application materials are required at the time of admission. The student must be selected by a qualified OSU faculty member engaged in original research at the time of admission to the CCL or the LHE program.
Ph.D. in Education

Critical Outcomes of the Ph.D. Option

Ph.D. graduates of the College of Education achieve success in securing employment in research, and/or teaching at university, college, institute or educational agencies. Emphasized are strong foundational knowledge in theory and the practical application of theory in their chosen fields of study. A thorough understanding of all aspects of the research process are key, including (a) development of research questions and hypotheses, (b) research design, analysis and interpretation, (c) dissemination of results in both oral and written formats with the goal of publishing in nationally, peer-reviewed journals, and (d) grant writing to fund research. Ph.D. students develop clear lines of research during their doctoral study, which, in turn, lead to refereed research presentations at national conferences and to publications in peer-reviewed journals.

The College of Education Ph.D. program highlights the importance of a multidisciplinary lens through which to view research questions. Students become familiar with quantitative and qualitative methodologies and receive considerable in-depth training and proficiency in specific methodological domains. The program also stresses student preparation in writing to the level necessary for publication, and the importance of experiences in supervision, teaching, and consultation, as appropriate to the particular discipline.

Critical Features of the Ph.D. Option

The key structures of a program designed to produce the above outcomes feature intensive faculty mentoring that begins upon student matriculation and continues throughout their studies. To this end, students are introduced to professional associations through jointly authored presentations and co-author manuscripts as their mentors stress both the decision-making aspects of research and rigor in its conduct. Coursework stressing basic and emerging theories, the best contemporary and classic research in students’ specific disciplines, research practice, and students as critical consumers of research provide the foundational knowledge and experiences necessary to develop scholars. Additionally, students participate in extracurricular experiences critical to a research culture include speaker series, lab meetings, and journal clubs.

The College of Education Ph.D. option, at the end of the two years of coursework, requires both a written and oral examination designed to provide students with a supervised opportunity to demonstrate the knowledge, skills, and understandings that they have acquired in their course of study. The written examination and the Preliminary Oral Examination are an opportunity for a student to demonstrate his/her ability to carry out disciplined inquiry in accordance with college-wide standards of performance. The culminating project for this degree is in the form of a dissertation, featuring original research that illustrates a mastery of relevant education theory with the clear goal of informing disciplinary knowledge.
Program Requirements for Ph.D. in Education with an emphasis in Community College Leadership or an emphasis in Leadership in Higher Education

The general requirements for the Ph.D. in Education with emphasis in Community College Leadership or Leadership in Higher Education are consistent with those approved by the Graduate School for the Ph.D. in Education. The specific content of course work will appropriately fulfill these requirements while reflecting an emphasis on community college leadership.

**Residency**

The Graduate School Catalogue states: each student must spend at least three terms of full-time graduate academic work (at least 9 credits per term) on campus or at an off-campus site approved by the Graduate School. The latter requirement of three terms of full-time enrollment does not have to take place in consecutive terms. ECampus is an approved campus site.

**Graduate Committee Composition**

The student’s committee will be composed of a minimum of two College of Education faculty from the area of emphasis (Adult and Higher Education (CCL & LHE)), two additional faculty from inside or outside the College of Education, and one representative of the Graduate School. One of the two additional faculty members from inside or outside the College of Education may be a practicing community college leader or four year college leader or researcher with a doctorate and meeting the requirement for adjunct/courtesy faculty status in the Graduate School. The Graduate School requires that adjunct/courtesy faculty publish in referred journals prior to nomination for adjunct/courtesy faculty status in the Graduate School at OSU.

**Minimum Required Program of Study**

(For students seeking the Ph.D., it is common for the graduate advisor and/or the student’s graduate committee to require some additional course work, beyond the minimum required program of study, related to the student’s planned area of research. These courses may be designed to provide additional depth in the subject matter or additional background in research or statistics).

All Ph.D. students admitted to a major in Education must have an earned Master’s Degree and may transfer in up to 36 credit hours of approved graduate credits. In addition, each student must complete a minimum of 87 graduate credits at OSU beyond the baccalaureate degree. The actual number for a student seeking the Ph.D. will be determined by the students dissertation committee when the Program of Study is approved. The minimum number of credits in each component of the program of study is as follows:

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As Stated in the Catalogue of the Graduate School: PhD Requirements
1. Complete a **minimum** of 120 graduate credits beyond the baccalaureate degree.
2. An earned master’s degree. Up to 33 credits may be credited toward the required graduate credits.
3. A mentored internship in an appropriate work setting for a minimum of 3 credits.

At least 36 thesis/dissertation credits. This is a cohort program with all Ed.D. and Ph.D. students following the same required course schedule for the first two years of the programs. Mentored internships are distinct for each program and there is a difference in the number of required thesis/dissertation credits. In addition, the primary advisor and or the student’s committee will likely require additional coursework related to the student’s planned area of research. On page 26 of the Handbook the **minimum required** courses are listed in order.

**Other Requirements**

**Preliminary Examination**

The preliminary examination has two parts: written and oral. The content and process for the written examination is determined by the faculty. The guidelines for the preliminary oral examination are shown in the program guide.

**Thesis Proposal**

Students must prepare a thesis proposal and title that is approved by the student’s committee and filed with the College of Education prior to commencing with the thesis research. The guidelines for the thesis proposal are shown in the program guide.

**Thesis**

Students must prepare and defend a thesis embodying the results of research and giving evidence of originality and ability in independent investigation. A minimum of 36 credits must be earned through the thesis. All university policies regarding human subjects must be followed.

**Final Examination**

The final quality assurance for the program is the student’s successful oral examination that focuses on defense of the thesis. The examination is conducted following the rules of the Graduate School at Oregon State University and is done by the same faculty committee that is appointed to review the student’s thesis proposal as described above. Faculty committee members may change over time.
Ph.D. DOCTORAL COMMITTEE COMPOSITION

Each CCL/LHE student undertaking a Ph.D will have a five-person doctoral committee composed as follows:

- A major professor selected from the AHE faculty of the College of Education. The student will join with the College in making this selection.
- A second committee member from the AHE department.
- A third committee member from OSU, either the College of Education or some other college.
- A graduate representative appointed by the graduate school based on the recommendation of the major professor.
- One additional faculty member. (Faculty must hold a terminal degree in their field and be appointed to OSU’s graduate faculty.) They will be chosen by the student with the approval of the College and the University. Ordinarily, **ADJUNCT/COURTESY FACULTY CANNOT BE APPROVED IF THEY ARE EMPLOYED BY THE SAME INSTITUTION AS THE STUDENT.** Students are encouraged to identify committee members who are recognized community college leaders and scholars. The term scholars refers to scholarship, meaning publication of articles in referred journal. Considerations in selection may include knowledge of/interest in dissertation topic and ability to contribute to the student’s future career goals. Consult with your major professor as you consider adjunct members.

College of Education representatives and the graduate representative will be selected within the first year of each participant’s program and will approve the program.

A sample Program of Study form can be located on the OSU Graduate School Website: [http://oregonstate.edu/dept/grad_school/forms.php#program](http://oregonstate.edu/dept/gradSchool/forms.php#program)
Ed.D. in Education

Critical Outcomes of the Ed.D. Option

The goal of Ed.D. option is to prepare Practitioner-Scholars, individuals with a set of expectations distinct from those of Practitioners, on one hand, and Scholars on the other. Practitioners improve practice by drawing on field experience. Scholars develop and disseminate knowledge. Practitioner-Scholars improve practice by drawing on both experience and systematic inquiry. Given this distinctive role, the College of Education Ed.D. option aims to produce sophisticated practitioners who know how to link practice and scholarly communities and effectively address the context in which they are working. We strive to prepare graduates for what education is likely to need in its future leaders. Some characteristics of that future include:

- Increased emphasis on accountability.
- An end to education’s credentialing hegemony.
- A need for leaders to have deeper understandings of teaching and learning.
- A more diverse and challenged student population.

Future leaders need to understand the nature of the profession they are entering and its policy context, as well as its challenges. They need to know how to create effective learning environments that are student centered.

Ed.D. recipients will be prepared to translate theory into developmentally appropriate practice for K-16 levels of instruction. They will be proficient in preparing and presenting theory-to-practice research papers at state, regional, and national conferences. They will publish their work in refereed teacher education and educational administration journals, as well as write grants for theory-to-practice initiatives at state, regional, and national levels. Ed.D. graduates of the College of Education will be effective leaders in institutes of higher education. They will instruct graduate students and faculty who have a practitioner-focused interest in teaching, scholarship and service. They will know how to foster and implement developmentally appropriate practices for diverse learners, and will understand and value community outreach and civic engagement in the development of citizen leaders.

Critical Features of the Ed.D. Program

The key structures of College of Education degree in education, designed to produce the above outcomes, include a complex mixture of coursework, internship, and reflection. Coursework will address topics such as research design, program evaluation, research literacy, practice-based research, and data-driven decision-making. These courses include research foundations, program evaluation, as well as qualitative and quantitative research methods courses. Additionally, all Ed.D. students participate in an internship that includes a product (e.g., paper) that frames the internship experience in a theoretical/research base to be evaluated by program faculty. Paid employment in a school or other practice setting can be approved for internship, provided that the student receives appropriate supervision and training throughout this experience.
The College of Education Ed.D. option, at the end of two years of coursework, requires a written and oral examination designed to provide students with a supervised opportunity to demonstrate the knowledge, skills, and understandings that they have acquired in their course of study. The written examination and the Preliminary Oral Examination are an opportunity for a student to demonstrate his/her ability to carry out disciplined inquiry in accordance with college-wide standards of performance. The culminating project for this degree is in the form of a dissertation, featuring original research that illustrates a mastery of relevant education theory with the clear goal of informing disciplinary knowledge.

**Program Requirements for Ed.D. in Education**

**Community College Leadership or Leadership in Higher Education Emphasis**

The general requirements for the Ed.D. in Education with emphasis in Community College Leadership or in Leadership in Higher Education are consistent with those approved by the Graduate School for the Ed.D. in Education. The specific content of course work will appropriately fulfill these requirements while reflecting an emphasis on community college leadership.

**Residency**

Refer to the guidelines provided by ECampus.

**Graduate Committee Composition**

The student’s committee will be composed of a minimum of two College of Education faculty from the area of emphasis of Adult and Higher Education (CCL or LHE), two additional faculty from inside or outside the College of Education, and one representative of the Graduate School. The two additional faculty members from outside OSU may be a practicing community college leader or a four-year college or university with a doctorate and meeting the requirement for adjunct/courtesy faculty status in the Graduate School.

**Minimum Required Program of Study for the EdD.**

All Ed.D. students admitted to a major in Education must have an earned Master’s Degree and may transfer in up to 36 credit hours of approved graduate credits. All Ed.D. students with a major in Education must complete a minimum of 78 graduate credits beyond the baccalaureate degree at OSU.

Minimum Requirements as stated in the Graduate Catalogue at OSU:

1. Complete a minimum of 114 graduate credits beyond the baccalaureate degree.
2. An earned master’s degree. Up to 36 credits may be credited toward the required graduate credits.
3. At least 24 thesis/dissertation credits.
4. A mentored internship in an appropriate work setting for a minimum of 6 credits.
This is a cohort program with all Ed.D. and Ph.D. students following the same required course schedule for the first two years of the programs. Mentored internships are distinct for each program and there is a difference in the number of required thesis/dissertation credits. On page 23 of the Handbook the **minimum required** courses are listed.

**Other Requirements**

**Preliminary Examination**
The preliminary examination has two parts: written and oral. The content and process for the written examination is determined by the faculty. The guidelines for the preliminary oral examination are shown in the program handbook.

**Thesis Proposal**
Students must prepare a thesis proposal and title that is approved by the student’s committee and filed with the College of Education prior to commencing with the thesis research. The guidelines for the thesis proposal are shown in the program handbook.

**Thesis**
Students must prepare and defend a thesis embodying the results of research and giving evidence of originality and ability in independent investigation. A minimum of 24 credits must be earned through the thesis. All university policies regarding human subjects must be followed.

**Final Examination**
The final quality assurance for the program is the student’s successful oral examination that focuses on defense of the thesis. The examination is conducted following the rules of the Graduate School at Oregon State University and is done by the same faculty committee that is appointed to review the student’s thesis proposal as described above.
Ed.D. DOCTORAL COMMITTEES COMPOSITIONS

Each CCL or LHE student undertaking an Ed.D will have a five-person doctoral committee composed as follows:

- A major professor selected from the resident AHE faculty of the College of Education. The student will join with the College in making this selection.
- A second committee member from the AHE Department.
- A graduate representative appointed by the graduate school based on the recommendation of the major professor.
- Two additional faculty members outside of OSU. (Faculty must hold a terminal degree in their field and be appointed to OSU’s graduate faculty.) They will be chosen by the student with the approval of the College and the University. Ordinarily, ADJUNCT/COURTESY FACULTY CANNOT BE APPROVED IF THEY ARE EMPLOYED BY THE SAME INSTITUTION AS THE STUDENT. Students are encouraged to identify committee members who are recognized community college leaders and scholars. Considerations in selection may include knowledge of/interest in dissertation topic and ability to contribute to the student’s future career goals. Consult with your major professor as you consider adjunct members.

College of Education representatives and the graduate representative will be selected at the outset of each participant’s program and will approve the program.

A sample Program of Study form can be located on the OSU Graduate School Website: http://oregonstate.edu/dept/grad_school/forms.php#program

Guidelines for Selection of Courtesy Faculty for Graduate Program Committee

The courtesy faculty members must present the following evidence to qualify for appointment:

1. An earned doctorate in from an accredited institution.
2. Five years’ experience in significantly responsible positions in higher education and preferably in a community or technical college.
3. Significant scholarly achievement in community college, education, or related to the dissertation topic, through published articles or books and/or presentations at recognized professional organizations.
4. Significant service to the education profession, educational institutions, and/or the community.

5. Understanding of and commitment to the community college mission and philosophy or the substantive nature of the dissertation.

If students wish to have a non-OSU faculty member serve on their committee they must contact their major professor about the Graduate Faculty Nomination process. Failure to do so will result in the person not being able to serve on your committee and can cause delays in oral and final examinations.
Section 4: Internships and Statistics

AHE 610: INTERNSHIP (3-6 CREDIT HOURS)

- A 90-180-hour experience (90 hours/3 credits Ph.D; 180 hours/6 credits Ed.D) designed to broaden the participant’s empirical horizons beyond the current professional job description. Either Ph.D. students or Ed.D. student, with the approval of their major advisor, may wish to work on a major research project in conjunction with their major advisor.

- Scheduled during the second summer, but may be done at times convenient to the student and internship site.

- Will include reflective meeting with the major professor schedule periodically during the experience.

- Will be under the mentorship of a major professor and internship site supervisor.

COURSE OBJECTIVES

Students may do internships at another community college (if CCL) or at another four year college (if LHE). Internships may not be done at the institutions where the student is currently employed. Internships may also be performed at state, regional or national agencies related to community colleges and/or higher education.

The objectives for the internship are:

1. To increase the student’s experience in various aspects of community college or four year college administration, policy development, and other related activities.

2. To enhance the student’s professional competencies.

STUDENT OBJECTIVES

1. To observe, participate in, and/or evaluate a specific area or program related to community college education (CCL) or four year college education (LHE).

2. To prepare and present a plan for carrying out the observation, assistance and/or evaluation of a community college program (CCL) or four year college education (LHE).

3. To prepare and present a final report on the internship which will include:
a. Copies of all data pertinent to the field experience such as letters, questionnaires, or surveys.
b. A copy of the log or diary kept on time spent on the internship.
c. An evaluation of the internship and summary statement on the competencies developed.

**COURSE PROCEDURES**

1. The student will complete an *Approval and Learning Agreement Form* giving a brief synopsis of the proposed internship. This form is attached.

2. The student will submit a detailed plan for carrying out the internship to the major professor. The plan should include:
   
   a. Goals – what the student plans to accomplish
   b. Procedures – what, when, where, how and with whom
   c. Evaluation – how the student will evaluate the internship
   d. Any other information necessary for a complete understanding of the internship between the student and the major professor.
   e. Signature of cooperation internship supervisor and/or adjunct professor.

3. The student will keep a log or diary of all hours involved in the internship. The entries should include such things as travel time, conference time, class time, preparation time, and time in the field, along with competencies developed.

4. Following completion of the internship, the student should discuss the experience with the major professor.

5. The **final report** on the internship will be submitted by the student and will include the following:

   a. A title page that has the title, student’s name, date, and course number.
   b. A copy of the field experience plan.
   c. A complete report on the field experience.
   d. Any support data such as letters or questionnaires used.
   e. A copy of the log or diary
   f. An evaluation of the internship in terms of:
      1. Accomplishing initial goals and explanation concerning what was and/or was not accomplished.
      2. Description and explanation of any significant problems or successes.

6. Grading will normally be on a Pass/No Pass basis.

7. Successful completion will be based on:

   a. The original internship plan and how the intended idea was carried out.
b. An evaluation by the adjunct professor and/or immediate supervisor for the internship experiences.
c. The preparation and presentation of the final report.
d. The major professor’s evaluation of the final report/field experience.
e. Any other criteria deemed appropriate by the major professor and the student.

AHE 610: Internship

Approval and Learning Agreement

Placement Begins: __________________________

Placement Ends: __________________________

A. Student Information

Name: _____________________________________
Address: ___________________________________
City State Zip _____________________________
Phone Number: _____________________________
E-mail: ____________________________________
Oregon State University ID#: ________________

B. Internship Site Information: (to be completed by student and agency supervisor)

Organization: _______________________________
Supervisor of Internship: ____________________
Title: _____________________________________
Address: ___________________________________
City: State: Zip: _____________________________
Phone: Email: _______________________________
Web Address: _______________________________

C. Intern's Personal Information: (to be completed by student and agency supervisor)

Job Title of Intern (if any): __________________
Intern Compensation (if any): _______________
Location of Internship: ______________________

Anticipated Start Date: Month Day Year: ___
Anticipated End Date: Month Day Year: _____

D. University Information:

Major Professor: ____________________________
Phone Number: _____________________________
Credit: Yes No _______________________________
Number of Credits: ____
Internship Credits to date: __________________
E. Student's Learning Objectives (to be completed by student and shared with agency & faculty supervisor):

General Description of Internship Assignment and Project: (describe the general scope of this internship project--no more than 100 words).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Intended Outcomes:

List what you want to be able to DO by the end of the internship.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________

Student Responsibilities to Employer & Faculty (Supplemental Reading, logs, reports, paper, due dates etc.):____________________________________
____________________________________________________________
____________________________________________________________

Employer Responsibilities to Faculty & Student (Conditions, opportunities, supervision, support & evaluation, summative assessment (cf. attached): __
____________________________________________________________
____________________________________________________________

F. Signatures

Student: _________________________________ Date: ____________

Site Supervisor: _______________________________ Date: ____________

Major Professor: _______________________________ Date: ____________

Sign, scan and email this form to your Internship Advisor.

Oregon State University is an affirmative action/equal opportunity employer and complies with Section 504 of the Rehabilitation Act of 1973.
# Field Experience/Internship Activity Record

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Project, Contacts, etc..</th>
<th>Objectives</th>
<th>Project Hours</th>
<th>Travel Hours</th>
<th>Total Hours</th>
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</table>
Internship Student:
Academic term(s) participating in internship experience:

<table>
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<tr>
<th>Internship Supervisor:</th>
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<th>Internship Site:</th>
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<tr>
<th>Supervisor Address:</th>
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<tr>
<th>Supervisor Phone:</th>
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<tr>
<th>Supervisor Email:</th>
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</table>

Please comment on the following areas:

1. Overview of internship experience

2. Overall performance of the intern (e.g. organization, professionalism, quality of work, etc.).

3. Successful completion of the specific project agreements.
4. Strengths of the student intern:

5. Suggested areas for improvement/areas in which additional experience might be valuable.

6. Other comments?

________________________ ______
(Signature of Supervisor) (Date)

PLEASE NOTE: In order to provide each student with feedback about his/her performance, you are encouraged to share your completed evaluation with him/her. Students will also have access to completed evaluation forms through my office at the end of the term.

Please return via Email, Campus or US mail to:

(Your major professor)

Thank you so much for supporting the CCL/LHE and your intern’s learning!

Community College Leadership
Leadership in Higher Education
College of Education
Oregon State University
Adult Education and Higher Education Leadership
Guidelines for Statistics Requirement

Doctoral students’ understanding of statistical analysis should be appropriate for their research perspectives. Those who would only consume literature that contains statistical findings should have a conceptual understanding of statistical analysis to include current knowledge of the vocabulary of statistical analysis, skills in descriptive statistics, and an introduction to probability and inferential statistics. Those who plan to use statistical techniques as their primary method for data analyses should be conversant with more advanced concepts and analyses.

With this in mind, doctoral students are expected to have the following prior to enrolling in AHE 613 Research Analysis and Interpretation:

1. Knowledge of the vocabulary of statistical analysis,
2. Skills in descriptive statistics, and
3. An introduction to probability and inferential statistics

This knowledge should be obtained in any way convenient for students (i.e. courses taken at OSU or other postsecondary institutions, workshops, self-study). Students must provide documentation of meeting this requirement to the Adult and Higher Education faculty prior to admission to AHE 613.
**Community College Leadership/Leadership in Higher Education**  
**College of Education**  
**Oregon State University**

**Checklist for Meeting Statistics Requirement**

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Know</th>
<th>Able to Do</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary of statistical analysis</td>
<td>Measurement scales (i.e., nominal, ordinal, internal, ratio)</td>
<td>Able to comprehend and critically review reports of research that use statistical analysis</td>
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<td></td>
<td>Hypotheses (i.e., null and alternative)</td>
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<td></td>
<td>Statistical significance</td>
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<td></td>
<td>Types of statistical error (i.e., Type I, Type II)</td>
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<td>Power analysis</td>
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<td>Population/sample</td>
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<td>Beta weights</td>
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<td>Coefficient of determination</td>
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<td>Correlation (i.e., positive, negative)</td>
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<td>Correlation matrix</td>
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<td>Covariates</td>
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<td>Types of variables (i.e., dependent, independent, predictor, intervening, moderator)</td>
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<td>Critical region in distribution</td>
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<td>Frequency distribution</td>
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<td>Linear and curvilinear distribution</td>
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<td>Interaction effect</td>
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<td>Effect size</td>
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<td></td>
<td>Types of statistical tests (i.e., parametric, non-parametric)</td>
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<tr>
<td></td>
<td>Types of statistics (i.e., descriptive, inferential)</td>
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<td></td>
<td>Reliability tests (i.e., Kuder-Richardson split half, Spearman-Brown, test-retest, Cronbach alpha)</td>
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<td>Types of effects (i.e., main, secondary)</td>
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<td>Measurement</td>
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<td>Probability sampling</td>
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<td>P-values</td>
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<td>Randomness</td>
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<td>Regression</td>
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<td>Regression line</td>
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<td>Regression tables</td>
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<td>Reliability</td>
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<td>Sample</td>
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<td>Sample size formulas</td>
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<td>Sampling error</td>
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<td>Scatterplot</td>
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<td>Statistics</td>
<td>Frequency distribution</td>
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<tr>
<td>Unit of analysis</td>
<td>Table and graphic presentation</td>
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<tr>
<td>Variable</td>
<td>Measures of central tendency (i.e., mean, median, mode)</td>
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<tr>
<td>Variance</td>
<td>Measures of variability (i.e., standard deviation, variance, interquartile range, range)</td>
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<tr>
<td>Types of sampling distribution (i.e., normal, non-normal)</td>
<td>Measures of relative standing (i.e., standard score, z-score, percentile)</td>
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<tr>
<td>Skewness and kurtosis</td>
<td>Measures of relationship (i.e., correlation)</td>
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<tr>
<td>One and two-tailed tests</td>
<td>Introduction to probability and inferential statistics</td>
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<tr>
<td>Chi-square analysis</td>
<td>Note: “Introduction” means understanding of appropriate use, and interpretation of results.</td>
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<tr>
<td>T-tests and other paired comparisons</td>
<td>Introduction to Chi-square analysis procedures</td>
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<tr>
<td>Analysis of variance</td>
<td>Introduction to T-test analysis procedures</td>
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<tr>
<td>Factor analysis</td>
<td>Introduction to analysis of variance procedures</td>
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<tr>
<td>Regression analysis</td>
<td>Introduction to multiple regression and structural equation modeling (SEM) analysis procedures</td>
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<tr>
<td>Structural equation modeling (SEM)</td>
<td>Introduction to factor analysis and discriminate function analysis procedures</td>
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<tr>
<td>Discriminate function analysis</td>
<td>Comprehend and critically review research reports that use descriptive statistics</td>
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<tr>
<td>Meta-analysis (purpose and procedures)</td>
<td>Given a data set, appropriately select and calculate descriptive statistics</td>
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<tr>
<td>Descriptive statistics</td>
<td>Interpret and design appropriate reporting formats for descriptive statistics</td>
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<tr>
<td>Introduction to probability and inferential statistics</td>
<td>Use Excel spreadsheet and statistical software (i.e., SPSS)</td>
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<tr>
<td>Introduction to Chi-square analysis procedures</td>
<td>Judge appropriate use of inferential statistical tests</td>
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<tr>
<td>Introduction to T-test analysis procedures</td>
<td>Interpret levels of significance and types of errors</td>
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<tr>
<td>Introduction to analysis of variance procedures</td>
<td>Use normal distribution tables</td>
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<tr>
<td>Introduction to multiple regression and structural equation modeling (SEM) analysis procedures</td>
<td>Interpret and judge appropriate reporting formats for inferential statistics</td>
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<tr>
<td>Introduction to factor analysis and discriminate function analysis procedures</td>
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CCL Statistics Waiver Form

This is to acknowledge that the major and secondary professor agrees that the following statistics courses have been fulfilled:

_____ AHE 611, Quant Analy I

_____ AHE 616, Quant Analy II

However, the student must do the following in order to achieve the needed knowledge or skills:

_____ No additional work needed

_____ Additional work:

______________________________________________________________________

______________________________________________________________________

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Major Professor

________________________________

Date

________________________________

Secondary Professor

________________________________

Date

________________________________

Student

________________________________

Date
Section 5: Research, Dissertation & Exams

Community College Leadership
Leadership in Higher Education
College of Education
Oregon State University

CCL TARGET DATES – TO BE COMPLETED BY STUDENT

<table>
<thead>
<tr>
<th>Beginning of Winter Term Year 1</th>
<th>1. Major/Minor Professors identified</th>
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<tbody>
<tr>
<td>Winter Year 1</td>
<td>2. Graduate School representative and remaining</td>
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<tr>
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<td>committee members identified if Ph.D.</td>
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<tr>
<td>Before the end of Spring Year 1</td>
<td>3. Program of study to be completed. For Ed.D. will be done as a group in May, when the cohort is on campus. For Ph.D. work with major to schedule committee meeting.</td>
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<tr>
<td>By end of Summer Year 2</td>
<td>4. Complete internship</td>
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<tr>
<td>By end of Fall Term Year 3</td>
<td>5. Finalize research proposal</td>
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<tr>
<td>By end of Fall Term Year 3</td>
<td>6. Written exam completed</td>
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<tr>
<td>By end of Fall/Winter Term Year 3</td>
<td>7. Preliminary/oral examination</td>
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<tr>
<td>By end of Fall/Winter Term Year 3</td>
<td>8. Research proposal meeting</td>
</tr>
<tr>
<td>End of Winter/Spring Term Year 4</td>
<td>9. Final oral defense</td>
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<tr>
<td>Spring Term Year 4</td>
<td>10. Participate in OSU commencement and formal hooding ceremony</td>
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</table>
Qualifying Examination

A qualifying examination will be conducted at the end of the participant’s course work as a prerequisite to advancement to candidacy. In CCL and in LHE this consists of the written examination and a separate oral examination.

Written Exam: A written examination over the student’s graduate program will be conducted. Once the participant has successfully passed the written examination, as determined by the participant’s committee, the student may schedule the oral qualifying examination.

Oral examination: the student is to schedule two hours for the oral examination. Questions from the committee will be based on previous coursework and the CCL learning outcomes listed in the student handbook. The committee may choose to ask additional questions based on the students responses to the written examination.

The major professor chairs the oral committee examination. The Graduate School representative conducts the formal action of the committee at the oral examination, per the requirements of the Graduate School.

Students will not provide refreshments at committee meetings.

Policy Statement Regarding Timing of Written Preliminary and Oral Exams

The AHE doctoral program options provide for a written preliminary examination prior to the preliminary oral examination required by the OSU Graduate School in order to advance to candidacy. In order for a timely review of the written examination and for the completion of the oral examination, we recommend the following guidelines:

- The written examination will be completed by each of the students in the fall of the third year, following the final summer class.
- Committee members will have a minimum of two weeks and a maximum of three weeks for review of the written examination responses.
- At least four of the five committee members must agree that the student can advance to the oral examination. If fewer than four committee members agree, then the student will be required to re-take the question or questions from the written examination that the student failed. The timing of the retake will be determined by the committee, with a minimum of one month and a maximum of one year between exams.
- The preliminary oral examination should take place no later than one term directly following completion of the written examination.
Consistent with Graduate School policy, the CCL/LHE Ed.D. and Ph.D. programs require a comprehensive written exam in advance of the preliminary oral exam toward completion of the doctorate.

The policy is that the written examination will be completed by each of the students in the fall of the third year, following the final summer class. The written comprehensive exam will be administered in the fall, with a specific date to be announced as soon as they are available prior to the beginning of the academic year. Ph.D. and Ed.D. students must take the exam at the scheduled time (or file an appeal with their major professor seeking an alternate date), but must do so within five quarters (including summer) after completing their final CCL course. After that time, the student will be required to retake specific courses as determined by the major professor and the committee.

**Procedures for Written Exam/Preliminary Oral Examination**

**Written Exam/Preliminary Oral Examination**

The preliminary examination has two parts: written and oral. The content and process for the comprehensive written examination and the preliminary oral examination are determined by the AHE faculty. Students are required to take the written comprehensive exam during the fall term after completing their final CCL/LHE courses and the Preliminary Oral Examination during the fall or winter term after completing their final CCL/LHE courses. The faculty schedules the date for the written comprehensive exam. The student, working with his/her primary advisor schedules the date for the preliminary oral examination, which is held after four of the students committee members agree that the student can advance to the Preliminary Oral Examination, after review the student’s written examination. The Preliminary Oral Examination must be during the same quarter as the Written Examination was taken or no later than the following quarter.

**Procedures for Written Exam**

The written exams are administered once during the fall term. Examination dates are scheduled prior to the academic year. Students must take the exam during the scheduled time. If the student has extenuating circumstances that prevent them from taking the exam during the scheduled time, students may request alternative arrangements through an appeal process facilitated through their major professor.

The written examination is a take-home examination that lasts four days over a weekend (exams are distributed on a Thursday morning at 10 a.m. and collected on the following Monday morning at 10 a.m.). Students will agree to a statement of academic integrity (or honor code) prior to taking the exam. Students who plan to take the comprehensive exam must notify their major professor by the exam application deadline (Friday of the second week of the fall term). Each Ed.D. student’s take-home examination consists of a minimum of two questions, developed by the AHE faculty. A third question is required for PhD students; and a fourth question may be developed by the individual student’s doctoral committee.
1. **Question One** is centered on major trends, current issues, theory, research and policies in higher education.

2. **Question Two (Ed.D)** is a critique of a research article. Ed.D. students can choose from a qualitative or quantitative article that will be provided. The student must analyze the article in terms of its strengths, weaknesses, and implications for further research or applied practice.

3. **Questions Two and Three (Ph.D)** are a critique of two research articles. Ph.D. students must analyze both the qualitative or quantitative articles that will be provided. The student must analyze the articles in terms of its strengths, weaknesses, and implications for further research or applied practice.

4. **Question Four (required for PhD students, only).** The doctoral committee of the PhD student may choose to provide a fourth questions and the committee will determine the format and content of the fourth question required.

The responses to these take-home questions will be no longer than ten double-spaced typed pages each (excluding references) for the Ed.D. and up to 15 pages for the Ph.D. The written exam will be reviewed by the student’s doctoral committee, and the committee members will decide whether or not the student can proceed to the oral exam. Note that, according to the policies of the program, the committee members will need at least two weeks for their review prior to the scheduling of the oral exam.
Community College Leadership/Leadership in Higher Education
College of Education
Oregon State University

Preliminary Oral Examination Agenda

Purpose
1. Oral assessment of student’s understanding of major field (community college leadership or Leadership in Higher Education).
2. Oral assessment of student’s capability for research.

Arrangements
1. The student should schedule the time and place of the examination in communication with the members of the examining committee.
2. The student is responsible for filing an exam scheduling form with the Graduate School at least one week prior to the preliminary oral exam.

3. **Plan for 2 hour meeting.**

AGENDA
1. Call to Order – Major Professor
2. Excuse Student (as appropriate)
3. Purpose and Format of Examination – Major Professor
4. Invite Student to Return
5. Introduction/Presentation by Student – Student (up to 10 minutes)
   • Context Setting
   • Learning Outcomes
6. Questioning in Context of Program Outcomes – Examination Committee
   • Understanding of major field (community college leadership)
   • Capability for research
7. Excuse Student
8. Discussions of Performance of Student – Graduate School Representative (forms to be provided by representative)
9. Voting on Performance of Student – Graduate School Representative (forms to be by representative)
10. Invite Student to Return
11. Announce Voting Results to Student – Graduation School Representative

*Note:* If performance of student is not satisfactory, the format of the examination will need to be altered as needed.
College of Education
Community College Leadership/Leadership in Higher Education

Dissertation Research Proposal Guidelines

Purpose
1. Further demonstrate (beyond preliminary examination) capability for research.
2. Define area of research interest.
3. Describe research focus and significance, related literature, and design of study.
4. Gain approval of proposal by doctoral committee. (Thesis/Dissertation Proposal Approval form to be provided by major professor)

Suggested Assessment Guide
1. Title Page – The candidate has provided a title page in the prescribed format (see attached).
2. Membership of Examination Committee – The candidate has listed the membership of her/his doctoral committee to include the names and positions of all committee members.
3. Outline for Dissertation Research Proposal – The candidate has provided an adequate and appropriate description for each of the following components of the research proposal in keeping with the research methodology be used:
   a. Working title of the study.
   b. Focus and significance of the study
   c. Review of related research
   d. Design of study
      1. Methodology of study and rationale for this approach to focus of study
      2. Data needed
      3. Study participants
      4. Data collection procedures (e.g., How?, When?, Where?)
      5. Data analysis procedures
      6. Strategies to ensure soundness of data, data analysis, and interpretation
      7. Strategies for protection of human subjects
      8. Anticipated time schedule for doing study

Note: The exact format of the research proposal will need to vary based on the focus and method of study in keeping with the conduct and tenets of original and creative research.
Note: The major professor may require one to three weeks to review the student’s research proposal. This may occur several times as the proposal is being finalized. The secondary professor may require one to three weeks to review the student’s proposal once it has been approved by the major professor. The committee must have the research proposal at least two weeks (14 days) prior to the research proposal committee meeting.
Guidelines for the Dissertation Committee Research Proposal Review Meeting

Purpose
1. Demonstrate readiness to undertake independent research.
2. Define area of research interest
3. Describe focus of research, related literature, and design of study.
4. Gain approval of proposal by doctoral committee.

Arrangements
1. The candidate should schedule the time and place of the research proposal review meeting in communication with the members of the doctoral committee.

2. **Plan for 1 hour meeting if proposal only, 2 hours if combining proposal and portfolio defense.**
3. The candidate is responsible to get a copy of the research proposal to the doctoral committee at least two weeks prior to the review meeting.

Suggested Format
1. Call to Order – Major Professor
2. Purpose and Format Review – Major Professor
3. Introduction of Research Proposal – Candidate (limit 10 minutes)
4. Questions and Suggested Improvements in Proposal – Doctoral Committee
   • Purpose of study
   • Review of research
   • Design of study
5. Summary of Recommended Changes – Major Professor
6. Approval of Proposal with Recommended Changes – Doctoral Committee
7. Further Communications with Doctoral Committee – Major Professor

Note: The meeting to review the doctoral research proposal is separate from the meeting to conduct the preliminary oral examination. However, these meetings may be held co-terminously.
THESIS/DISSERTATION PROPOSAL APPROVAL

Student/Candidate: ________________________________  Date: ______________

Degree: ___________________ Major: ________________________________

Area of Concentration: ______________________________________________

Thesis/Dissertation Title: ______________________________________________

We approve the thesis/dissertation research described in the attached proposal:

Committee Member:  ________________________________  Signature:

Major Professor

Graduate Council Rep

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Replacement Committee Member  Replaced Committee Member  Signature/Date

________________________  ____________________________  __________________

________________________  ____________________________  __________________

________________________  ____________________________  __________________

________________________  ____________________________  __________________
Doctoral Dissertation Proposal

submitted by

Your Name

to

Dissertation Committee

in partial fulfillment of the requirements
for the degree of

Doctor of Philosophy in Education or Doctor of Education
With emphasis in
(Community College Leadership) or (Leadership in Higher Education)_

from the
College of Education and Graduate School
Oregon State University

Month, Date, Year
Writing the Dissertation

Early selection of a research topic is advised. Research for other courses in the program can often be supportive of building the literature search necessary for the dissertation. Early selection of the topic greatly aids in developing the research question for the dissertation prior to completion of course work and greatly aids the student in timely completion of the dissertation.

Ideally, you will leave the second year with most of your dissertation proposal complete, and research methodology in hand.

You may choose to employ some software support system to aid in your research.

Be aware that during the two years of course work much of the activity is cohort centered. However, the dissertation is an individual project and will require a different work style, schedule.

Once you begin your research and writing, make sure you have developed a schedule that includes not only your normal activities (work, family, etc) but also sets aside time on a regular basis for writing. Many students find writing every day, even if only for a short time, a useful pattern that helps them toward completion of the dissertation.

Throughout the research and writing process, keep regular contact with your major professor. Even if you feel you have little progress to report, by being in touch, you will keep the writing goal in front of you and your major professor is interested in knowing how your work is progressing. During the dissertation research and writing, your primary contact is your major professor; identify with the major professor what contact with other committee members is advised. Your major professor is your best ally in completing the dissertation; work closely together, develop a calendar for completion of the work, identify early in the process how you can best help each other.

Some students have found it useful to work with an editor who is experienced in the APA and Oregon State University style requirements. Neither the College of Education nor the Graduate School recommends particular individuals. However, for your convenience a list of possible editors is listed at the end of your Handbook and the College is not responsible for the quality/cost of editing.

Your major professor must review and approve your dissertation prior to you sending it to the other committee members. It is highly likely that you will have to make multiple revisions prior to receiving this approval. Please allow for one to three weeks for each review. After your major professor has approved your dissertation the secondary must approve and this may take from one to three weeks.

The final draft of the dissertation must be sent to committee members at least two weeks prior to the defense meeting (14 days). However, given the busy schedules of committee members, the student should allow 4-6 weeks to contact committee members prior to the desired meeting date.

Finally, some revisions to the final draft of the dissertation are often suggested during the committee defense. Allow time for that in your calendar for completion.

In addition, allow time for the printing, review times required by the College of Education and by the Graduate School and final printing of your dissertation.
Dissertation Defense

Committee members must have copy of dissertation at least weeks prior to meeting for review and comment.

The final defense is scheduled for two hours.

The Major Professor chairs the defense meeting.

The primary role of the Graduate School representative is to see that appropriate procedure is followed and to act as an advocate for the student.

All members of the committee may ask questions.

Interested visitors may be a part of the audience during the student’s presentation of research findings. Visitors will be asked to leave while the committee continues the exam.

Students will not provide refreshments during the defense.

After the committee has completed its questioning of the candidate, the student is invited to leave the room while the committee deliberates.

When the committee has reached a decision, the student is invited back to hear the committee’s action. Actions available to the committee are Pass, Pass with one dissenting vote, Recess, or No Pass.

The degree is completed when the dissertation has been accepted. Students are encouraged to participate in the celebration of the commencement that occurs the following Spring. See the Graduate School Deadlines page for commencement participation deadlines.
(Community College Leadership) or Leadership in Higher Education)

Oregon State University
College of Education
Agenda
Dissertation Defense Meeting for
Student Name
Month, DD, Year

1. Call to Order – Major Professor
2. Introductions
3. Purpose and Format of the Meeting
4. Public Presentation – Student (not to exceed 30 minutes)
5. Open Discussion (not to exceed 15 minutes)
6. Visitors Asked to Leave and Committee Break
7. Review and Questioning of Student – Committee
8. Excuse Student
9. Discussions of Performance of Student – Graduate School Representative
10. Voting on Performance of Student – Graduate School Representative
11. Invite Student to Return
12. Announce Voting Results to Student – Graduate School Representative
13. Sign Graduate School Approval forms (Committee and Student)

Dissertation Defense Guidelines
- The final defense is scheduled for two hours.
- The Major Professor chairs the defense meeting.
- The primary role of the Graduate School representative is to see that appropriate procedure is followed and to act as an advocate for the student.
- All members of the committee may ask questions.
- Interested visitors may be a part of the audience during the student’s presentation of research findings. Visitors will be asked to leave while the committee deliberates.
- Refreshments are not required during the defense.
- After the committee has completed its questioning of the candidate, the student is invited to leave the room while the committee deliberates.
- When the committee has reached a decision, the student is invited back to hear the committee’s action. Actions available to the committee are Pass, Pass with one dissenting vote, Recess, or No Pass.
- Following the defense, student makes necessary revisions and gets necessary signatures on final copy of the dissertation.
- The degree is completed when the dissertation has been accepted. Students are encouraged to participate in the celebration of the commencement that occurs the following Spring.
Dissertation Procedures

The Graduate School sets up a very strict timeline for when a dissertation (*thesis) can be turned in to qualify for graduation in a particular quarter. As you approach finishing your dissertation (*thesis) please check the Graduate School’s website for their exact dates. [http://oregonstate.edu/dept/grad_school/current/deadlines.html](http://oregonstate.edu/dept/grad_school/current/deadlines.html).

There are pertinent dates listed for the process of completion including (in rough order):

- **Scheduling Doctoral Final Exam with Graduate School using an Event Scheduling Form.** (Dissertation Defense)
- **Filing Diploma Application with the Graduate School** (your graduation date is ALWAYS the Spring following when you turn in your dissertation, however you file for your diploma in whatever quarter you will be finishing. Thus, if you finish your dissertation in July of 2018 or January of 2018, your graduation date is in June of 2018.)
- **Taking Final Oral or Written Exam.** (Dissertation Defense)
- **Submitting Final Library Copies of Thesis to the Graduate School, if applicable.**

  *(NOTE, THIS IS NOT THE DATE YOUR DISSERTATION IS DUE)*

When you finish your oral defense, please stop by Kristin Kinman’s office so that s/he can assist you in preparing the materials you need and the dates by which you will need things finished.

You must register for a minimum of THREE credits each term throughout your program including the term you turn in your final copy to the Graduate School. There is a two week period in the beginning of a new term during which you may turn in your dissertation to the Graduate School (one week to the Dean’s Office) and not register for credits; however your transcript will not read that you were finished until that new quarter.

Please note that your dissertation is not considered finalized until it is approved by the Dean of the Graduate School. You should remain available to make changes to your dissertation until that time. If you are not available to make changes that are requested by the Dean of the College of Education or the Dean of the Graduate School, your dissertation may not go through in a timely enough manner to finish within a quarter and you risk being compelled to register for another quarter.

If you have any questions regarding the completion/turning in of your dissertation, please contact the Graduate School at (541)737-4881 or the Dean of the College of Education’s office at (541)737-5960.

*Graduate school refers to it as “thesis*
Dissertation Process for Doctoral Students

Outlined in this document are steps for preparing the final copy of your doctoral dissertation, including obtaining approval from the Dean of the College of Education. **Note that these steps refer to some—but not all—Graduate School and OSU policies and procedures for completing your degree.** For the most current and complete information, please consult the online resources.

Quick Guide:

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<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
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<td>Final examination</td>
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<td><strong>Graduate School deadline</strong></td>
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<td><em>Within six weeks of final examination</em></td>
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<td><em>By the start date of the following term</em></td>
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<td><em>By diploma deadline (see Grad School website for dates: <a href="http://oregonstate.edu/dept/grad_school/current/deadlines.html">http://oregonstate.edu/dept/grad_school/current/deadlines.html</a></em></td>
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<td><strong>Receive in Dean's Office (at least one week before Grad School deadline)</strong></td>
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<td>□ one final copy on 25% cotton bond, 16-lb. minimum-weight paper</td>
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<td>□ one extra abstract on cotton bond paper with original signature</td>
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<td>□ 10 extra pages of dissertation paper for corrections assistance</td>
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<tr>
<td></td>
<td>□ electronic copy in Word to <a href="mailto:kristin.kinman@oregonstate.edu">kristin.kinman@oregonstate.edu</a></td>
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</table>

**Dissertation Submission Steps:**

1. After the final examination, make revisions to the examination copy according to your committee’s recommendations.

2. Assemble the final copy, following the instructions in the Graduate School's Online Thesis Guide. Your final copy should include all of the pieces listed above. See back page for website.

3. Place these materials in a manila clasp envelope large enough to fit everything and tape a photocopy of the title page to the front. Write your telephone number, e-mail address, and mailing address on the front of the envelope.

4. Submit your complete final copy to the Office of the Dean for the dean’s review and approval **at least one week before the Graduate School deadline.** See deadlines on next page.

5. **Send to:**
   a. Office of the Dean, College of Education, Oregon State University
b. 2nd Floor Furman Hall, Corvallis, Oregon 97331  
c. 541-737-3739 (phone), kristin.kinman@oregonstate.edu

6. Email an electronic version of your dissertation to kristin.kinman@oregonstate.edu when you deliver your dissertation to the Dean’s Office.

7. The Office of the Dean notifies you if any revisions are required. When the dean approves your final copy, it is hand-delivered to the Graduate School for you.

8. Submit a PDF of your final copy to the Library’s institutional repository, ScholarsArchive@OSU (only after you have received notice that the Dean has signed your dissertation and delivered it to the Graduate School). (See the Graduate School’s Thesis Guide.)

Deadlines and Dates:

The Graduate School deadline is the earliest of the following:

- Within six weeks of the final examination (OSU Graduate Catalog)
- Before 5:00 p.m. on the first day of the term following your final examination, if you want to avoid having to register for that term (the Graduate School’s Thesis Guide).
- By the diploma deadline, if you want your diploma issued during a specific term or you want to participate in June Commencement (See the Graduate School’s Web site for current deadlines)

Please note that your dissertation must be to the dean’s office at least one week prior to all.

Useful Resources and Websites:

The Graduate School’s Guide to Success  
thttp://oregonstate.edu/dept/grad_school/current/success.html

OSU Graduate Catalog  
http://catalog.oregonstate.edu/Default.aspx?section=Graduate

OSU Graduate School Deadlines  
http://oregonstate.edu/dept/grad_school/current/deadlines.html

OSU Graduate School Thesis Guide  
http://oregonstate.edu/dept/grad_school/current/thesis.html

OSU Graduate School Electronic Transmission Step-by-step Guide  
http://oregonstate.edu/dept/grad_school/current/etd_guide.html

OSU Graduate School Electronic Transmission FAQs  
http://oregonstate.edu/dept/grad_school/current/thesis_faq.html

Graduate School  
Oregon State University  
300 Kerr Admin Building  
Corvallis, OR 97331  
541-737-4881 (phone)  
541-737-3313 (fax)  
grgraduate.school@oregonstate.edu
Dissertation Editor List

These names are provided as a tool for you to seek outside assistance with your dissertation. This is not a referral service; we cannot guarantee the quality of the work.

<table>
<thead>
<tr>
<th>Editor</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Quality Dissertation Editing &amp; Formatting</td>
<td>Jackie Conrad</td>
<td>Email: <a href="mailto:pianojac@comcast.net">pianojac@comcast.net</a></td>
<td>Phone: 541-517-4351</td>
<td></td>
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<tr>
<td>James Dean Consulting Associates, LLC</td>
<td></td>
<td>We proofread, edit, and format your document and ensure smooth communication from writer to reader. We help you maximize the accuracy and impact of your written document. Professional, Accurate, Dependable, Experienced</td>
<td><a href="mailto:hdean44@comcast.net">hdean44@comcast.net</a></td>
<td>(541) 505-7216</td>
</tr>
<tr>
<td>Lana Denison</td>
<td>1160 E. 27th Avenue</td>
<td>Eugene, OR 97403</td>
<td>(541) 684-6814</td>
<td><a href="mailto:ailanap@yahoo.com">ailanap@yahoo.com</a><a href="mailto:ailanap@yahoo.com">mailto:ailanap@yahoo.com</a></td>
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<tr>
<td>Kathleen Kline</td>
<td>Kathleen Kline &amp; Associates</td>
<td>6114 La Salle Avenue #263</td>
<td>Oakland, CA 94611</td>
<td>(510) 339-1629 (phone)</td>
</tr>
<tr>
<td>Expert Dissertation Editing and Formatting</td>
<td>Robin Rokey</td>
<td>34 years of experience</td>
<td>541-344-0759</td>
<td><a href="mailto:masteredit7@comcast.net">masteredit7@comcast.net</a></td>
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<tr>
<td>David J. Estrin</td>
<td>510 West 110th Street, #12F</td>
<td>New York, NY 10025</td>
<td>ph: (212) 749-7563</td>
<td>fax: (203) 547-7563</td>
</tr>
<tr>
<td>Sarah Burton</td>
<td></td>
<td></td>
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<td><a href="http://www.sarahmainburton@gmail.com">www.sarahmainburton@gmail.com</a></td>
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Statistical Services

*These names are provided as a tool for you to seek outside assistance with your dissertation. This is not a referral service; we cannot guarantee the quality of the work.*

**Eric Einspruch, Ph.D.**
ELE Consulting, LLC
PO Box 541
Lake Oswego, OR 97034
Mobile: 503.621.2686
einspruch@leconsulting.com

**Roger Levine, Ph.D.**
Redwood City, CA
Phone: 650-365-7859
rlevine123@gmail.com

Transcription Services

*These names are provided as a tool for you to seek outside assistance with your dissertation. This is not a referral service; we cannot guarantee the quality of the work.*

**Datagain**
709 Mainsail Lane,
Secaucus, NJ 07094
Phone: 1-800-252-7067
http://www.datagain.net/transcription/

**Landmark Associates**
520 S Mill Ave, Suite 304
Tempe, AZ 85281
Dissertation Editor/Proofreading Services

*These names are provided as a tool for you to seek outside assistance with your dissertation. This is not a referral service; we cannot guarantee the quality of the work.*

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<th>Company</th>
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<td>Springer Proofreading Inc.</td>
<td>Theses and Dissertations, Research Papers, Journal Manuscripts</td>
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<td>Subsidium</td>
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<td>SAVANT PUBLISHING HOUSE</td>
<td>The Savant proofreading and editing service provides a rigorous review and comprehensive improvement to written documents including:</td>
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</tr>
<tr>
<td>Peter O'Brien</td>
<td>Email: <a href="mailto:contact@savantproofreading.com">contact@savantproofreading.com</a></td>
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<td>Screibendi</td>
<td>Editing Services</td>
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<tr>
<td>Precision Consulting</td>
<td>Expertise in APA, MLA, Chicago, Turabian, and Harvard Styles.</td>
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<td><a href="http://precisionconsultingcompany.com/dissertation-editing.shtml">http://precisionconsultingcompany.com/dissertation-editing.shtml</a></td>
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<td>You will find from multiple listings.</td>
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