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Section 1: Resources
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College of Education
Oregon State University

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College of Education  
Oregon State University  
Strategic Plan

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.
ALL ABOUT OSU

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 CCLP 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.  Note: You will register for your classes via on-campus for three summers to fulfill the residency requirement.

♦  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
♦ Blackboard: This is a system within the ONID system to help you communicate and complete your assignments within your courses: [http://tss.oregonstate.edu/OCH/?page=blackboard&type=normal](http://tss.oregonstate.edu/OCH/?page=blackboard&type=normal)

**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](http://osulibrary.oregonstate.edu/index2.html)

**COMMUNICATIONS**

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:

[cclp22@lists.oregonstate.edu](mailto:cclp22@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 no let you know what they require by way of technology (Blackboard, 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

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<thead>
<tr>
<th>Resource</th>
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<tr>
<td>Oregon State University</td>
<td><a href="http://oregonstate.edu">http://oregonstate.edu</a></td>
<td>OSU’s main website</td>
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<tr>
<td>College of Education</td>
<td><a href="http://oregonstate.edu/education/">http://oregonstate.edu/education/</a></td>
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<tr>
<td>CCLP Website</td>
<td><a href="http://education.oregonstate.edu/community-college-leadership-program">http://education.oregonstate.edu/community-college-leadership-program</a></td>
<td></td>
</tr>
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<td>Graduate School</td>
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<tr>
<td>Student Online Services</td>
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<td>Use “Quick Login”</td>
</tr>
<tr>
<td>campus Website</td>
<td><a href="http://ecampus.oregonstate.edu/">http://ecampus.oregonstate.edu/</a></td>
<td></td>
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<tr>
<td>ONID Web Mail System</td>
<td><a href="https://webmail.oregonstate.edu/imp/login.php">https://webmail.oregonstate.edu/imp/login.php</a></td>
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<td>ONID Technical Support</td>
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<td>Blackboard Login</td>
<td><a href="http://my.oregonstate.edu/">http://my.oregonstate.edu/</a></td>
<td></td>
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<tr>
<td>OSU Library</td>
<td><a href="http://osulibrary.oregonstate.edu/">http://osulibrary.oregonstate.edu/</a></td>
<td>Use “Ecampus” link</td>
</tr>
<tr>
<td>OSU Library course guides</td>
<td><a href="http://ica.library.oregonstate.edu/course-guides/">http://ica.library.oregonstate.edu/course-guides/</a></td>
<td>Use “AHE 506”</td>
</tr>
<tr>
<td>OSU Interlibrary Loan</td>
<td><a href="http://osulibrary.oregonstate.edu/ill/">http://osulibrary.oregonstate.edu/ill/</a></td>
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<tr>
<td>Info for current students</td>
<td><a href="http://oregonstate.edu/students/">http://oregonstate.edu/students/</a></td>
<td>If you can’t find it elsewhere</td>
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<tr>
<td>APA Style Guide</td>
<td><a href="http://www.apastyle.org">http://www.apastyle.org</a></td>
<td>Love this resource</td>
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<tr>
<td>OWL at Purdue</td>
<td><a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></td>
<td>Online Writing Lab</td>
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<tr>
<td>Knight Cite</td>
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<td>Create APA citations</td>
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<td>Program of Study Form</td>
<td><a href="http://oregonstate.edu/dept/grad_school/current/forms.html#program">http://oregonstate.edu/dept/grad_school/current/forms.html#program</a></td>
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<td>Remote Participation Form</td>
<td><a href="http://oregonstate.edu/dept/grad_school/current/forms.html#remote">http://oregonstate.edu/dept/grad_school/current/forms.html#remote</a></td>
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<tr>
<td>Meeting Scheduling Form</td>
<td><a href="http://oregonstate.edu/dept/grad_school/current/forms.html#event">http://oregonstate.edu/dept/grad_school/current/forms.html#event</a></td>
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<tr>
<td>Institutional Review Board (IRB)</td>
<td><a href="http://oregonstate.edu/research/ori/irb.htm">http://oregonstate.edu/research/ori/irb.htm</a></td>
<td>Use of human subjects</td>
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<tr>
<td>Spring/Summer Housing</td>
<td><a href="http://oregonstate.edu/uhds/conferences">http://oregonstate.edu/uhds/conferences</a></td>
<td></td>
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<tr>
<td>Towne House Motor Inn</td>
<td><a href="http://www.townehousemotorinn.8k.com">http://www.townehousemotorinn.8k.com</a></td>
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</table>

**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](http://oregonstate.edu/dept/grad_school/current/success.html)
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.

Master's and Doctoral Degree Progress Flow Charts:
- Master's Degree Flow Chart
- 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.
Community College Leadership Program
College of Education
Oregon State University

CCLP 2013/2014 dates

Classes will be held at the Silver Falls Conference Center unless otherwise noted.

Orientation September 19-20, 2013

Fall 2013
October 3-5
October 31- November 2
December 5-7

Winter 2014
January 9-11  CCLP will meet in Wilsonville*
February 6-8   CCLP will meet in Wilsonville*
March 6-8     CCLP will meet in Wilsonville*

Spring 2014
April 10-12  CCLP will meet on campus. Carpenter Lecture will be on Friday, May 9.
May – 8-10    CCLP will meet on campus.
June 5-7

Summer 2014
June 23-27   Cohort 21 will meet in Portland or on campus (decided by the cohort in Winter).
           Cohort 22 will meet on campus.
Meeting times:
Summer hours are posted in the syllabus.
For fall and spring:

Thursdays*  2-6pm
            7-8:30pm

Fridays*   8:30-11:30am
           1:30-6pm
           7-8:30pm

Saturday  8:15am-12pm

Meal Times at Silver Falls Conference Center
Breakfast 7:15am
Lunch 12pm
Dinner 6pm

*Winter hours will be adjusted at Wilsonville. While classes meet in Wilsonville, each student will be responsible for his/her own lodging arrangements and meals.
Program Costs

1) Tuition and fees are set by the University. Please visit Ecampus website for current rates. In addition there is a $80 Education Resource Fee per term. You will enroll for 6 credit hours for each of the three academic year terms – Fall, Winter, Spring. You will register for 9 credits your first 3 Summers in the program.

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

2) In the Summer 2014 you will be enrolled for a minimum of 9 credit hours, and for a minimum of 9 credit hours for the following two summers, 2015 and 2016. This will fulfill your 3 terms of residency required by the university.

3) Each month in fall and spring quarters you will pay housing and food costs directly to Silver Falls when you check in at their office on Thursday. During winter quarter in Wilsonville you will make your own meal and lodging arrangements.

**SILVER FALLS HOUSING PROTOCOL**

All CCLP housing arrangements are made through Laurie Brendle-Sleipness 541-737-4317, Laurie.Brendle@oregonstate.edu  DO NOT CALL SILVER FALLS DIRECTLY.

You will be sent an email a week or two before class asking if you have any changes to your “usual” housing needs. We will establish what those needs are during orientation.

OSU has guaranteed reservations for housing and all meals for each of you. Silver Falls requires that a minimum of 48 hours advanced notice be given if the charges are to be canceled. **If for some reason, you must cancel at the last minute, you will be charged full cost for housing and meals.**

The Silver Falls Staff makes every attempt to accommodate any special dietary needs. If you require special consideration such as vegetarian, diabetic, low salt, etc., please let us know well in advance.

Please check in upon arrival prior to the beginning of your class session. You will be given your room key at that time. You will have access to your room after 3 pm. Be sure to register on the list provided so that the office can find you in an emergency. You will also be able to request a sack lunch for Saturday at that time if you would like to take your lunch with you rather than eat in the dining hall.

**Silver Falls Emergency Number is:** (503) 873-3113

Total cost per session includes lodging and all meals (Thursday afternoon – Saturday noon) is $163 for a double and $211 for a single. There are a limited number of single rooms. Check with
Laurie Brendle-Sleipness if you need special consideration. You will pay Silver Falls directly when you check into your room.

At the end of the meeting, be sure to return your key to the office or leave it in the lodge. Silver Falls charges $5 for any key not returned at the end of the session. Checkout time is 12:00 pm.

A copy machine is available in the Conference Center Office. The cost is 10¢ per page. A fax machine is also available. Ten cents is charged for incoming faxes, $1 for outgoing. Silver Falls Fax number is 503-873-2937.

At times we share the Center with one or more groups. The Center Staff request that we observe 11:00 pm and after as “quiet time.” They remind us that sound carries mightily at that altitude.

Pop, candy, ice machine, microwave, and pool table are available next to the Center Office. Students are welcome to unload their belongings in the day use parking area, and then must move their vehicles to the graveled parking area.

NOTE: The Silver Falls Conference Center accommodations are reserved for CCLP students. Guests/family members are not allowed unless there are extenuating circumstances where a student needs personal assistance. However, guests must make other arrangements for housing and meals in nearby communities for the duration of the class meeting times. If you have a question about this please contact Laurie Brendle-Sleipness.

Directions and map are on the following page.
Directions to Silver Falls Conference Center:

* Take I-5 toward Salem.
* Take Exit 253 for Hwy 22 east, toward Stayton/Detroit Lake
* Follow Hwy 22 east for 7.6 miles, to exit #7
* Take exit 7, Hwy 214, toward Silver Falls State Park
* Follow Hwy 214 for approx. 13 miles until you reach the state park.
* Once in the park, follow signs to the Conference Center.

Silver Falls Conference Center
20022 Silver Falls Hwy SE
Sublimity, Oregon 97385

http://www.silverfallsconference.com/
Clackamas Community College WILSONVILLE Training Center

Facility Rules

During winter quarter, while the classes meet in Wilsonville, each student will be responsible for his/her own lodging arrangements and meals.

♦ 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/CCLP Policies and Procedures

RESIDENCY REQUIREMENT

- This program requires an enrollment of a minimum of three graduate credit hours each quarter until completion.

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

- Participants will enroll in OSU Summer School for nine graduate credit hours each of three summers. (Established by the Graduate School, Summer, 1994)

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+. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses. In any case and 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 CCLP program and prior to completion of course work at the end of Year Two. A “program extension” is an approved extension of time after completion of course work, granted to complete the requirements for the program’s thesis. Normally participants will have been advanced to candidacy prior to the granting of a program extension.

LEAVES OF ABSENCE: Participants may petition for a leave of absence any time after formal admission to the CCLP program and prior to completion of the course work sequence at the end of Year Two. The leave of absence will be phased to allow participants to reenter the course work sequence at the point after completion of their last course work as a part of a later participant cohort. However, 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 Department Chair for approval.

PROGRAM EXTENSIONS

Upon completion of course work, and normally after advancement to candidacy, participants may petition for extensions of the CCLP 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 Department Chair, 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. An extension of more than two years to complete the CCLP is discouraged.

CONTINUOUS ENROLLMENT

I. Minimum Registration

Unless on approved Leave of Absence (see Section II), all graduate students in graduate degree and certificate programs must register continuously for a minimum of 3 graduate credits until their degree or certificate is granted or until their status as a credential-seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using university resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student’s location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

Graduate students who have successfully completed all course and noncourse requirements in accordance with diploma deadlines (see the Graduate School website) are not required to register during the subsequent term.

Non-thesis master’s degree students who complete all degree requirements during a term for which they are registered will not be required to register for the subsequent term.

Doctoral and thesis master’s students who fail to meet all deadlines and complete all course and noncourse requirements during the term will be required to register for a minimum of three graduate credits during the subsequent term. However, only if library copies of the thesis have been submitted to the Graduate School within the first two weeks of the subsequent term and the thesis is the only outstanding requirement remaining for certification of the student’s graduate degree may an exception to this rule be considered.

Graduate students who do not plan to make use of university facilities or faculty time during summer session are not required to register during the summer session and do not need to submit an Intent to Resume Graduate Status form. In such instances, summer session will not be counted within allowed Leave of Absence limits (see section II.C.). However, if students do plan to utilize facilities or faculty time during summer session, they must register for a minimum of 3 graduate credits. Note: You must enroll for 9 credits for 3 summers to fulfill the residency requirement.

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.

II. 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.

   a. **Master’s degree.** Master’s degree students, except for summer-only students, may request a maximum of three academic terms of regular on-leave status during the course of study for the degree. The time spent in approved on-leave status will be included in the seven-year time limit for completing all requirements to the master’s degree.

   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, pay the readmission fee, and register for 3 graduate credits for each term of unauthorized break in registration. 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. Review of the Application for Graduate Readmission may also result in a change of residency status from resident to nonresident.

When readmission is approved, the student must register for a minimum of 3 graduate credits for each term of unauthorized break in registration in addition to the minimum 3 credit registration required during the first term of reinstatement and each subsequent term until all degree requirements have been met except for any subsequent term of approved leave as provided in Section II of this policy. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration.

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 terms of Leave of Absence or forgiveness of additional credits of registration.

Implementation of Continuous Enrollment Policy
Registration requirements are included in the preceding section on continuous enrollment. The continuous enrollment policy became effective fall 2002 for all graduate students admitted for the first time in fall 2002 or later; all graduate students who were readmitted to the university fall 2002 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 2002 or afterwards. In addition, all graduate students, including those enrolled prior to fall 2002, became subject to this policy fall 2004, regardless of their original matriculation date.

All graduate students should be enrolled for a reasonable number of credits sufficient to represent their use of university space, facilities or faculty time.

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 AHE 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, and
- Complete written examinations and oral examination within one year of completing the coursework,* and
- Complete dissertation within ten years of matriculation into the program.*

* Note that the OSU Graduate School guidelines contain a five-year rule. Anyone who has not completed the final oral defense of their dissertation within five (5) years of having completed their preliminary oral exam must undertake a second preliminary oral examination.

Approved by faculty 2/4/2008
OSU College of Education
CCLP Student Annual Progress Review Form

Complete this form and email to Laurie Brendle-Sleipness; 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 _______________ Program:__________________________
Major Professor: _______________ Current Date: _______________

Part A. Indicate date of completion:

Date Committee formed: __________

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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 Community College Leadership Program

Prior to advancing to candidacy, students in the Community College Leadership 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, preparation of a professional portfolio (an option for Ed. D. Students) or written exam, completion of an oral preliminary examination, and production and defense of a dissertation.
COURSE SCHEDULE
(Schedule subject to change)

Year 1

Fall

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.

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 American Higher Education (3 credits)
American higher education and specifically the community college have played a unique role in the preparation of individuals to live and work in an increasingly complex environment. Influences on this role have included various social, cultural and political factors. An understanding of these factors and their influence on higher education will facilitate decision-making, policy development, forecasting, advocacy and the appreciation of the place education holds in a democracy.

This is a course not so much about reviewing what has happened as it is about change, what brought change about, and about policy development and the results that followed.

AHE 653 Instructional Leader I (3 credits)
Course is intended to develop theoretical principals that will assist the learner in the understanding and development of systemic frameworks for instructional leadership. This course is designed to inform participants of the major theories and theorists who have contributed to the understanding of learning, in general, and to the application of adult learning and training, in particular. From such theoretical frameworks, participants will identify those theories and approaches which support a personal philosophy of teaching and learning and which provide applications of principals and concepts for managing learning and successful performance of faculty and students.

Spring

AHE 621 Leadership in Student Services (3 credits)
Students in this course will be afforded an opportunity to explore significant issues in the design and delivery student services in community college settings. The focus of the course will be on group discussion, group model building, problem posing and issue analysis, and philosophy development. The course will serve to help course participants think about current and future practices in student services.
AHE 654 Instructional Leader II (3 credits)
Focuses on the current realities of instructional leadership in community and technical colleges at the present.

Summer
AHE 612 Research Perspectives in Education (3 credits)
Research perspectives, how they are influenced by world views, and how these world views influence research. PREREQ: AHE 562 or AHE 565. COREQ: Introductory statistics course.

AHE 582 Legal Issues in Higher Education (3 credits) On-Line
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 599 Quantitative Analysis in Educational Research I (3 credits)

Year 2

Fall
AHE 613 Research Analysis & Interpretation I (3 credits)
Critical analysis of scholarly studies in education from a variety of research perspectives. PREREQ: AHE 612. COREQ: Intermediate statistics course.

AHE 599 Quantitative Analysis in Educational Research II (3 credits)

Winter
AHE 614 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. Students will increase their competence in the role of scholar/researcher.

1. Pose and systematically examine critical issues facing society and identify an area of scholarship.
2. Critically analyze and interpret studies from a variety of research perspectives.
3. Design, conduct, and report scholarly work

Particular emphasis during this course will be given to designing and conducting educational research using appropriate methods.

AHE 575 Educational Finance (3 credits)
Provides an overview of financing of post-secondary education, with an emphasis on community college finance issues. The goal of the course is to provide students an understanding of local, state and federal financing issues, and institution level operational issues of budgetary planning and control. Special attention will be paid to those administrative operations of the community college that affect the college’s fiscal health.
Spring

AHE 615 Research Issues (3 credits)
This course is a core course in the School of Education’s doctoral programs. Students will increase their competence in the role of scholar/researcher.
1. Pose and systematically examine critical issues facing society and identify an area of scholarship.
2. Critically analyze and interpret studies from a variety of research perspectives.
3. Design, conduct, and report scholarly work

Particular emphasis during this course will be given to developing the dissertation research proposal.

AHE 640 Community College Administration (3 credits)
This course addresses current leadership/management theories and issues, systems or organization, patterns of internal and external governance, institutional planning, and issues of institutional advancement directed specifically at community colleges.

Summer

AHE 645 Ethical Dimension of Professional 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.)

AHE 603 Thesis (3 credits for Ph.D. only)

(Note: Thesis credits are always with your major professor)

Year 3:

Fall
AHE 603 Thesis (3 credits)

Winter
AHE 603 Thesis (3 credits)

Spring
AHE 603 Thesis (3 credits)

Summer
AHE 603 Thesis (9 credits)

Year 4 and until dissertation successfully defended:
Each term register for a minimum of 3Credits 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.
Course Registration

Prior to each term you will receive, via the CCLP Cohort 22 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/

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. students is comprised of 3 OSU faculty members and 2 courtesy/adjunct external members.

Program of Study:
- The program of study for the Ph.D. student is determined by the course requirements. In addition, the Graduate Council may require additional research courses or courses related to the thesis.
- The program of study for the Ed.D. student is determined by the course requirements in the program.

Selection for the Ed.D./Ph.D:
- All students are admitted as Ed.D.
- At the end of the first year, students with a research career objective who are working directly with a tenured OSU faculty member engaged in original research may be selected to pursue a Ph.D. in Education.
1. Ph.D. in Education

**Critical Outcomes of the Ph.D. Program**

Ph.D. graduates of the CoE 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 CoE Ph.D. programs highlight the importance of a multidisciplinary lens through which to view research questions; students are best-served through familiarity with quantitative and qualitative methodologies and 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. Program**

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 practica, 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 culminating project 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.

2. Ed.D. in Education

**Critical Outcomes of the Ed.D. Program**

The goal of Ed.D. programs 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 CoE Ed.D. program aim 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. graduates 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 CoE 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 CoE programs 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 could include Research Foundations, Program Evaluation, as well as qualitative and quantitative research methods courses. Additionally, all Ed.D. students will 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.

CoE Ed.D. programs culminate in a capstone project designed to provide students with a supervised opportunity to demonstrate the knowledge, skills, and understandings that they have acquired in their Ed.D. course of study. Like the dissertation, the capstone project in the CoE is a demonstration of a student’s ability to carry out disciplined inquiry in accordance with college-wide standards of performance.
Program Requirements for Ph.D. in Education
Emphasis in Community College Leadership

The general requirements for the Ph.D. in Education with emphasis in Community College Leadership 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
All Ph.D. students must complete a minimum residency of full-time enrollment and study for one calendar year (three quarters) following admission as defined by the Graduate School. Since this is a part-time program, this requirement will be completed during the time when students are taking their thesis credits and completing their dissertations. This will be met by enrollment in 9 credits during 3 summer terms.

Graduate Committee Composition
The student’s committee will be composed of a minimum of two College of Education faculty from the area of emphasis (Community College Leadership), 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 with a doctorate and meeting the requirement for adjunct/courtesy faculty status in the Graduate School.

Minimum Required Program of Study
All Ph.D. students with a major in Education must complete a minimum of 114 graduate credits beyond the baccalaureate degree. The minimum number of credits in each component of the program of study is as follows:

1. Leadership/Research Seminar (non-credit) 9
2. Core Courses 9
3. Sub-core Seminar Courses 9
4. Area of Specialty/Emphasis 48
5. Internship 3
6. Research Methods 9
7. Thesis 36

114-120
Courses in Program of Study
The program of studies is made up of the following courses taken by all Ph.D. students:

Core Courses
AHE 643 Organization Theory (3 credits)
AHE 653 Instructional Leader I (3 credits)
AHE 654 Instructional Leader II (3 credits)

Sub-core Seminar Courses
AHE 517 Education and Work (3 credits)
AHE 638 History of American Higher Education (3 credits)
AHE 645 Ethical Dimensions of Professional Practice (3 credits)

Area of Specialty/Emphasis (incl. Community College Leadership)
Master’s Degree or 33 credits of previous graduate study at GPA of 3.0 or greater
AHE 640 Community College Administration (3 credits)
AHE 621 Leadership in Student Services (3 credits)
AHE 575 Educational Finance (3 credits)
AHE 582 Legal Issues in Higher Education (3 credits)
AHE 612 Research Perspectives (3 credits)

Internship
AHE 610 Internship (3 credits)

Statistical Analysis Requirement
AHE 599 or recent graduate level study of statistics prior to taking AHE 613 (6 credits)

Research Methods
AHE 613 Research Analysis and Interpretation (3 credits)
AHE 614 Advanced Research Methods in Education (3 credits)
AHE 615 Research Issues (3 credits)

Thesis
AHE 603 Thesis (36 credits)
Other Requirements

Library Research Paper
The Ph.D. in Education requires a library paper, which is a critical review of literature in a field of inquiry. The library paper is to be presented to other doctoral students and faculty. The requirement for the library paper will be met through preparation of papers and presentations in AHE 613 Research Analysis and Interpretation, AHE 614 Advanced Research Method in Education, and AHE 615 Research Issues. Each of these courses includes attention to critical reviews of literature with each course developing increased skill and focus on a field of inquiry relating to the student’s thesis. Multiple faculties are involved in assessing and providing feedback to candidates in AHE 615 Research Issues.

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 professional 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.
Ph.D. DOCTORAL COMMITTEE COMPOSITION

Each CCLP 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. 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.

The following is a sample Program of Study for Ph.D. The form can be located on the OSU Graduate School Website at:

http://oregonstate.edu/dept/grad_school/forms.php#program
## Transfer Symbol

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<tr>
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<td>AME 615</td>
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<td>G</td>
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<td>3E</td>
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<td>AME 599</td>
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## Supportive Requisites

These requirements vary among academic units and student committees.

### Languages

### Other Requirements

1. Total Major Hours
2. Total Minor 1 Hours
3. Total Minor 2 Hours
4. Total 4XX/5XX Program Credits
5. Total Graduate Standalone Credits

TOTAL CREDITS ON PROGRAM (6+6)

*Mark courses that will be graduate standalone with the letter "G" in this column.*
Program Requirements for Ed.D. in Education
Community College Leadership Emphasis

The general requirements for the Ed.D. in Education with emphasis in Community College Leadership 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
All Ed.D. students must complete a minimum residency of full-time enrollment and study for one calendar year following admission as defined by the Graduate School. Since this is a part-time program, this requirement will be met during the time when students are taking their thesis credits and completing their dissertations.

Graduate Committee Composition
The student’s committee will be composed of a minimum of two College of Education faculty from the area of emphasis (Community College Leadership), two additional faculty from inside or outside the College of Education, and one representative of the Graduate School. The two additional faculty members from inside or outside the College of Education may be a practicing community college leader with a doctorate and meeting the requirement for adjunct/courtesy faculty status in the Graduate School.

Minimum Required Program of Study
All Ed.D. students with a major in Education must complete a minimum of 108 graduate credits beyond the baccalaureate degree. The minimum number of credits in each component of the program of study is as follows:

1. Leadership/Research Seminar (non-credit)
2. Core Courses 9
3. Sub-core Seminar Courses 9
4. Area of Specialty/Emphasis 51
5. Internship 6
6. Research Methods 9
7. Thesis 24
108

Courses in Program of Study
The program of studies is made up of the following courses taken by all Ed.D. students:

Core Courses
AHE 643 Organization Theory (3 credits)
AHE 653 Instructional Leader I (3 credits)
AHE 654 Instructional Leader II (3 credits)

Sub-core Seminar Courses
AHE 517 Education and Work (3 credits)
AHE 638 History of American Higher Education (3 credits)
AHE 645 Ethical Dimensions of Professional Practice (3 credits)

**Area of Specialty/Emphasis (incl. Community College Leadership)**
Master’s Degree or 36 credits of previous graduate study at GPA of 3.0 or greater
AHE 640 Community College Administration (3 credits)
AHE 621 Leadership in Student Services (3 credits)
AHE 575 Educational Finance (3 credits)
AHE 582 Legal Issues in Higher Education (3 credits)
AHE 612 Research Perspectives (3 credits)

**Internship**
AHE 610 Internship (6 credits)

**Statistical Analysis Requirement**
AHE 599 or recent graduate level study of statistics prior to taking AHE 613 (6 credits)

**Research Methods**
AHE 613 Research Analysis and Interpretation (3 credits)
AHE 614 Advanced Research Method in Education (3 credits)
AHE 615 Research Issues (3 credits)

**Thesis**
AHE 603 Thesis (24 credits)

**Other Requirements**

**Library Research Paper**
The Ed.D. in Education requires a library paper, which is a critical review of literature in a field of inquiry. The library paper is to be presented to other doctoral students and faculty. The requirement for the library paper will be met through preparation of papers and presentations in AHE 613 Research Analysis and Interpretation, AHE 614 Advanced Research Method in Education, and AHE 615 Research Issues. Each of these courses includes attention to critical reviews of literature with each course developing increased skill and focus on a field of inquiry relating to the student’s thesis. Multiple faculties are involved in assessing and providing feedback to candidates in AHE 615 Research Issues.

**Preliminary Examination**
The preliminary examination has two parts: written and oral. The content and process for the written examination is determined by the faculty.

**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 CCLP 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. (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.
The above is a sample Program of Study for EdD. The form can be located on the OSU Graduate School Website at:

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.

- Scheduled during the first 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 (other than where employed) or 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 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.

2. To prepare and present a plan for carrying out the observation, assistance and/or evaluation of a community college program.

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 *Internship Registration 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: ____________

Print this form out and give a copy 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.
<table>
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<tr>
<th>Date</th>
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## Oregon State University
### Community College Leadership Program
#### Supervisor Evaluation of Graduate Student Intern Performance

Internship Student:  
Academic term(s) participating in internship experience:

<table>
<thead>
<tr>
<th>Internship Supervisor:</th>
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<td>Internship Site:</td>
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<tr>
<td>Supervisor Address:</td>
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<td>Supervisor Phone:</td>
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<td>Supervisor Email:</td>
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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 CCLP and your intern’s learning!
Community College Leadership Program
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 CCLP faculty prior to admission to AHE 613.

Approved by faculty
2.11.04
Updated 8.06
# Checklist for Meeting Statistics Requirement

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<th>Area of Competence</th>
<th>Know</th>
<th>Able to Do</th>
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<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>Hypotheses (i.e., null and alternative)</td>
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<td>Statistical significance</td>
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<td>Types of statistical error (i.e., Type I, Type II)</td>
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<td>Correlation (i.e., positive, negative)</td>
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<td>Types of variables (i.e., dependent, independent, predictor, intervening, moderator)</td>
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<td>Descriptive statistics</td>
<td>Frequency distribution</td>
<td>Table and graphic presentation</td>
</tr>
<tr>
<td>Introduction to probability and inferential statistics</td>
<td>Introduction to Chi-square analysis procedures</td>
<td>Introduction to T-test analysis procedures</td>
</tr>
</tbody>
</table>

**Note:** “Introduction” means understanding of appropriate use, and interpretation of results.

Comprehend and critically review research reports that use descriptive statistics  
Given a data set, appropriately select and calculate descriptive statistics  
Interpret and design appropriate reporting formats for descriptive statistics  
Use Excel spreadsheet and statistical software (i.e., SPSS)  
Judge appropriate use of inferential statistical tests  
Interpret levels of significance and types of errors  
Use normal distribution tables  
Interpret and judge appropriate reporting formats for inferential statistics
CCLP Statistics Waiver Form

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

_____ AHE 599, Quant Analy I

_____ AHE 599, 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:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Major Professor____________________________________________________________________ Date

____________________________________________________________________

Secondary Professor____________________________________________________________________ Date

____________________________________________________________________

Student____________________________________________________________________ Date
Section 5: Portfolio, Research, Dissertation & Exams

Community College Leadership Program
College of Education
Oregon State University

CCLP TARGET DATES – TO BE COMPLETED BY STUDENT

Beginning of Winter Term Year 1 1. Major/Minor Professors identified

Winter Year 1______________ 2. Graduate School representative and remaining committee members identified.

Before the end of Spring Year 1 3. Program of study to be completed. Will be done as a group in May, when the cohort is on campus.

By end of Summer Year 2 ______ 4. Complete internship

By end of Fall Term Year 3______ 5. Finalize research proposal

By end of Fall Term Year 3______ 6. Written exam completed

By end of Winter Term Year 3____ 7. Preliminary/oral examination

By end of Winter Term Year 3____ 8. Research proposal meeting

By end of Winter Term Year 4____ 9. Final oral defense

Spring Term Year 4___________ 10. Participate in OSU commencement and formal hooding ceremony
Community College Leadership Program
(Students entering the program in 2013-14 and in future years
do not have the option of submitting a portfolio in lieu of the written examination.)

CCLP Preliminary Written and Oral Exam Policy
Consistent with Graduate School policy, the CCLP Ed.D. and Ph.D. programs requires a comprehensive written exam in advance of the preliminary oral exam toward completion of the doctorate.

As of Fall 2014, the written comprehensive exam will be administered in the Fall, with a specific date to be announced at the beginning of the quarter. Ph.D. and Ed.D. students must take the exam at the scheduled time (or file an appeal seeking an alternate date), but must do so within five quarters (including summer) after completing their final CCLP course. After that time, the student will be required to retake specific courses as determined by the major professor and the committee.

Procedures for CCLP Written Exam
The procedures for the CCLP written exam will be available early fall quarter, 2013.
QUALIFYING EXAMINATIONS

A qualifying examination will be conducted at the end of the participant’s course work as a prerequisite to advancement to candidacy.

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.

Qualifying examination: the student is to schedule two hours for the oral examination. Questions from the committee will be based on previous coursework and the CCLP learning outcomes listed in the student handbook.

The major professor chairs the committee examination. The Graduate School representative conducts the formal action of the committee.

Students will not provide refreshments at committee meetings.
Preliminary Oral Examination Agenda

**Purpose**
1. Oral assessment of student’s understanding of major field (community college leadership).
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 20 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.
Doctoral Preliminary Oral Examination and Learning Outcomes Assessment
Graduate Council Representative Checklist and Assessment Table

Student’s Name ___________________________  Major ___________________________

GENERAL
The major professor chairs the doctoral preliminary oral examination. The Graduate Council Representative (GCR) chairs the evaluation of the student’s performance after the exam. The exam and evaluation must be scheduled with the Graduate School at least two weeks prior to the meeting date. If the date and time of the meeting do not agree with those listed on the Schedule Form, if the committee composition differs from that on the Schedule form, or if any committee members are absent, DO NOT PROCEED WITH THE MEETING. Contact the Graduate School immediately (7-4881) for instructions.

A copy of the student’s doctoral program, with grades entered for completed courses, will be sent to the GCR for committee use prior to this meeting. If a prior written examination was conducted by the major department rather than the student’s committee, the major professor is responsible for providing the committee a copy of this examination and student’s examination results. The GCR should assure that these are available. Additional information about the content of the preliminary oral examination is included in the “Guidelines for the GCR” also provided to the GCR prior to the examination. All committee members, including the GCR, are expected and encouraged to participate in examining the student. No committee member should be allowed to monopolize the examination, and the student must be given an adequate and fair opportunity to respond to the questions.

EVALUATION
The basic question for the committee is whether the student is adequately prepared to conduct doctoral level research and has a good chance of successfully completing such research. The committee is to assess the mastery of relevant subject material and knowledge, and the student’s ability to conduct scholarly or professional activities in an ethical manner. Following a discussion of the student’s performance on the examination, each committee member is then asked whether the student achieved expectations and to vote whether or not the student has passed. IF the student does not meet expectations, then the student should not pass. It is appropriate for secret ballots to be used, and secret ballots must be used if requested by any committee member.

If there is one negative vote on this question, the student will have passed. If there are two or more negative votes on this question, the student has not passed. If the committee’s decision is that the student has not passed the examination, the committee must then decide whether or not to allow the student to take a re-examination. If the majority of the committee votes in favor of a re-examination, the recommendation for re-examination should be recorded. In addition, the committee must set a time interval that must elapse before the re-examination is permitted. If the majority of the committee votes against a re-examination, the recommendation to terminate the student’s work toward this degree should be recorded.
On rare occasions, the committee may conclude that a recess of the examination is in order. This decision should be reached prior to the normal end of the examination and there should be compelling reasons why the examination should not continue (e.g., illness on the part of the student or a committee member, an emergency that requires the immediate attention of the student or a committee member). The recess should not be used because of inadequate preparation or performance by the student. In this case, a no-pass decision is appropriate with the possibility of re-examination. A recess decision must be unanimously agreed upon by the committee, and details of the situation must be provided on this checklist.

**UNIVERSITY GRADUATE LEARNING OUTCOMES ASSESSMENT** (Please complete the following table on assessment of the student’s achievement of the university GLO’s after consulting the committee members.)

<table>
<thead>
<tr>
<th>Graduate Learning Outcomes</th>
<th>Below Expectations</th>
<th>Met Expectations</th>
<th>Exceeded Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated mastery of subject material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct scholarly or professional activities in an ethical manner (see program of study for method used to teach)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHECKLIST**

<table>
<thead>
<tr>
<th>Yes or No</th>
<th>1. □ or □</th>
<th>Was the examination conducted at the scheduled time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. □ or □</td>
<td>Were all committee members present?</td>
</tr>
<tr>
<td></td>
<td>3. □ or □</td>
<td>If a written examination was conducted by the major department prior to this oral examination, were the examination and the student’s results available to the committee?</td>
</tr>
<tr>
<td></td>
<td>4. □ or □</td>
<td>Were all committee members given an adequate opportunity to examine the student?</td>
</tr>
<tr>
<td></td>
<td>5. □ or □</td>
<td>Was the student given an adequate and fair opportunity to respond to the questions?</td>
</tr>
<tr>
<td></td>
<td>6. □ or □</td>
<td>Was the examination recessed? If yes, provide details regarding the reason for this decision.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>If a re-examination was recommended, what stipulations were provided to the student?</td>
</tr>
</tbody>
</table>

Other Comments?
Please sign ________________________________________________                      ____________
Graduate Council Representative                      Date

PLEASE RETURN THIS FORM AND THE REPORT OF PRELIMINARY ORAL EXAMINATION TO THE
GRADUATE SCHOOL IMMEDIATELY AFTER THE MEETING
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 (5-10 pages, using APA guidelines)
   c. Review of related research (10-20 pages, using APA guidelines)
   d. Design of study (5-10 pages, double spaced)
      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.

Approved by faculty 6/9/1999
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, 3 hours if combining proposal and preliminary oral exam.
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.
Oregon State University

THESIS/DISSertation PropoSAI Approval

Student/Candidate: _______________________________________ Date: _______________

Degree: ___________________ Major: ____________________________________________

Area of Concentration: ______________________________________________________

Thesis/Dissertation Title: ______________________________________________________

_________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Signature:</th>
</tr>
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<tbody>
<tr>
<td>Major Professor</td>
<td></td>
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<tr>
<td>Graduate Council Rep</td>
<td></td>
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<tr>
<td>Committee Member</td>
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<td>Committee Member</td>
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<td>Committee Member</td>
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</table>

Replacement Committee Member

<table>
<thead>
<tr>
<th>Replaced Committee Member</th>
<th>Signature/Date</th>
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</tr>
</tbody>
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62
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

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.

You will enroll in four research courses in the second year of the program. These courses are useful in exploring and developing skills in research methods for the individual dissertation as well as preparing the student as an informed consumer of other’s research.

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. ENDNOTE has been found useful by some students.

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. Preparing for that change as the second year ends is a great help.

Early on, you are encouraged to set aside a work place where you will do activities relating to completion of courses and the dissertation. There you may accumulate the tools and materials you will need.

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. Suggestions can be had from previous students.
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.

The final draft of the dissertation must be sent to committee members at least two weeks prior to the defense meeting. 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.
Community College Leadership Program  
College of Education  
Oregon State University  

**DISSEETATION 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 Program

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 2012 or January of 2013, your graduation date is in June of 2013.)
- **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)*

*Your dissertation is due to the Dean’s office a minimum of one week before the Graduate School’s date, already signed by your major professor. Please see the following pages for a list of materials you will need to submit with your dissertation. When you finish your oral defense, please stop by Kristin Kinman’s office so that she 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*
Graduate School
Doctoral Final Oral Examination and Learning Outcomes Assessment
Graduate Council Representative Checklist and Assessment Table

Student’s Name ___________________________  Major ___________________________

GENERAL
The major professor chairs the final oral examination. The Graduate Council Representative (GCR) chairs the evaluation of the student’s performance after the exam. The exam and evaluation meeting must be scheduled with the Graduate School at least two weeks prior to the meeting date. If the date and time of the meeting do not agree with those listed on the Schedule Form, if the committee composition differs from that on the Schedule form, or if any committee members are absent, DO NOT PROCEED WITH THE MEETING. Contact the Graduate School immediately (7-4881) for instructions.

A copy of the student’s doctoral program, with grades entered for completed courses, will be sent to the GCR for committee use prior to this meeting. The student should have given each committee member, including the GCR, an examination copy of the thesis at least two weeks prior to this meeting. Additional information about the content of the oral examination is included in the “Guidelines for the GCR” also provided to the GCR prior to the examination. All committee members, including the GCR, are expected and encouraged to participate in examining the student. No committee member should be allowed to monopolize the examination, and the student must be given an adequate and fair opportunity to respond to the questions.

EVALUATION
The basic purpose of this examination is to assess the quality of the student’s doctoral dissertation research, ability to present and defend the research, mastery of subject material and ability to conduct scholarly or professional activities in an ethical manner. The dissertation contains the results of the research and gives evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge, based on the candidate’s own investigation. It must show a mastery of the literature of the subject and be written in credible literary form.

The basic question is whether or not the dissertation and its defense meets these criteria. If the student does not meet expectations, then the student should not pass. If there is one negative vote on this question, the student has passed. If there are two or more negative votes on this question, the student has not passed. If the committee is basically satisfied with the dissertation but minor corrections are required (e.g., typographical errors, small additions or corrections, minor reorganization), a pass vote is appropriate. All committee members should sign the examination report, but the major professor should withhold signing the dissertation until these corrections are made. If more major corrections to the dissertation are required (e.g., rewriting large sections, collection and addition of supplemental information, re-evaluation or reinterpretation of results, major reorganization), a no-pass vote is appropriate.

If the committee decision is that the student has not passed the examination, the committee must then decide whether or not to allow the student to take a re-examination. If the majority of the committee
votes in favor of a re-examination, the recommendation for re-examination should be recorded. In addition, the committee must set a time interval that must elapse before the re-examination is permitted. If the majority of the committee votes against a re-examination, the recommendation to terminate the student’s work toward this degree should be recorded.

On rare occasions, the committee may conclude that a recess of the examination is in order. This decision should be reached prior to the normal end of the examination and there should be compelling reasons why the examination should not continue (e.g., illness on the part of the student or a committee member, an emergency that requires the immediate attention of the student or a committee member). The recess should not be used because of inadequate preparation or performance by the student. In this case, a no-pass decision is appropriate with the possibility of re-examination. A recess decision must be unanimously agreed upon by the committee, and details of the situation must be provided on this checklist.

University Graduate Learning Outcomes Assessment (Please complete the following table on assessment of the student’s achievement of the university GLO’s after consulting the committee members.)

<table>
<thead>
<tr>
<th>Graduate Learning Outcomes</th>
<th>Below Expectations</th>
<th>Met Expectations</th>
<th>Exceeded Expectations</th>
<th>Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated mastery of subject material (preliminary exam and final oral defense and dissertation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produced and defended an original significant contribution to knowledge (final oral defense and dissertation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct scholarly or professional activities in an ethical manner (coursework, final oral defense, and/or other (describe)-see program of study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHECKLIST**

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>□ or □</td>
<td>Was the examination conducted at the scheduled time?</td>
</tr>
<tr>
<td>9.</td>
<td>□ or □</td>
<td>Were all committee members present?</td>
</tr>
<tr>
<td>10.</td>
<td>□ or □</td>
<td>Were all committee members given adequate time (at least two weeks) to review the dissertation?</td>
</tr>
<tr>
<td>11.</td>
<td>□ or □</td>
<td>Were all committee members given an adequate opportunity to examine the student?</td>
</tr>
<tr>
<td>12.</td>
<td>□ or □</td>
<td>Was the student given an adequate and fair opportunity to respond to the questions?</td>
</tr>
<tr>
<td>13.</td>
<td>□ or □</td>
<td>Was the examination recessed? If yes, provide details regarding the reason for this decision.</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>If a re-examination was recommended, what stipulations were provided to the student?</td>
</tr>
</tbody>
</table>
15. Other Comments?

Please sign ___________________________________________  ________________

Graduate Council Representative  Date

PLEASE RETURN THIS FORM AND THE REPORT OF FINAL ORAL EXAMINATION TO THE GRADUATE SCHOOL IMMEDIATELY AFTER THE MEETING
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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final examination</td>
</tr>
<tr>
<td></td>
<td>___________ Graduate School deadline</td>
</tr>
<tr>
<td></td>
<td>➢ <em>Within six weeks of final examination</em></td>
</tr>
<tr>
<td></td>
<td>➢ <em>By the start date of the following term</em></td>
</tr>
<tr>
<td></td>
<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>Receive in Dean’s Office <em>(at least one week before Grad School deadline)</em></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>□ 3 extra copies of title page on cotton bond paper</td>
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<td>□ original major professor and student signatures on approval page</td>
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<td>□ flyleaves at beginning and end</td>
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<td>□ manila envelope with title page taped to front</td>
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<td>□ student’s contact information on envelope</td>
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<td></td>
<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>
</tr>
</tbody>
</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:
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.)

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**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.

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**Useful Resources and Websites:**

The Graduate School’s Guide to Success
http://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

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