

**Faculty Compensation Charts  
and Instructions for Validation of Degree Transfers and ABD Enrollments  
Akamai University**

<b>Committee Member</b>	<b>Committee Functions</b>	<b>Master's Degree</b>	<b>Doctoral Degree</b>
Committee Chair	Comprehensive Examination	\$200	\$200
	Research Proposal	\$200	\$200
	Research Project	\$200	\$200
	Oral Review	\$200	\$200
Secondary Member	Comprehensive Examination	\$150	\$150
	Research Proposal	\$150	\$150
	Research Project	\$150	\$150
	Oral Review	\$150	\$150
Tertiary Member	Comprehensive Examination	X	X
	Research Proposal	X	\$150
	Research Project	X	\$150
	Oral Review	X	\$150

The chart above clarifies the special honorarium fees payable to the Committee members who conduct activities for students with considerable degree transfer credits whereby, only the finishing activities are required at Akamai University. ABD (all but dissertation) is a somewhat abridged review for students who enter Akamai with all academic preparatory work completed and fully evaluated and approved, except the required final examination, research proposal, and the physical and oral review of the manuscript, which are mandated and no waivable at Akamai.

For these special ABD Committees, the fee structure differs from the standard Committees, partly due to the fact a good deal of the mentoring normally required for preparation of the graduate student through tutorials for the dissertation activity, including the detailed review of scholarly literature including theories, principles and practices of the degree field, and the research preparation classes have been completed at the prior institution. Therefore the doctoral tutorials are waived only after meticulous and all-embracing review of prior learning.

**Approval of Prior Learning at Doctoral Level**

Immediately following registration for a doctoral student, the Doctoral Committee Chair shall determine the acceptability of proposed transfer credits, as an integral part of the design of the student's Study Plan, using the forms and guidelines established by the University. To receive transfer consideration, students must submit official transcripts or other formal documentation certifying satisfactory completion of the learning objectives under consideration. The students must prepare and submit full documentation and information together with the Student Application for Award of Credit from Prior College and Non-college Learning.

However, if upon careful inspection, any proposed transfer course proves unsatisfactory in meeting the learning objectives under inspection at this University, the credit transfer shall be disallowed, and the waiver of the tutorial denied. The Committee Chair holds the responsibility

to review the effectiveness of proposed transfer coursework, (as well as, proficiency examination, or training reviews) challenge examinations and portfolio assessments, and recommend acceptance (or rejection) of credit transfer acceptance or rejection, and submit the formal documentation. The final decision regarding any appeal rests with the Program Director or the University President, as needed to avoid conflict of interest.

In considering waiver of the mandated doctoral tutorials, The Committee Chair must evaluate the prior learning of the student in relation to the extensive learning objectives of the three tutorials that are made part of the program. . Note that in cases where a student falls short of the transfer classes for the waiver of a doctoral tutorial, the Committee Chair may proceed with a formal portfolio assessment or challenge examination to address the remaining learning objectives not covered by the transfer credits. All such materials used in approving waivers for doctoral tutorials must be placed on file at the University in full detail.

The learning expectations for the tutorials are defined as follows:

### **Expectations for Doctoral Tutorials**

For students pursuing the doctorate by dissertation there is an expectation that students participate in doctoral research seminars designed to support development of essential competencies. As an element of the seminars, students are expected to pursue mentored (as well as self-directed) foundational readings that extend understanding of the theories principles and practices in their defined field of study.

The doctoral tutorials are designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills and the effectiveness in building the research plan and methodology. Related to each tutorial, Committee Chairs guide their students in the presentation of at least one scholarly research paper before a scheduled gathering of colleagues, formal symposium, or professional conference.

Such doctoral students, upon completion of the tutorials are expected to comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal. Students are expected to define an applied problem or theoretical issue to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem. Students must demonstrate the ability to complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent of the tutorials is to ensure that students have the competency to examine applied or theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and make an original contribution to the body of information available in their fields. Each student must clearly address issues related to research with human subjects and live animals.

Through the tutorials, doctoral students are directed to undertake theoretical and practical discussions with the Committee Chair. Students are expected to submit scholarly written work (approximately 10,000 words) in each seminar as directed by the instructor. These papers must

reflect high-level information gathering skills, publishable quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for mentor evaluation and detailed follow-up discussions. It is acceptable that work in the doctoral seminars be directly related to and supportive of the proposed dissertation project that will follow the seminars. Therefore, any ABD student must submit effective prior academic papers from the prior institution for review by the Committee Chair, in order to justify waiver of tutorials.

Students are also expected to demonstrate successful skills in the verbal presentation of their work in a formal and detailed manner, before their professional colleagues. Presentations may be made at professional conferences, seminars, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also make arrangements to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through recorded and published videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. The Committee Chair must be provided access to a recording of the presentation. Each research seminar is summarized by means of a telephone conference (at student's expense) permitting detailed oral review and follow-up of the seminar activities.

### **Tutorial Descriptions and Expectations**

The following class descriptions are the approved definitions of the doctoral tutorials published by Akamai University. It is these descriptions, as the related class syllabi online that are used by the Committee Chair to assess doctoral students for ABD approval.

#### **RES 641: Doctoral Research Seminar I: Research Methodology (12 credits)**

<http://www.akamaiuniversity.us/RES%20641%20Doctoral%20Tutorial%20I-%20Research%20Methodology.pdf>

A first research seminar designed for Doctoral level students pursuing the degree by research-only or by combining graduate programs. Seminar II emphasizes effectiveness in research design, data gathering and presentation of the findings. Open only to students pursuing the degree by research. Students may be assigned one or more research preparation classes to accompany this tutorial .

#### **RES 642: Doctoral Research Seminar II: Scholarly Literature (12 credits)**

<http://www.akamaiuniversity.us/RES%20642%20Doctoral%20Tutorial%20II-%20Literature%20Search.pdf>

The second tutorial helps in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. Seminars guide students in the presentation of at least one scholarly research paper each semester before a scheduled gathering of colleagues, formal symposium or professional conference. Seminar I emphasizes effectiveness in formatting the written argument and provides opportunity for introductory experience in verbal presentation of research. Open only to students pursuing the degree by research. Students may be assigned one or more research preparation classes to accompany this tutorial .

**RES 643: Doctoral Research Seminar III: Referencing and Presentation (12 credits)**

<http://www.akamaiuniversity.us/RES%20643%20Doctoral%20Tutorial%20III-%20Referencing%20and%20Presentation.pdf>

A third research seminar designed for Doctoral level students pursuing the degree by research-only or by combining graduate programs. Seminars help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. Seminars guide students in the presentation of at least one scholarly research paper each semester before a scheduled gathering of colleagues, formal symposium or professional conference. Seminar III emphasizes effectiveness in academic argument and proper referencing of the literature. Students are provided an opportunity for further experience with presentation of research before professional colleagues. Open only to students pursuing the degree by research. Students may be assigned one or more research preparation classes to accompany this tutorial .