

STUDENT HANDBOOK

ADULT EDUCATION PROGRAM



"Promoting Learning among Families, Workplaces, Communities and in Higher Education"

The Pennsylvania State University
College of Education
Learning and Performance Systems Department

Effective Fall 2011

TABLE OF CONTENTS

PART I: INTRODUCTION	4
Section 1.1: Program History and Overview.....	4
1.2: Program Mission and Goals	6
1.3: Distinctive Features and Program Emphases	7
1.4: Program Staff, Faculty and Students.	8
1.5: Career Opportunities for Our Graduates	8
PART II: ADMISSION TO THE PROGRAM AND INITIAL PROGRESSION	9
Section 2.1: Admissions	9
2.1.1: Assessment Considerations	9
2.1.2: Application Timelines	10
2.1.3: Completing the Application.....	11
Section 2.2: Initial Progression	12
2.2.1: Developing a Plan of Studies.....	13
2.2.2: Student Academic Support.....	13
2.2.3: Other Support Services.....	14
2.2.4: Cohort Model (Harrisburg).....	15
PART III: GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS	15
Section 3.1: Graduate Assistantships	15
3.1.1: Summer Tuition Assistance Program.....	17
3.2: Program Fellowships.....	17
3.3: University Fellowships.....	17
PART IV: GRADUATE DEGREE REQUIREMENTS	18
Section 4.1: General Requirements	22
4.2: Specific M.Ed. Requirements	23
4.3: The Doctoral Degree	26
4.3.1: Philosophical Comparison between the Ph. D and D. Ed. Degrees.....	23
4.3.2: Specific D.Ed. Requirements.....	24
4.3.3: Specific Ph.D. Requirements.....	25
4.3.4 SARI Requirement	26
4.3.5 Minor Requirement	29
PART V: THE DOCTORAL PROCESS	30
Section 5.1: Phase I – Becoming a Doctoral Candidate.....	30
5.1.1: The Doctoral Candidacy Evaluation	30
5.2: Phase II - Doctoral Committee and Comprehensive Examination	32
5.2.1: The Doctoral Committee.....	33
5.2.2: The Doctoral Comprehensive Examination	36
5.3: Phase III - The Dissertation	40
5.3.1: The Dissertation Proposal	40
5.3.2: Conducting and Writing the Dissertation	42
5.3.3: Final Oral Examination (Defense).....	43
5.3.4: Final Dissertation Document.	44
PART VI: GRADUATION	45
Section 6.1: Publication Requirement	45
Section 6.2: Graduation Requirements.	45

PART VII: APPENDICES	47
Appendix A: Reinstatement and Extension of Time-to-Degree Policies...	47
Appendix B: Resume Study/Change of Graduate Degree or Major Policy	49
Appendix C: ADTED Course List	50
Appendix D: World Campus M.Ed. Course Sequence (Sample)	54
Appendix E: D.Ed. & Ph.D. Sample Timetables	55
Appendix F: M.Ed. Plan of Studies Form (World Campus).....	56
Appendix G: D.Ed. Plan of Studies Form	57
Appendix H: Ph.D. Plan of Studies Form	58
Appendix I: M.Ed. Checklist	59
Appendix J: D.Ed. Checklist	60
Appendix K: Ph.D. Checklist	61

LIST OF TABLES

Table 1: M.Ed. Minimum Requirements (World Campus)	23
Table 2: Doctoral Program Requirements: Ph.D. – D.Ed. Comparison	28

**STUDENT HANDBOOK OF THE ADULT EDUCATION PROGRAM
THE PENNSYLVANIA STATE UNIVERSITY**

PART I: INTRODUCTION

Welcome to Penn State's Adult Education Program! Throughout this document the Adult Education Program will be abbreviated as ADTED. In an evaluation of adult education programs (1995) the *Adult Education Quarterly* ranked our program as one of the "top five most productive adult education institutes" in the field of adult education. Since then, we have increased our student body and faculty membership, expanded our program to include a residential Ph.D., both traditional and web-based master's degree programs, and continued to be strong in the area of research publications. With an outstanding faculty, solid organizational support from both the College of Education and the Graduate School, and a rich diversity of part-time, full-time, domestic, and international students, the Penn State Adult Education Program is recognized as one of the leading graduate programs in North America.

The program currently offers three graduate degrees: a Master's of Adult Education (M. Ed.) and two doctorates—a Ph.D. and a D.Ed. The M.Ed. is available via World Campus. The D.Ed. is available at University Park and Harrisburg. The Ph.D. is available only at University Park. The program also offers three professional graduate certificates: a Graduate Certificate in Distance Education (via World Campus), a Certificate in Family Literacy (via World Campus), a Graduate Certificate in HRD/Workplace Learning (at University Park) and a Graduate Certificate in Medical Adult Education (at Harrisburg).

Certificate in Distance Education: This 18-credit graduate-level certificate program is designed to help students improve their understanding of online course design and development; enhance their knowledge of distance learning environments, teaching, and evaluation; and, examine how the adult learner fits into distance education. Perspective students may pursue this certificate by taking courses online through World Campus. This certificate carries the Pennsylvania State Education Association's (PSEA) (<http://www.psea.org/>) Seal of Recognition, the highest level of endorsement that the association awards to graduate and professional development programs. Penn State is an Act 48-approved provider (<https://www.perm.ed.state.pa.us/>) for Pennsylvania educators, so the courses in the Certificate in Distance Education program count toward professional development hours.

Certificate in Family Literacy: This 12-credit program brings experts in the field of family literacy together with specialists in early childhood education and adult education to offer a multidisciplinary and integrated approach to literacy instruction. Participants are engaged in learning how to support children's emerging language and literacy development and enhance parents' knowledge regarding their roles and responsibilities as their children's first teachers. This online Certificate in Family Literacy program was created as a partnership between the Goodling Institute for Research in Family Literacy at Penn State and the National Center for Family Literacy to provide professional development that will make a difference for the student, their students, and the families they serve.

Certificate in Human Resource Development/Workplace Learning: The Certificate in Human Resource Development/Workplace Learning is an interdisciplinary program designed for individuals who are responsible for training and education within organizational settings

(especially the workplace). The program aims to strengthen skills in the areas of human resource development and workplace learning. Certification is awarded to students who complete 18 credits. Courses are taken from each of the three programs in the Department of Learning and Performance Systems: Adult Education, Instructional systems, and Workforce Education.

Graduate Certificate in Medical Adult Education: This twelve credit graduate certificate in Medical Adult Education is meant to assist medical/health professional in increasing their knowledge and competence in educating adult learners in medical education/health science settings. There are three courses required for the certificate (ADTED 460: Intro to Adult Education; ADTED 501: Foundations of Medical Education; and ADTED 505: Teaching of Adults.). There is one graduate level elective course related to the candidate's specific interest in medical/health education, determined and approved by the faculty members in charge of the Graduate Certificate in Medical Adult Education (Dr. Elizabeth Tisdell or Dr. Edward Taylor) of the Harrisburg campus.

The remainder of the handbook describes the three degree programs. It should be treated as a supplement to the Graduate Degree Programs Bulletin. Interested students are advised to consult the Graduate Bulletin at: <http://www.psu.edu/bulletins/whitebook/> for a fuller picture. Students are also encouraged to direct specific inquiries about the program to the following contacts:

University Park	World Campus	Penn State Harrisburg
Carol Fantaskey Program Staff Assistant 314 Keller Building University Park, PA 16802 Phone: 814-863-2596 Email: caf17@psu.edu	Courtney Robison Program Staff Assistant 314 Keller Building University Park, PA 16802 Phone: 814-865-0473 Email: cjr24@psu.edu	Program Staff Assistant W331 Olmsted Building Penn State Harrisburg Middletown, PA 17057 Phone: 717-948-6321 Email:

The handbook is divided into seven parts. The remainder of Part I discusses the program's mission and goals, distinctive features of the program and program emphasis areas, faculty, staff and students, and career opportunities for our graduates. In Part II, the admissions process and students' initial progression through all three programs are described. Part III discusses graduate assistantships and fellowships for which adult education students are eligible. Part IV describes the graduate degree requirements for each of the three programs. Part V outlines the doctoral process. Part VI overviews graduation requirements and Part VII presents relevant appendices.

Section 1.2: Program Mission and Goals

Adult Education is a field of practice, research and scholarship. It fosters an understanding of the different ways in which adults learn and different ways they may be helped to learn—alone, in groups, in the community, or in institutional settings. Students of Adult Education increase their ability to teach adults, plan adult learning experiences, conduct research regarding the teaching and learning of adults, and provide leadership in a variety of positions within the field.

The mission of the Adult Education Program at Penn State is to advance knowledge and improve practices regarding how adults learn in a variety of organizational and societal settings—both formally and informally, in residence and at a distance. Pursuant to its mission, the goals of the Adult Education Program include the following: (a) to further the disciplined inquiry of the field; (b) to prepare its future leaders; and (c) to develop educators/scholars in the practice of adult education. The program's mission and goals are reflected throughout its curriculum and teaching, its faculty and student's research, scholarship and service, and the work done through its affiliated centers and institutes. Faculty and students engage in research and development activities within the broad field of adult education and in specific areas of specialization. The resulting outcomes for students are:

- 1) A sound philosophical conception of adult and continuing education and the opportunity to identify a personal philosophy of education and its concomitant values,
- 2) An understanding of the psychological, historical, social, and human development foundations on which adult and continuing education rests,
- 3) An understanding of the scope, development, and complexity of specific agencies and programs of the field,
- 4) The ability to undertake and direct the processes of adult learning,
- 5) Personal effectiveness and leadership through written and oral communications with other individuals, groups, and the general public,
- 6) A personal zest for lifelong learning and a continually reflective practice for personal and professional development, and
- 7) Skills in research methods and techniques that enable independent research along the lines of individual areas of specialization.

In addition to the three degree programs already identified, the program's mission and goals are also accomplished through institutes with which it is affiliated. They are: the Institute for the Study of Adult Literacy (ISAL) established in 1985 and the Goodling Institute for Research in Family Literacy (GI) established in 2001.

- The mission of the Institute for the Study of Adult Literacy is to advance the field of literacy through collaborative research, development, outreach, and leadership to improve practice, expanding access to high quality education and enriching the lives of individuals and families.
- The mission of the Goodling Institute for Research in Family Literacy is to improve family literacy education through research and its application to practice and professional development, and provide national leadership to support and maintain high quality, integrated programs for families with educational needs.

Section 1.3: Distinctive Features and Program Emphases

The program combines psychological and cultural-historical approaches to teaching and learning. It embraces and examines diversity in its multiple manifestations (e.g. gender, race/ethnicity, class, sexuality, religion and nationality). And it scrutinizes systems and mechanisms of power that challenge and/or sustain social inequities. The program also emphasizes interdisciplinarity; students are encouraged to seek out learning opportunities beyond the program, in supporting fields within the University. Two additional themes permeate our Ph.D. degree: 1) Globalization and Lifelong Learning; and 2) Comparative and International Adult Education.

The program is proud of its diverse faculty, student body and curriculum. There is diversity in academic interests, perspectives and methodological orientation (as represented in the different program emphasis areas described later) as well as diversity in social locations (nationality, educational background, ethnicity, class, religion, life experiences, and so on) of faculty and students.

A distinctive feature of the program is its focus on non-formal and informal learning. Most of the other programs in the College of Education at Penn State focus on, and draw their student populations from, formal educational settings (K-12, and colleges and universities). This is true even when their students are primarily non-traditional adults (such as is the case with Higher Education or Educational Leadership). The two other programs in the department in which Adult Education is housed (Instructional Systems and Workforce Education) extend their services beyond formal educational institutions into the workplace, and, like the Adult Education Program, their students are primarily non-traditional adults. A major distinction between our program and Instructional Systems or Workforce Education is our focus on non-formal and informal learning—in such contexts as the workplace, community colleges, adult and family literacy, community education and development, and distance education.

Reflecting the interests and expertise of the faculty, the Adult Education doctoral programs have four (4) emphasis areas. They are:

- 1) Adult Teaching and Learning
- 2) Distance Education
- 3) Learning in the Workplace and Community
- 4) Literacy for Culturally and Linguistically Diverse Populations

Students are encouraged, but are not required, to declare a specific emphasis area. Students may combine emphasis areas. For Ph.D. students, an emphasis area has a minimum course requirement of eighteen (18) credits: at least 6 credits from Adult Education and at least 9 credits from one or more supporting areas outside of the program. For D.Ed students an emphasis area has a minimum course requirement of twenty seven (27) credits: at least 12 credits from Adult Education (**ADTED Electives**) and at least 15 credits from one or more supporting areas outside of the program (**Minor or General Studies**).

The program takes into account differences in students' life experiences, including educational background and goals, work and family situations, and plans for future employment. The

Harrisburg campus has predominantly part-time students who are employed full-time. Full-, and part-time students enroll at University Park: full-time is recommended, especially for Ph.D. students. At both Harrisburg and University Park, scheduling is arranged, as far as possible, to accommodate the employed student. All resident courses are offered late afternoons, evenings and weekends at University Park and on evenings and weekends at Harrisburg. World Campus courses are offered asynchronously, totally online. Courses are also offered in the summer sessions to make it possible for doctoral students to complete their course work within two calendar years.

Section 1.4: Program Staff, Faculty and Students

Program staff assistants (at Harrisburg and University Park) provide administrative and other forms of support to faculty and students. Full-time tenure track, part-time tenure track, and fixed-term (non-tenured) faculty, and an excellent group of affiliate and adjunct faculty members teach and advise our students, conduct research, and provide professional services to the field and broader community. To see the research interests and contact information for full-time faculty, go to <http://www.ed.psu.edu/educ/adult-education/faculty> and for affiliate and adjunct faculty, go to <http://www.ed.psu.edu/educ/adult-education/faculty/affiliate-faculty>.

Students enrolled in the program come from all areas of Pennsylvania, a substantial number of states and provinces throughout North America, and several foreign countries. Most applicants to programs have a previous degree in a professional field. Before enrolling in the program, all applicants would have worked in some aspect of adult education and many have had extensive managerial experiences. Examples of fields in which applicants would have worked before enrolling in the program include: the professorate, adult and family literacy, human services, nursing and health services, distance education, community development, human resource development and staff development, engineering, criminal justice, prison and correctional education, religious ministries, continuing higher education, continuing professional education, and cooperative extension. While coming from a variety of fields and disciplines, what applicants to our program have in common is an interest in the education of adults within their own professions.

The program caters to both part-time and full-time students at the University Park campus, part-time students at the Harrisburg campus, and students at a distance via the World Campus. More than half of our students are part-timers who work full-time. Those who commute to University Park usually live and work within a two-hour radius of the campus. Students enrolled at the Harrisburg campus typically commute to campus from a regional area bordered by Philadelphia, Baltimore, Bloomsburg, and the Blue Mountain area.

Section 1.5: Career Opportunities for Our Graduates

An adult education degree offers a broad preparation for numerous fields. In common, adult educators work with adults in ways that usually involve teaching or administration in some form. Career opportunities for our graduates include:

Adult Basic Education: educators, administrators and consultants for adult and family literacy, ABE and GED, and English as Second Language (ESL) through social agencies, government, correctional institutions, school systems, corporations, and community organizations.

Community and Economic Development: consultants to and directors of government agencies, non-governmental organizations (NGOs) and community and faith-based organizations (CFBOs) concerned with community and economic development; directors of community education in the public school system; providers of technical assistance, training and research in leadership and organizational development to NGOs and CFBOs; providers of entrepreneurial education, workforce education, career counseling, adult and family literacy, health education, religious education, and health and human services.

Distance Education: faculty, instructional designers, administrators and consultants in K-12 and higher education, government and international agencies, and training organizations, who provide educational programming at a distance

Higher and Continuing Education: college and university professors and administrators, faculty and administrators working in community colleges, and business and vocational schools, educators and administrators working with nontraditional students in the continuing education, outreach, or extension units of colleges and universities

Training: trainers and training consultants, human resource developers, instructional designers, and entrepreneurs who work in corporate, public sector, military settings, and local communities.

PART II: ADMISSION TO THE PROGRAM AND INITIAL PROGRESSION

Section 2.1: Admissions

2.1.1: Assessment Considerations

Additional Admissions information is available at the Graduate School website at: [http://bulletins/whitebook/\\$aap.htm](http://bulletins/whitebook/$aap.htm) The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA, 16802-2801, Tel (814) 865-4700/V; (814) 863-1150/TTY.

There is a single admissions process for M.Ed. applicants to the Adult Education Program, and a double admissions process for doctoral applicants. The admissions process for M.Ed. applicants and the initial admissions process for doctoral applicants are the same: whether the applicants are planning to enroll part-time or full-time; whether applying to residential programs at the University Park or Harrisburg campuses, or to the Web-based World Campus M. Ed. In the initial admissions process successful doctoral applicants are temporarily admitted to either the Ph.D., or D.Ed. program. Upon successful completion of candidacy evaluation—a second

admissions process, explained in Section IV below—doctoral students are confirmed as candidates to either the Ph.D., or D.Ed. programs.

Students who are in another major and who wish to apply to our doctoral program, must submit a Resume Study/Change of Graduate Degree or Major form. This form is obtained from either your current program staff assistant or from the ADTED program staff assistant. Students who wish to change their degree must submit all application materials, including transcripts, test scores, writing sample, statement of purpose, resume or vitae and three letters of recommendation. One of the letters of recommendation must be from either your faculty advisor or faculty member from the program you are leaving and the other two letters may be from professional or academic references

No single criterion stands as an adequate forecaster of success in graduate work. Applicants to the Adult Education Program are evaluated on the criteria listed below and the best-qualified applicants are accepted up to the number of spaces that are available for new students. For doctoral applicants, a master's degree is preferred but not required. All applicants are assessed on the following criteria:

1. Undergraduate junior/senior grade-point average of 3.0 or higher on a 4.0 scale,
2. Cumulative grade point average of 3.0 or higher on a 4.0 scale for graduate level course work,
3. Total Verbal and Quantitative score above 1100 on the GRE; or, alternatively, on the MAT, a score of 398 or higher on the new test; or a score is 50 or higher on the old test,
4. Professional and academic references that attest to the student's academic potential
5. A writing sample, and for international students a
6. TOEFL score. A score of 550 or above on a paper-based test, or 213 or above on a computer-based is required for international students whose first language is not English and/or who have not received baccalaureate or master's degrees from an institution in which the language of instruction is English.

Applicants of special backgrounds or with special abilities and interests may be admitted with lesser test scores and grade-point averages.

2.1.2: Application Timelines

Applications to our online M.Ed. program are considered year round.

Applications to our doctoral programs (at Harrisburg and University Park) are considered for the fall semester, only. Following the completion of the steps outlined below, the applicant's file is forwarded to an Admissions Committee for consideration for admission.

For applicants seeking assistantships and fellowships

All application materials must be received by **January 5**.

Students who are currently on assistantships in the program and wish to reapply for an assistantship need to complete their application by **January 15th**. Please be sure to include an updated resume with your application.

For applicants who are not seeking assistantships and fellowships

For the Harrisburg campus, all application materials must be received by **March 15**.

At University Park, graduate students are admitted on a rolling basis.

All international students and any domestic students seeking graduate assistantships or fellowships should apply for the Fall Semester by January 1, of the same year they wish to enroll.

Domestic students who are not seeking financial assistance may apply for any semester. They must apply at least eight weeks prior to the semester in which they would like to begin the program.

Harrisburg applicants are typically notified of the Admission Committee's decision by **May 15**.

2.1.3: Completing the Application

There are two parts to the application process: applying to the Graduate School, and applying to the Adult Education Program.

Applying to the Graduate School

Applicants to the Adult Education Program must formally apply to Penn State Graduate School. Applicants **MUST** do so electronically (online) by visiting our website at: <http://www.ed.psu.edu/educ/adult-education/degree-programs/doctoral-degrees/apply-10-08> and completing the Application Process outlined there. If a prospective student applies online but does not pay by credit card, s/he must download a copy of the Application Fee Form, complete and mail it along with payment of the non-refundable application fee. The Application Fee Form is obtainable at the bottom of the Graduate School Online Application page at: <http://forms.gradsch.psu.edu/ges/appfee.html> . University Park applicants must mail the Application Fee Form to: Graduate Enrollment Services, The Pennsylvania State University, 114 Kern Building, University Park, PA 16802. Harrisburg applicants must mail the Application Fee Form to: Enrollment Services, Penn State Harrisburg Campus, 777 West Harrisburg Pike, Middletown, PA 17057.

Students who are in another major and who wish to apply to our doctoral program, must submit a Resume Study/Change of Graduate Degree or Major form. This form is obtained from either your current program staff assistant or from the ADTED program staff assistant. Students who wish to change their degree must submit all application materials, including transcripts, test scores, writing sample, statement of purpose, resume or vitae and three letters of recommendation. One of the letters of recommendation must be from either your faculty advisor or faculty member from the program you are leaving and the other two letters may be from professional or academic references.

Applying to the Adult Education Program

In addition to applying to the Graduate School, applicants must also submit directly to the Adult Education Program the following items:

1. **Two official transcripts from each collegiate institution attended**
2. **Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores.** Either the GRE or MAT score is accepted for the D. Ed. and M. Ed. programs, but GRE scores are preferred. The Ph.D. program accepts *only* the GRE. To find out more about the GRE or MAT visit the GRE web site at <http://www.gre.org/> or the MAT web site at <http://www.pearsonassessments.com/haiweb/Cultures/en-US/site/Community/PostSecondary/Products/MAT/mathome.htm> Harrisburg applicants who have not taken either test may arrange with The Sylvan Learning Center in their area to take the GRE or with the Counseling Center at Penn State Harrisburg to take the MAT.
3. **A statement of purpose** describing the applicant's short and long range career objectives. This statement includes an explanation of how the proposed study of adult education relates to the stated career objectives.
4. **A current curriculum vitae or resume**
5. **Three letters of recommendation** from people who are best qualified to evaluate the applicant's ability to succeed in graduate study. These letters may be from an academic adviser, instructors who are familiar with the applicant's academic record, a research project supervisor, an employment supervisor, or others who are able to provide a substantive evaluation of the applicant's work. Letters of recommendation must address the applicant's academic ability, motivation, and likelihood of success in completing the program.
6. **A writing sample:** M.Ed. applicants submit a recent writing sample, such as a term paper, report, or publication of 3000 words or more. Ph. D. and D. Ed. applicants submit either a published article; master's paper; master's thesis; or a paper from their masters studies.
7. **The TOEFL (Test of English as a Foreign Language) score** for international students whose first language is not English and/or who have not received baccalaureate or master's degrees from an institution in which the language of instruction is English. To find out more about the TOEFL Exam visit the TOEFL web site at <http://www.ets.org/toefl/>
8. **Application for Visa Document** for international students only. For details visit http://www.global.psu.edu/international_students/visa_doc_app.cfm.
9. **Assistantship/Fellowship application** for those seeking financial support. The form is available on the web at: <http://www.ed.psu.edu/educ/adult-education/student-resources/graduate-assistantship-applicationw.pdf> Alternatively, you may contact the program staff assistant to have a hard copy mailed to you.

University Park applicants must submit the items listed above to: The Adult Education Program, The Pennsylvania State University, 314 Keller Building, University Park, PA 16802.
Harrisburg applicants must submit them to: Enrollment Services, Penn State Harrisburg Campus, 777 West Harrisburg Pike, Middletown, PA 17057.

Section 2.2: Initial Progression

Students entering the adult education program are expected to be working in an adult education context and demonstrate proficiency with computers.

Adult Education context: Students must be currently working or volunteering in an adult education context, one in which they facilitate adult learning.

Computer skills: Students must be comfortable with word processing software, have Internet access to e-mail for assignments and program notices (through the program listserv), and must be conversant with basic web use for class discussions, accessing course syllabi and assignments and participating in some online discussion in some courses.

2.2.1: Developing a Plan of Studies

All students are required to develop a Plan of Studies early in the program. In developing the plan, the M.Ed. student is assisted by an assigned academic advisor. Before passing the candidacy evaluation, the doctoral student (Ph.D. and D.Ed.) is assisted by an academic advisor and program committee. After passing the candidacy evaluation, the doctoral student is assisted by a doctoral committee in developing the plan. The Plan of Studies is a personalized road map through the course of the program. In addition, doctoral students must specialize in a specific area within the field, develop in-depth understanding of research methods suitable to their area of specialization, and conduct an independent research project--the dissertation. Master's and doctoral students are expected to develop a broad knowledge of the field of adult and continuing education, a general knowledge of research designs and methods and write a master's paper as the culminating experience. Specific requirements for each of the three degrees are outlined in subsequent sections of this handbook and sample Plan of Studies are found in Appendix G, H, or I.

2.2.2: Student Academic Support

Assigning an Initial Advisor

Upon admission to the Adult Education Program, students are assigned an interim academic advisor by the Professor-in-Charge, in the case of University Park students, or by the Program Coordinator, in the case of Harrisburg students. Ideally, student-advisor matches are based on mutual career and research interests. All academic advisors are full-time Adult Education faculty with Graduate Faculty status. Ideally, student-advisor matches are based on mutual career and research interests.

Advisor and Student Responsibilities

The academic advisor acts as the student's primary academic and career mentor at Penn State. Her/his primary responsibilities are: (1) to help develop an initial plan of study, (2) to advise and approve course selection each semester, (3) to advise on, and assist in preparing the student for, the candidacy evaluation and the comprehensive examination, (4) to arrange for professional development activities (such as internships, attending and presenting at conferences, authorship and co-authorship of journal articles and book chapters, etc) that would enhance academic preparedness and career prospects, and (5) to serve as the chair (or co-chair) of the student's doctoral committee.

Communication between student and advisor is a key factor in the progression of one's graduate studies. It is the student's responsibility to consult with her/his advisor regularly. Contact may be made by telephone, e-mail, or in person by appointment.

Most faculty members in the Adult Education Program are on 9-month contracts with the University, spanning the fall and spring semesters. Accordingly, they are not legally-obligated to advise students during summer; if and when they do it is purely at their discretion. Please arrange advising meetings, doctoral examinations, and graduation schedules with this in mind.

Changing Advisors

A student has the right to change academic advisor. Either the student or the incumbent (academic advisor) may suggest this change. Common courtesy dictates that whoever decides to make the change informs the other prior to making the switch. To make the switch official, the student or incumbent faculty advisor should send an email to the program staff assistant, with copies to the relevant parties, i.e., student, incumbent and new advisors.

2.2.3: Other Support Services

The University provides numerous resources and services to support prospective adult students considering graduate studies, and currently enrolled adult students.

The Center for Adult Learner Services (CALs) provides prospective and current adult learners with information on financial aid, admissions, child care, housing and community resources. In addition to information, the center also provides assistance to adult students who wish to improve their skills in areas such as computers, math, and writing. Equipped with a lounge, study area, kitchenette and a computer lab, CALs is a place where adult students can meet with peers, study, or relax. Detailed information about CALs can be found at:

<http://www.outreach.psu.edu/adult-learners/>

Adult students can also take advantage of the support provided through The Graduate Student Association (GSA). GSA provides graduate students with information on topics such as taxes and health care options. Students may obtain lists of babysitters and typists/editors from the GSA office. Students can access GSA's website at the following address:

<http://www.clubs.psu.edu/up/gsa/>

Childcare is often a priority concern for adult students with young children. The Work/Life Programs provides quality childcare program information and services for students with family. Descriptions of the programs offered are available at Work/Life website:

<http://www.ohr.psu.edu/worklife/>

Women students facing issues related to sex-based discrimination or harassment can turn to The Center for Women Students (CWS) for assistance and support. CWS is designed to meet the needs of women students. The center addresses campus and classroom issues, campus safety, sexism, etc., etc. More information on the center is available from the following website: <http://www.sa.psu.edu/cws/>

Information on other Student Services such as Career Services, Counseling and Psychological Services, Disability Services, Office of Graduate Educational Equity, Health Insurance and University Health Services, International Student Services, Kern Graduate Commons and Veterans Outreach Office are available on the Graduate School website at:

<http://bulletins.psu.edu/bulletins/whitebook>

For those students in the on-line M.Ed. program, technical advice is available through the World Campus on questions related to hardware, software, and other technology-related matters.

2.2.4: Cohort Model (Harrisburg)

Penn State Harrisburg's program is a cohort-based approach to doctoral studies in adult education. Adult educators begin the program as a cohort and progress through the adult education core courses together. Members of the cohort learn together through courses, seminars, and special projects. The cohort group serves as a base for peer support and collaborative reflection during studies and assignments. Students are admitted to the Harrisburg program only in the Fall of each year in order to accommodate this instructional model.

PART III: GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS

This section describes graduate assistantships and fellowships for which adult education students are eligible. Other forms of financial aid are described in the Student Aid section of the Graduate Degree Programs Bulletin (<http://bulletins.psu.edu/bulletins/whitebook/>). Sources of financial assistance specific to World Campus students can be explored through the World Campus website at: <http://www.worldcampus.psu.edu/pub/start/aid.shtml>. Most types of financial aid are awarded on a competitive basis and are limited. Students are advised to consider alternative sources, in addition to graduate assistantships and fellowships, to financially support their graduate education. New students to be considered for a graduate assistantship or fellowship for the succeeding academic year you should apply by **January 5th** and if you are a current student you should apply by **January 15th**. It is best to apply for all sources of aid simultaneously, not sequentially in order of preference. Filing sequentially may lead to missed deadlines if the first choice is unsuccessful. For application information contact the program staff assistant at University Park.

Section 3.1: Graduate Assistantships

Each academic year, the Adult Education Program at University Park and Harrisburg campus, offers a number of graduate assistantships. Normally, students are on half-time assistantships which specify 20 hours of responsibility per week. However, some students may be on quarter-time (10 hours) assistantships. The assistantships are for two-semesters (Fall and Spring) and students must maintain a 3.0 GPA and must be registered for no less than 9 and no more than 12 credits per semester. Students will receive a monthly stipend plus a grant-in-aid for tuition. Assistantships are not available for the summer semester.

Students who are currently on assistantships in the program and wish to reapply for an assistantship need to complete their application by **January 15th**. Please be sure to include an

updated resume with your application. Students applying for the first time need to apply by **January 5th**.

To be considered for a graduate assistantship in the ADTED Program, applicants must exhibit satisfactory academic progress. Examples of unsatisfactory progress include, but are not limited to, excessive or longstanding deferred grades (incompletes), GPA below 3.0 for all Penn State graduate courses and below 3.5 for ADTED courses, and unsatisfactory prior performance as an ADTED GA or as a GA in another Penn State unit (if applicable).

Applicants will be asked to provide a brief explanation for extenuating circumstances, if any, that may have hindered their academic progress (e.g., reasons for incomplete grades or low GPA).

The rubric that faculty use to assess applicants for ADTED Assistantships includes (but is not limited to) the following information:

- Year admitted to ADTED
- Number of years of ADTED Funding
- PSU graduate GPA
- ADTED GPA
- Incompletes (class, semester, year)
- Prior GA Performance
- Financial need indicators
- Quality of scholarship

Financial need is taken into account, only when deciding among applicants who have met the above criteria. Non-degree students are not eligible for assistantships.

To apply current students must contact their program staff assistant at the campus in which they plan to enroll. Please note that the Harrisburg program positions are very limited, generally one or two positions available every year. Prospective students must visit our website at <http://www.ed.psu.edu/educ/adult-education/>, review the application process, and complete and submit the necessary application materials.

Although Penn State's classes last fifteen weeks per semester, appointments of graduate assistants (GAs) are for eighteen weeks of activities per semester. Accordingly, the duties in an academic year appointment (thirty-six weeks) begin on the Monday following the last day of summer session final exams and continue until the last day of spring semester final exams, less the period of time classes are suspended at Thanksgiving and the end of December.

The number of years an appointment may be renewed is limited. Reappointment to an assistantship is based on availability of positions, the quality of the student's performance, and competition with other students. Unsatisfactory academic performance in any semester or summer session is sufficient cause for termination of the appointment at the end of that period. Unsatisfactory performance of assistantship duties is also sufficient cause for termination.

Legislation passed by the University Faculty Senate in 1981 and 1989 requires that all newly appointed teaching assistants participate in a TA training program unless they can provide evidence of successful prior teaching experience and that all new international TAs take and pass American English Oral Communicative Proficiency Test (AEOCPT). Details for taking the AEOCPT are available at the Department of Linguistic and Applied Language Studies website at: http://aplng.la.psu.edu/academicPrograms/ita_whatISAEOCPT.shtml.

3.1.1: Summer Tuition Assistance Program

The Summer Tuition Assistance Program (STAP) is designed to provide tuition assistance to graduate students who have had assistantships supported on general or restricted funds or University fellowships for the two preceding semesters, so that they can continue graduate studies during the summer.

For more information please visit the Adult Education Program website:

<http://www.ed.psu.edu/educ/adult-education/student-resources/summer-tuition-assistance>

3.2: Program Fellowships

The program awards two fellowships: the Floyd B. Fischer Adult Education Fellowship and the David H. Nicholson Adult Education fellowship.

The Floyd B. Fischer Adult Education Fellowship: In 1987, Dr. Floyd B. Fischer, former Penn State Vice-President of Continuing Education, endowed a gift to the College of Education to support the "Floyd B. Fischer Graduate Fellowship in Adult Education". The purpose of this fellowship is to provide recognition and financial assistance to graduate students enrolled in the University Park Adult Education Program. Consideration for this fellowship is given to all students who exhibit academic success, a sincere interest in adult education, and have documented financial need. The fellowship is awarded for one academic year.

The David H. Nicholson Adult Education Fellowship: In 1998, a second fellowship was created to honor Dr. David H. Nicholson. The purpose of this fellowship is to provide recognition and financial assistance to graduate students who have a literacy based interest and who are enrolled in the University Park Adult Education Graduate Program. Consideration for this fellowship is given to students who exhibit academic success, a sincere interest in adult and family literacy, and have documented financial need. The fellowship is awarded for one academic year.

Section 3.3: University Fellowships

A number of university-wide fellowships are awarded each year. Fellows are required to carry at least 9 credits of course work each semester or the equivalent in research, receive stipends that vary with the awards, and usually receive grants-in-aid of tuition. They may not accept employment during the period of their appointments (except with special permission for training purposes) nor are they required to render any service to the University.

In some cases, a recipient will be expected to engage in research in a broad field specified by the donor. Scholarly excellence is always a major consideration and usually the most important

criterion in selecting fellowship recipients. Other considerations, in addition to scholarly excellence, may be taken into account.

Penn State, along with some 370 graduate institutions, subscribes to the “April 15th Resolution” of the Council of Graduate Schools. This states that acceptance of an offer of financial aid prior to April 15 is not binding up to April 15. After that, the student may not accept an offer from another institution without first obtaining a formal release from the previous commitment. Selection of recipients of all University awards is made without regard to the sex, race, religious belief, ethnic origin, disability, or age of the applicant, as established by law.

University Graduate Fellowships: University Graduate Fellowships are awarded by the Graduate School to approximately eighty outstanding incoming students. Fellows receive a stipend and payment of tuition. Fellows are required to enroll as full-time students.

The Graduate School also administers the **Academic Computer Fellowship Program**. Interested students should contact the Professor-in-Charge of the Adult Education Program or the Graduate School Fellowship and Awards Office concerning their eligibility.

Bunton-Waller Graduate Awards: These are assistantships and fellowship supplements granted to incoming students as a part of the University’s comprehensive plan to increase diversity. The graduate admission application serves as the Bunton-Waller Graduate Awards application. Applications are submitted through the Adult Education Program as part of the normal application process. The program must guarantee funding for the second year before an award for the first year is made. For more information, contact the Graduate School Fellowship and Awards Office, 313 Kern Building;
www.gradsch.psu.edu/prospective/funding/programs/minority.html.

To apply for Graduate assistantships or fellowships submit a cover letter and application by **January 5th** for consideration for fall of the next academic year. For more information, contact:

Adult Education Program Staff Assistant
Penn State University
314 Keller Building
University Park, PA 16802-1303

PART IV: GRADUATE DEGREE REQUIREMENTS

This section describes the minimum requirements for each of the three graduate degrees. Listed first are requirements common to all three programs. Then the M.Ed. degree requirements are described, followed by the requirements of the doctoral programs.

Section 4.1: General Requirements

Additional information on Graduate Degree Requirements is available on the Graduate School website at:
http://bulletins.psu.edu/bulletins/whitebook/graduate_degree_programs.cfm?letter=A&program=grad_adtded.htm

Exceptions: The Adult Education faculty may consider exceptions to the requirements outlined in this handbook as long as those exceptions do not violate Graduate School policy.

Grade-Point Average: A minimum grade-point average of 3.00 for work done at the University is required for graduation and to maintain good academic standing in all three degree programs.

Time Limitation: A doctoral student is required to complete the program, including acceptance of the doctoral thesis, within eight years from the date of successful completion of the candidacy evaluation and within six years of successful completion of the comprehensive examination (both exams are explained below). On the recommendation of the Professor-in-Charge extensions may be granted by the Director of Graduate Enrollment Services in appropriate circumstances.

All requirements for a master's degree (including acceptance of a thesis, paper, or project report as may be specified), whether satisfied on the University Park or Harrisburg campuses or elsewhere, must be met within eight years of admission to degree status. On the recommendation of the Professor-in-Charge extensions may be granted by the Director of Graduate Enrollment Services in appropriate circumstances (see Appendix B for the Adult Education Program Reinstatement and Extension of Time-to-Degree policies on this matter).

Advance Standing and Transfer Credits: A maximum of 30 credits beyond the baccalaureate, earned at an accredited institution, may be accepted (as advance standing) in partial fulfillment of the requirement for the D.Ed. Because there is no total-credit requirement for the Ph.D. degree program, advanced standing is not awarded for post-baccalaureate credits.

A maximum of 10 credits of high-quality graduate work done at an accredited institution may be applied (as transfer credits) toward the requirements of the M.Ed. and D.Ed. degrees.

Credits may not be transferred into the Ph.D. program. Credits earned to complete a previous master's degree may not be applied to a second master's degree program at Penn State.

Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser and the Graduate School. Transferred academic work must have been completed within five years prior to the date of first degree registration at the Graduate School, must be of at least B quality (grades of B- are not transferable), and must appear on an official graduate transcript. Credits earned toward a previously completed post-baccalaureate degree program (law, medicine, etc.) are not transferable. However, up to 10 credits can be transferred from a professional degree program if the degree has not been conferred.

All transfer credit must be substantiated by the former institution as having at least B quality whatever grading system is in place. Pass-Fail grades are not transferable to an advanced degree program unless the "Pass" can be substantiated by the former institution as having at least B quality.

Forms for transfer of credit can be obtained from the Program Staff assistants on either campus.

Academic work to be transferred must meet the following criteria:

- a) It must have been completed within five years prior to the date of first degree registration at the Graduate School of Penn State (see below).
- b) It must appear on an official graduate transcript.
- c) It must be of at least B quality.
- d) It must be deemed applicable to the student's program by the current academic adviser, approved in writing, and submitted to the Graduate School for approval and action.

D.Ed. Residence Requirements: The D.Ed. is offered in residence at the University Park and Harrisburg campuses. A minimum of 90 credits, of which at least 30 credits must be earned in residence at University Park campus, or Penn State Harrisburg, is required for the D.Ed. degree. The D.Ed. student may meet the requirements by attending summer sessions. A student may register for a maximum of 30 credits of research in absentia, but none of these may count toward the minimum of 30 credits that must be earned at the University Park campus or Penn State Harrisburg. It is expected that students will register for a minimum of 15 credits of thesis research.

Ph.D. Residence Requirements: The Ph.D. is offered in residence at University Park only. Although there is no specified number of credits required for the Ph.D., over some twelve-month period during the interval between admission to the Ph.D. program and completion of the Ph.D. program the candidate must spend at least two semesters as a registered full-time student engaged in academic work at the University Park campus. (The Ph.D. is not currently approved to be offered on the Harrisburg campus). Full-time University employees must be certified by the program as devoting half-time or more to graduate studies and/or thesis research to meet the degree requirements. Students should note that ADTED 601 (Thesis Preparation) cannot be used to meet the full-time residence requirement.

English Competence: All students are assessed for deficiencies in reading, writing and speaking of English during the core adult education courses. For M.Ed. students this assessment occurs after they have taken 9 and before taking 18 credits of course work. For Ph.D. and D.Ed. students this assessment occurs prior to the candidacy evaluation. When remedial work is necessary the student is directed to the appropriate sources. International students are advised that the passage of the minimal TOEFL requirement does not demonstrate the level of competence expected of a Ph.D. in Adult Education.

Communication and Foreign Language Competence: All students are required to be computer literate as determined by their academic advisor (in the case of M.Ed. students) and by their doctoral committee (in the case of Ph.D. and D.Ed. students). Students are assessed for communication skills during core adult education courses. Students with knowledge of a second language (as demonstrated by having lived in a foreign country for at least one year, speaking a native language other than English, or having studied another language in post-secondary education for at least two years) are given preference in admission to the Ph.D. program.

Internships (ADTED 595): Internships are an important form of academic support. Internships for students lacking experience in the field of adult education or desiring to gain experiences in a new area of practice within the field are an important part of the Adult Education Program at Penn State. The internship is intended not only to provide direct experience in the field of

Adult Education practice, but also to provide an opportunity for integration of theoretical concepts with practical applications. Written work submitted for evaluation should reflect such integration and analysis of experience.

Internships are currently restricted to resident students and not available for on-line students. A student interested in serving an internship notifies an Adult Education Program faculty member of the kind of internship experience desired. The faculty member and student cooperatively identify suitable organizations in which the desired internship may be served and prospective contact persons in those organizations with whom an internship may be arranged. The faculty member contacts the most appropriate person in the organization to serve as the on-site supervisor of the internship. A three-way meeting, in person or by telephone, is conducted by the student, on-site supervisor, and faculty member to discuss the terms of an internship contract which delineates the duties of the intern, the responsibilities of the host organization, the learning objectives to be accomplished, the timetable (of approximately 160 hours for 3 credits) for their completion, the evidence of their completion, and the criteria for their evaluation. If the internship is to be a paid experience, the financial compensation to the student for services rendered as part of the internship should also be specified. The student registers in ADTED 595, "Internship in Adult Education" for 3 or more credits.

The internship is served according to the agreed upon terms in the internship contract. Upon completion of the terms of the contract, the student and on-site supervisor each send a written report of the experience to the faculty members. These reports are placed in the student's file. The faculty member submits a grade for ADTED 595.

Research Apprenticeship (ATED 594): Research apprenticeships are required for Ph.D. students. The instrument used to conduct these apprenticeships is the Research Topic course (ATED 594). ATED 594 is for "supervised student activities on research projects identified on an individual or small-group basis. A specific title may be used in each instance and will be entered on the student's transcript. Multiple offerings may be accommodated by the use of suffixes A, B, etc" (PSU Graduate Bulletin). Ph.D. students enroll in ATED 594 to gain broad research skills and to explore broad research topics, not directly related to their thesis/dissertation work. Activities conducted under this course heading are supervised by the student's academic advisor; or by a faculty member approved by the student's advisor. It is advisable that these apprenticeship activities begin the first or second semester and continue throughout the student's program of study. ATED 600/610 (Thesis Research) is for research activity that relates or contributes directly to the thesis/dissertation, and should not be confused with research apprenticeship activities (ATED 594).

In addition to the activities just listed, students enrolled in the program have the opportunity to work with faculty on a variety of organized research and outreach endeavors related to the four program emphasis areas. Examples of such opportunities include:

- Assisting faculty with their research at:
 - The Institute for the Study of Adult Literacy, and
 - The Goodling Institute for Research in Family Literacy
- Assisting in teaching Adult Education courses online and in residence

These projects afford students the opportunity to live and work for extended periods in communities around Pennsylvania, other parts of the United States, and overseas.

Students may also become co-authors with faculty on books, book chapters, journal articles, conference papers and presentations.

Section 4.2: Specific M.Ed. Requirements

Program Purpose and Design: The M.Ed. in Adult Education at Penn State is a practitioner's degree. It is geared toward students who intend to pursue careers in the professional practice of adult education. Graduates are qualified to provide leadership in one or more of the following domains of adult education practice: teaching and learning, curriculum and instructional design and development, program planning and administration, or curriculum and/or program evaluation.

The M.Ed. may be earned through Penn State's World Campus. Most students earn their M.Ed. through part-time study over a period of two to three years. However, full-time students on-line through World Campus may complete the degree within one academic year.

On-line Adult Education courses through World Campus are taught using a blend of Web technology, print, and other media to provide an effective balance of flexibility and interaction.

M.Ed. Minimum Requirements: M.Ed. students need 33 credit hours to graduate. This includes 15 credits of ADTED core courses; 9 elective credits; 6 credits of research methods courses, and 3 credits for a master's paper. At least 18 of the 33 credits must be taken at the 500 level. Nine elective credits are chosen in consultation with the student's academic adviser. They may be taken in ADTED, from one or more Supporting Area(s) within Penn State, or transferred from accredited institutions approved by PSU. The elective requirement affords students the opportunity to select up to a third of their courses from a variety of fields and disciplines outside of adult education, thus creating a fully rounded program designed to meet the needs of each participant.

The 6-credit research methods requirements are: ADTED 507 and a graduate level basic statistics course. To fulfill the statistics requirement, students may enroll in STATS 500; STATS 897; STATS 897A or AEE 521 available through Penn State World Campus, attend the University Park campus during the summer and take a week-long AEE 521 Basic Applied Data course, take another acceptable statistics courses in residence, or transfer credits for a statistics course completed at another accredited institution approved by Penn State. ADTED 588 is used as a capstone course in which students write their master's papers. It is taken as one of the last courses in the M.Ed. program. Under special circumstances, this capstone course may be taken as an independent study (ATED 596). Table 1 (below) provides a summary of the M.Ed. minimum requirements. See the Appendix section of this handbook for: a complete list of ADTED courses, with brief descriptions; and samples of the M.Ed. Plan of Studies, Course Sequence and Checklist for World Campus students.

Table 1: M.Ed. Minimum Requirements (World Campus)		
	Credits	Courses
ADTED Core	15	ADTED 460, 470, 504, 506, 510
ADTED Electives or Supporting Areas	9	Determined by academic advisor in consultation with the student
Research Methods and Design	6	ADTED 507; One grad-level statistics course
Master's Paper	3	Required of all students, and is written during ADTD 588
Total credits	33	

While completing M.Ed. credits, a student may simultaneously earn a professional Certificate in Distance Education through World Campus by completing a specified set of courses, totaling 18 credits within the 33 credit requirement and/or a professional Certificate in Family Literacy by completing a specified set of courses, totaling 12 credits.

Master's Paper: Writing a Master's Paper is the culminating experience for all M.Ed. students. In keeping with the Graduate School's thesis requirements the master's paper is of considerable proportion. It clearly and definitively indicates the M.Ed. students' capacity to acquire, critical analyze, integrate/synthesize and evaluate information, and draw logical conclusions; and present the experience adequately and professionally in writing. The student's academic advisor guides her/him through the process.

Section 4.3: The Doctoral Degrees

4.3.1: Philosophical Comparison between the Ph. D and D. Ed. Degrees

The aim of the doctoral programs is to prepare future leaders in the field of adult education as knowledge producers and disseminators. This requires a commitment to collaboration with students in research; a commitment to collegiality between and among students, the faculty, the University and the greater adult education community; a commitment to both national and international adult education and learning; a commitment to reflective teaching; and a commitment to the development of the individual as a lifelong learner.

In offering students a choice between two doctoral degrees (a Ph.D. and a D. Ed.), the Adult Education Program follows a long established tradition in American higher education. This choice between two degrees allows students to develop areas of knowledge that have common foundations but also allows for specialization in alternative directions, the choice being determined primarily by the student's career aspirations.

The Ph.D. is designed for students who are presently engaged in, or planning to pursue teaching, and research positions central to the study of adult education (e.g., professorate).

Study in the Ph.D. program is generally designed for the full-time student with an emphasis on research training and the construction of knowledge central to the field of adult education. By comparison, the D.Ed. is generally designed for part-time students currently or prospectively employed in fields related to adult education (e.g., higher education, community colleges, human services, nursing and health services, community development, human resource development and staff development, engineering, criminal justice, prison and correctional education, and religious ministries). The emphasis in the D.Ed program is on the theory, research and practice of adult learning and teaching. Course work emphasizes the development of an informed educational philosophy and reflective practice in the related field in which students teach and work.

Students are admitted to either program on the basis of their research interest and ability as scholars and practitioners. This decision is examined at candidacy and in the comprehensive examination. Equally high standards of performance are expected of students in both programs, and equal faculty and other support is provided regardless of the student's choice between the two options. Specific requirements of each doctoral degree program are described in the next sections.

4.3.2: Specific D.Ed. Requirements

Like the M.Ed. program, the D.Ed. is designed for students who intend to pursue careers in the professional practice of adult education. Graduates are qualified to provide leadership in one or more of the following domains of adult education practice: teaching and learning, curriculum and instructional design and development, program planning and administration, or curriculum and/or program evaluation. D.Ed. students receive greater and more extensive preparation than M.Ed. students—thereby qualifying them to assume top-level leadership positions in their specific area of practice.

The D.Ed. is a credit-driven degree: all D.Ed. students must earn at least 90 credits beyond the baccalaureate degree to graduate. A breakdown of D.Ed. course requirements follows. See the Appendix section for samples the D.Ed. Plan of Studies, Course Sequence, and Checklist.

- **Advanced Standing:** (30 credits beyond the baccalaureate): May be earned from a previous master's degree or from previous graduate courses taken at PSU-approved institutions
- **ADTED core** (9 credits): ADTED 460, 510, and 542
- **Emphasis Area:** (27 credits): At least 12 credits from Adult Education (ADTED Electives) and at least 15 credits from one or more supporting areas outside the program (Minor or General Studies). Courses are determined by the academic advisor in consultation with student and the doctoral committee
- **Research Design and Methods** (9 credits): A graduate-level basic statistics course; a course that explores qualitative designs and methods (ADTED 550); and a course that explores quantitative designs and methods. It is expected that students would develop additional research skills during the dissertation phase.
- **Thesis Research** (15 credits of ADTED 600/610)

Registration for Thesis Research: As noted earlier, D.Ed. students must complete 15 credits of Thesis Research (ADTED 600 or ADTED 610, as appropriate). Unlike their Ph.D. counterparts, D.Ed. students are not required to continuously register for Thesis Research. However, while using the resources (including faculty advisement) of the university, they must be registered for at least one (1) thesis credit (ADTED 601/610). The number of thesis credits a D.Ed. student carries each semester (including summer) is determined by her/his thesis advisor in consultation with the student. Registration for Thesis Research continues until the D.Ed. student has completed the dissertation even if the minimum number of thesis credits is exceeded.

4.3.3: Specific Ph.D. Requirements

The Ph.D. is a research degree. Graduates pursue careers in research and scholarly work. Ph.D. students in the adult education program at PSU share a common focus on ways in which Globalization and Lifelong Learning shape specific adult education practices—in the home, place of worship, workplace, community, and wider society. Comparative Lifelong Learning is also a theme that pervades the Ph.D. curriculum.

The Ph.D. is not a credit-driven degree. Accordingly, there is no minimum course credit requirement to complete it, and no advanced standing credits are awarded. The number of course credits taken is ultimately determined by the student's doctoral committee. Typically, Ph.D. students earn around 48 credits beyond the master's degree to graduate. The 48 credits include a 3-credit hour prerequisite: ADTED 460 or its equivalent. A breakdown of Ph.D. course requirements follows. See the Appendix section for samples of the Ph.D. Plan of Studies, Course Sequence, and Checklist.

- **Ph.D. Prerequisites:** (3 credits): ADTED 460 or equivalent
- **ADTED core** (9 credits): ADTED 508, 510, and 542
- **Emphasis Area** (18 credits): At least 6 credits from Adult Education and at least 9 credits from one or more supporting areas outside of the program. Courses are determined by the academic advisor in consultation with the student and the doctoral committee members.
- **Research Design and Methods** (18 credits): A graduate-level basic statistics course; a course that explores qualitative designs and methods (ADTED 550); and a course that explores quantitative designs and methods; advanced level research design/methods courses that augment the skills the student needs to conduct her dissertation research—these may include Research Topics, Independent Studies and/or Thesis Research (ADTED 594, ADTED 596 and/or ADTED 600/610); and a capstone course (ADTED 594A)

Continuous Registration: It is expected that all graduate students will be properly registered at a credit level appropriate to their degree of activity. After a Ph.D. student has passed the comprehensive examination and met the two-semester full-time residence requirement, the student must register continuously for each fall and spring semester (beginning with the first semester after both of the above requirements have been met) until the Ph.D. thesis is accepted and approved by the doctoral committee. (Students who are in residence during summers must also register for summer sessions.)

Post-comprehensive Ph.D. students can maintain registration by registering for credits in the usual way, or by registering for noncredit 601 or 611, depending upon whether they are devoting full time or part time to thesis preparation. Students may take 601 plus up to 3 additional credits of course work for audit by paying only the dissertation fee. Students wishing to take up to 3 additional credits of course work for credit, i.e., 590, 602, etc., with 601 may do so by paying the dissertation fee and an additional flat fee. Enrolling for either 3 credits for audit or credit will be the maximum a student may take with ADTED 601 without special approval by the Graduate School. Registration for additional credits above this will incur an additional charge at the appropriate tuition per-credit rate (in state or out of state). Students wishing to take more than 3 additional credits of course work must register for 600 or 611 (i.e., not for 601, which is full-time thesis preparation).

The least expensive way for a student to maintain full-time status while working on research and thesis preparation is to register for 601. This clearly is the procedure of choice for international students who need to maintain status as full-time students for visa purposes.

If a Ph.D. student will not be in residence for an extended period for compelling reasons, the director of Graduate Enrollment Services will consider a petition for a waiver of the continuous registration requirement. The petition must come from the doctoral committee chair and carry the endorsement of the Professor-in-Charge.

4.3.4: SARI (Scholarship and Integrity Research) Requirement

Penn State has implemented a new requirement for ALL graduate students. Beginning with the incoming class of Fall 2009, the University requires all graduate students to complete online training in research issues and the ethical conduct of research. There are two requirements, or parts, that students in the program must complete within the first two semesters of enrollment.

M.Ed. Student Requirements

Part One

During the first two semesters of enrollment, graduate students will complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) <https://www.citiprogram.org/>. The Office for Research Protections (ORP) provides the conduit to this training via the SARI Resource Portal on the ORP website <http://www.research.psu.edu/training/sari>

Steps

1. Students must first register with CITI (see above for website) and create a unique user name and password. Be sure to select "Pennsylvania State University" (NOT Hershey) as your institution.
2. After you have registered on the site, you will be taken to a page that shows courses in two categories:
 - a. Human Subjects Research (IRB/SARI) (Choose Social Science Research from the three options)
 - b. SARI Program Responsible Conduct of Research (RCR) (Choose Social and Behavioral Responsible Conduct of Research Course from the options).

3. Make sure that you choose these specific courses from those offered.
4. This self-paced training, which can be done intermittently over the course of the first two semesters of enrollment, will take about 6-8 hours. You may log in and out as often as you like to complete the course.
5. When you have completed the course (with 80% or higher scores on the quizzes), you will receive a completion report. You then must deliver a copy of that report to the Adult Education Staff Assistant, for recordkeeping.

Part Two

Students are required to engage in an additional five hours of discussion-based RCR education prior to degree completion. These discussions encompass both universal and discipline-specific material. This discussion will take place in ADTED 507: Research and Evaluation in Adult Education.

D.Ed. and Ph.D. Requirements

Part One

During the first two semesters of enrollment, graduate students will complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) <https://www.citiprogram.org/>. The Office for Research Protections (ORP) provides the conduit to this training via the SARI Resource Portal on the ORP website <http://www.research.psu.edu/training/sari>

Steps

1. Students must first register with CITI and create a unique user name and password. Be sure to select "Pennsylvania State University" (NOT Hershey) as your institution.
2. After you have registered on the site, you will be taken to a page that shows courses in two categories:
 - a. Human Subjects Research (IRB/SARI) (Choose Social Science Research from the three options)
 - b. SARI Program Responsible Conduct of Research (RCR) (Choose Social and Behavioral Responsible Conduct of Research Course from the options).
3. Make sure that you choose these specific courses from those offered.
4. This self-paced training, which can be done intermittently over the course of the first two semesters of enrollment, will take about 6-8 hours. You may log in and out as often as you like to complete the course.
5. When you have completed the course (with 80% or higher scores on the quizzes), you will receive a completion report. You then must deliver a copy of that report to the Adult Education Staff Assistant, for recordkeeping.

Part Two

Students are required to engage in an additional five hours of discussion-based RCR education prior to degree completion. These discussions encompass both universal and discipline-specific material. This discussion will take place in ADTED 550: Qualitative Research Course.

Table 2: Doctoral Program Minimum Requirements: Ph.D. – D.Ed. Comparison				
	Ph.D.		D.Ed.	
	Credits	Activities/Courses	Credits	Activities/Courses
Prerequisites	3	ADTED 460 (or equivalent)	0	None
Advance Standing	0	Not Applicable	30	May be earned from previous master's degree or previous grad courses taken at PSU-approved institutions
ADTED Core	9	ADTED 508, 510, 542	9	ADTED 460, 510, 542
Emphasis Area	18	At least 6 credits from Adult Education and at least 9 credits from one or more supporting areas outside of the program. Determined by academic advisor in consultation with student and other doctoral committee members	27	At least 12 credits from Adult Education (ADTED Electives) and at least 15 credits from one or more supporting areas outside the program (Minor or General Studies). Determined by academic advisor in consultation with student and doctoral committee
Research Design and Methods	18	A grad-level basic stats course; a course that explores qualitative designs and methods (ADTED 550); and a course that explores quantitative designs and methods; advanced level research design/methods courses that augment the skills the student needs to conduct her dissertation research—these may include Research Topics, Independent Studies and/or Thesis Research (ADTED594, APTED596 and/or APTED600/610); and a capstone course (ADTED 594A)	9	A grad-level basic stats course; a course that explores qualitative designs and methods (ADTED 550); and a course that explores quantitative designs and methods. It is expected that students would develop additional research skills during the dissertation phase.
Candidacy Evaluation	0	Determines "fit" between student's academic and career aspirations and program potential;	0	Determines "fit" between student's academic and career aspirations and program potential; assesses

Table 2: Doctoral Program Minimum Requirements: Ph.D. – D.Ed. Comparison				
	Ph.D.		D.Ed.	
	Credits	Activities/Courses	Credits	Activities/Courses
		<p>assesses student’s abilities in areas critical to completion of the dissertation process and other research endeavors; and confirms student as candidate to either the Ph.D. or D.Ed.</p> <p>Taken within three semesters (summer sessions do not count) of entry into the doctoral program—after the student has completed 30 and before s/he has completed 48 credits beyond the baccalaureate degree.</p>		<p>student’s abilities in areas critical to completion of the dissertation process and other research endeavors; and confirms student as candidate to either the Ph.D. or D.Ed.</p> <p>Taken within three semesters (summer sessions do not count) of entry into the doctoral program—after the student has completed 30 and before s/he has completed 48 credits beyond the baccalaureate degree.</p>
Comprehensive Exam	0	<p>Assesses student on knowledge of foundational issues that transect the field; mastery of an area of specialization; and readiness for the research phase.</p> <ul style="list-style-type: none"> - Taken after substantial completion of coursework. - To be eligible student must maintain a minimum grade-point average of 3.00 	0	<p>Assesses student on knowledge of foundational issues that transect the field; mastery of an area of specialization; and readiness for the research phase.</p> <ul style="list-style-type: none"> - Taken after substantial completion of coursework. - To be eligible student must maintain a minimum grade-point average of 3.00
Thesis/ Dissertation	0	Student registers continuously for ADTED 601/611 until thesis is successfully defended. This course carries no credits.	15	15 credits of ADTED 600/610. Student must be registered in the semester in which s/he graduates.
Total credits	~ 48		90	

Minor Requirement

Required courses: Choose any two of the following four core courses: ADTED 460, ADTED 508, ADTED 510, and ADTED 542.

Elective courses: Choose any three ADTED courses. NOTE: If student takes ADTED 460 as a required course, then at least one elective must be at the 500 level.

PART V: THE DOCTORAL PROCESS

The two doctoral degrees are designed to be completed in three years by students pursuing full-time studies. However, actual length of time to complete the degree varies depending on the individual student's time and effort. Both doctoral degrees (Ph.D. and D.Ed.) consist of three phases involving core course work, course work related to an area of specialization, research experiences, internships, candidacy and comprehensive examinations and the writing of a doctoral dissertation. Each phase is described below. A description of the annual review of doctoral students' progress precedes the information regarding the three phases.

Section 5.1: Phase I – Becoming a Doctoral Candidate

In the first phase of the doctoral degree students are introduced to a wide variety of practices within the field of adult education. Issues cross-cutting these practices are also examined. Core course requirements are usually fulfilled in this phase. During this phase not much difference exists between the experiences of D.Ed. and Ph.D. students. This phase culminates with a candidacy evaluation, in which a decision is made regarding whether the student fits into the program and is likely to succeed in the completion of the degree. During candidacy examinations, students identify a specific area of study or practice.

5.1.1: The Doctoral Candidacy Evaluation

The policies and procedures set forth below apply to both Ph.D., and D.Ed. students. Additional policies and procedures are found in the Graduate Degree Programs Bulletin.

The candidacy evaluation constitutes a second doctoral admissions process. The evaluation is conducted within three semesters (summer sessions do not count) of entry into the doctoral program, after the student has completed 30 and before s/he has completed 48 credits beyond the baccalaureate degree. These credits may be earned from a previous master's degree or from graduate courses taken at Penn State or elsewhere. For the Ph.D. student, these credits must include ADTED 460 and ADTED 507 or their equivalent, and a graduate-level statistic course. For the D.Ed. student, these credits must include ADTED 460 or its equivalent.

Eligibility

To be eligible to have the candidacy evaluation, the student must meet the following criteria:

1. Have a minimum grade-point average of 3.00 at the time the examination is given, for graduate work done at Penn State,
2. Have no deferred or missing grades, and
3. Be registered as a full-time or part-time student for the semester in which the comprehensive examination is taken. Candidacy exams are not offered in summer.

Purpose

The evaluation has three purposes. One is to determine the "fit" between the student's academic and professional aspirations and what the program offers. The evaluation provides an opportunity to discuss the student's goals and progress, to determine if the Adult Education Program has the faculty and resources to meet the student's educational objectives. The second purpose of the candidacy evaluation is to assess the student's abilities in areas critical to completion of the dissertation process, including skills of writing, critical thinking, and research. A third purpose is to confirm admission to either the D.Ed. or Ph.D.

The Evaluation Process

The candidacy evaluation takes the form of a meeting—typically lasting about an hour—between the student and a program committee made up of at least two Graduate Faculty members in the program. One of the faculty members is the student's academic advisor. The others are selected by the advisor in consultation with the Professor-in-Charge (for University Park students) and in consultation with the Program Coordinator (for Harrisburg students). During the meeting, the program committee discusses with the student a plan of study to help develop the knowledge and competence required for completion of the comprehensive exam and the dissertation. The candidacy is more like an advising session than a test of knowledge. The student comes to it prepared to hold a dialogue with the faculty instead of simply answering questions.

Academic advisors and candidates (students seeking candidacy) are reminded that The Pennsylvania State University has a single adult education program, offered on two campuses—University Park and Harrisburg. In determining "fit" the faculty and resources of both campuses is taken into account.

Candidacy is scheduled once in each fall and spring semester. Eligible students should contact their program staff assistant for specific dates.

Eligible students will need to make arrangements with their advisor and submit copies of the following materials to the program staff assistant to be forwarded to program committee members **no later than 14 days before** the scheduled Candidacy:

1. A cover sheet with name; date, time, and place of Candidacy; degree being sought (i.e. D.Ed. or Ph.D.); and the names of the members of the program committee
2. A brief report (2-3 typewritten, double-spaced pages) of progress to this point and plans for completing the program
3. A copy of two term papers (at least one from an adult education course)
4. A current transcript (obtainable from the program staff assistant)
5. A copy of the current Plan of Studies (see Appendices H & I) and an anticipated schedule for completion of the comprehensive exam and dissertation requirements
6. A short prospectus of thesis research idea (5-7 typed, double spaced pages) that includes:
 - a) A statement of the proposed topic area
 - b) A statement of how this research topic is significant to the field of adult education
 - c) An indication of the areas of literature the student plans to review (include key references)
 - d) An attached bibliography of literature examined to date
 - e) A discussion of appropriate research methods

- f) An explanation of how the plan of studies will assist in the accomplishment of proposed research

The prospectus should be well written, coherent, and should demonstrate a logical rationale for the topic area. Writing the prospectus and meeting with the faculty provides the student an opportunity to focus coursework on an area of research.

After meeting with the student, the program committee will make one of the following decisions:

1. **Admit student to candidacy for either the D.Ed. or Ph.D. degree.** Successful completion of the candidacy represents full admission into the program and the student will be officially recognized as a doctoral candidate for one of the degrees. From that point on the student will take the coursework outlined in the plan of studies, as amended by the program committee in light of the proposed research. Doctoral candidates should remember this date; this is the point at which the "clock starts ticking" for the eight year time limitation to complete the degree. Extensions are possible but rare. (See Appendix B for the program's Reinstatement and Extension of Time-to-Degree policies).
2. **Postpone a decision until further conditions are met.** These may include taking additional courses or improving certain skills, such as writing skills. The program committee will set forth those conditions in writing.
3. **Not admit student to candidacy.** If this option is selected, alternative steps that may help the student achieve her/his academic and professional goals will be discussed prior to adjournment.

Please note: Although the Adult Education doctoral degree program is offered at more than one geographic location, the criteria listed here apply uniformly. This means that a student denied candidacy to the doctoral program at either Penn State Harrisburg or at University Park is not eligible to pursue candidacy at the other program location.

Dual-Titled Degree in CIED. Prior to the time of their application for candidacy, students seeking a dual-titled degree in CIED must invite a CIED faculty member (either their assigned CIED advisor or a CIED faculty member within their primary program) to participate in and sign off on their candidacy process. There will be one candidacy examination/evaluation administered by the student's major program, but CIED must have input in the candidacy.

Section 5.2: Phase II – Doctoral Committee and Comprehensive Examination

In the second phase of the doctoral process, the student conducts an in-depth exploration of her/his chosen area of study or practice. During this phase, the student (with assistance from the doctoral committee) sharpens the subject and focus of the research undertaking, and develops theoretical frameworks/perspectives, and research methods and techniques suitable

for studying a wide range of problems associated with her/his area of specialization. This is a highly individualized phase; with students pursuing interests that are representative of the faculty's expertise and of the broader field of adult education. Students engage in various sequences of advanced courses and seminars, independent study, practicums, internships, and related research activities. D.Ed. students often engage in extensive internships (ADTED 595) during this phase while Ph.D. students develop advanced research expertise using ADE 594. This phase begins with the formation of a doctoral committee and culminates with a comprehensive examination.

5.2.1: The Doctoral Committee

Committee Responsibilities and Composition

Prior to passing the candidacy evaluation, the doctoral degree is directed largely by one's academic advisor. Beyond the candidacy evaluation, the doctoral degree (whether Ph.D. or D.Ed.) is directed by a doctoral committee selected by the student. This constitutes a major shift in orientation—requiring the student to consult regularly with at least three faculty advisors instead of one. The doctoral committee approves the graduate study plan, periodically reviews academic progress, advises the student on her/his area of specialization, guides the student's dissertation research, prepares and administers the comprehensive and final oral examinations (the dissertation defense), and evaluates the student's doctoral thesis. Continuing communication between the student and her/his doctoral committee members is strongly recommended, to preclude misunderstandings and to develop a collegial relationship.

The doctoral committee comprises at least four Graduate Faculty members:

- Two members from the Adult Education Program; at least one from the campus at which the student is enrolled,
- One member from outside the Department, and
- A fourth member from within OR outside the Department

Establishing the Doctoral Committee

The student should carefully select the doctoral committee soon after passing the candidacy evaluation. In the letter notifying the student that the candidacy evaluation has been successfully passed, s/he will be reminded to formulate a doctoral committee as soon as possible.

Committee members should bring different but complementary strengths. The student should choose individuals who can provide expertise in the chosen area(s) of specialization, the general field of adult education, and the research methods specific to the dissertation.

It is the student's responsibility to ensure that the doctoral committee is established as early as possible. The doctoral candidate is expected to establish her/his committee within 12 months of passing the candidacy evaluation.

Committee chair: The academic advisor serves as the doctoral committee chair or co-chair. Immediately after passing candidacy evaluation the student and academic advisor should

discuss whether s/he would remain in that role, and hence assume the role of committee chair. If a change of advisor is desired, the guidelines outlined below must be followed. Once the student has designated a committee chair, s/he must begin working with the chair to select the other committee members. Co-chairs may be appointed.

The committee chair or at least one co-chair must be a member of the Adult Education Program. A retired or emeritus faculty member may chair a doctoral committee if s/he began chairing the committee prior to retirement and has the continuing approval of the Professor-in-Charge. The primary duties of the chair are: (1) to maintain the academic standards of the Adult Education Program and the Graduate School, (2) to conduct an annual review of the doctoral student's progress, (3) to ensure that the comprehensive and final examinations are conducted in a timely fashion, (4) to arrange and conduct all doctoral committee meetings, and (5) to ensure that requirements set forth by the committee are implemented in the final version of the Thesis.

Thesis advisor: The doctoral student must designate a thesis advisor. Quite often the committee chair or co-chairs also serve as thesis advisor(s). However, the thesis advisor may be someone different from the committee chair. The thesis advisor directs the student's dissertation research. As such, s/he must specialize in the area of the chosen thesis problem. The thesis advisor may be a member of the Adult Education Program or a faculty from another program.

Minor field member: If the student declares a minor, a faculty member representing that minor must be included on the doctoral committee. (For more information, see Major Program and Minor Field under D.Ed.—Additional Specific Requirements in the Graduate Degree Programs Bulletin.)

Designated outside member: The Adult Education Program resides in two separate departments: the School of Behavioral Sciences and Education on the Harrisburg campus; and the Department of Learning and Performance Systems on the University Park campus. While one or more members of the doctoral committee may be from outside these two departments, an official "outside member" must be appointed, who serves a specific role as described below.

It is the responsibility of the Professor-in-Charge to designate a committee member from outside of the two departments named above, to serve as an official outside member. The primary responsibilities of the designated outside member are (1) to maintain the academic standards of the Graduate School, and (2) to assure that all procedures are carried out fairly.

The designated outside member represents the Graduate School and, as such, s/he shall be a member of the Graduate Faculty but need not have direct expertise in the research area of the candidate. S/he may contribute technical expertise, but this role is subordinate to the aforementioned primary responsibilities. Thus, the designated outside member may be in addition to a full complement of committee members with technical expertise in the area.

The designated outside member shall not have a budgetary or adjunct appointment in or other conflict of interest with the unit(s) to which either the chair or the thesis adviser belongs. And s/he shall not have any conflicts of interest with members of the committee that might preclude her/his fulfilling the primary responsibilities noted above. The committee member

representing the minor area may serve as the designated outside member if his/ her budgetary appointment satisfies the conditions noted above. The designated outside member cannot chair or co-chair the committee.

The conditions outlined above do not preclude other members of the Graduate Faculty regardless of budgetary appointment from serving on the committee, and potentially in dual roles, for example, as co-chair.

Special committee members: A doctoral student may add to her/his committee a person not affiliated with Penn State who has particular expertise in that student's research area—upon the recommendation of the Professor-in-Charge and approval of the graduate dean (via the Office of Graduate Enrollment Services). A special member is expected to participate fully in the functions of the doctoral committee. If the special member is asked only to read and approve the doctoral dissertation, that person is designated a special signatory of the Thesis.

Graduate School approval: Once the student has selected her/his committee and has gained the commitment of each member, s/he should complete a Doctoral Committee Appointment Signature Form. To obtain the form and to get assistance completing it, the student should contact the program staff assistant. After completing and signing the form, it must be submitted to the program staff assistant **at University Park** to be signed by the Professor-in-Charge. The program staff assistant at University Park will submit the form to the Graduate School for approval and will notify the student when it is approved.

Replacing Committee Members

A student has the right to replace any and all members of her/his doctoral committee. To make changes to the committee, the student must complete a new Doctoral Committee Appointment Signature Form, have it signed by the new committee member(s), and submit it to the program staff assistant who will forward it to the Graduate School. Either the student or the incumbent (committee member) may suggest a replacement. Common courtesy dictates that whomever decides that a replacement is in order informs the other prior to making the switch. The student must consult with her/his committee chair before replacing a committee member.

It is the responsibility of the Professor-in-Charge to periodically review the membership of doctoral committees to ensure that its members continue to qualify for service on the committee in their designated roles. For example, if budgetary appointments, employment at the University, etc., have changed since initial appointment to the committee, changes to the committee membership may be necessary. If changes are warranted, they should be made as soon as possible to prevent future problems that may delay academic progress for the student (e.g., ability to conduct the comprehensive or final examinations).

5.2.2: The Doctoral Comprehensive Examination

The policies and procedures set forth below apply to both Ph.D., and D.Ed. students. Additional policies and procedures are found in the Graduate Degree Programs Bulletin.

Purpose

The doctoral comprehensive examination is a single examination consisting of integrated written and oral portions. The purpose of the examination is to assess students on the following areas:

1. Knowledge of foundational issues that transect the broad field of adult education. This purpose includes students' recognition of important questions and issues, as well as their resourcefulness, judgment and understanding regarding information acquisition, integration and synthesis within the field,
2. Mastery of an area of specialization within, or complementary to, the field adult education, and
3. Student's readiness for the research phase, including their knowledge of research methods appropriate to their particular area(s) of specialization.

Eligibility

To be eligible to take the examination the student must meet the following criteria:

1. Complete all core courses, and other requirements as determined by the student's doctoral committee,
2. Have a minimum grade-point average of 3.00 at the time the examination is given, for graduate work done at Penn State,
3. Have no deferred or missing grades,
4. Satisfy the English Competence requirement, and
5. Be registered as a full-time or part-time student for the semester in which the examination is taken. (See section below titled: "*Procedures for writing the exam*" for information regarding taking the exam during summer).

Tips on Preparing for the Exam

1. Carefully select a doctoral committee soon after passing the candidacy evaluation. Details regarding the composition, roles and responsibilities of the doctoral committee are described in a previous section of this Handbook. More information may also be obtained in the Graduate Degree Requirements section of the Graduate Degree Programs Bulletin, and in the Graduate Student Committee Procedures at: <http://www.gradsch.psu.edu/policies/faculty/committee.html>.
2. Meet regularly with the committee chair and thesis advisor to discuss the process of the examination and to help clarify and develop chosen area(s) of specialization.
3. Review papers, readings and assignments from previous courses. Also, review other pertinent literature and consult with the doctoral committee to help sharpen the subject and focus of the dissertation, and develop appropriate theoretical frameworks, perspectives, research methods and techniques suitable for studying a wide range of problems associated with chosen area(s) of specialization.
4. It typically takes students six months of intensive study, after completing core coursework, to adequately prepare for the comprehensive examination. Inquire about

forming a study group with fellow students. This is often an effective way to share the workload and discuss key concepts from various perspectives.

Procedures for Writing the Exam

1. *Complete the Doctoral Committee Appointment Signature Form:* For the doctoral committee to be made official, the student must complete a Doctoral Committee Appointment Signature Form and the form must be approved by the Graduate School. If a Minor is declared, the Minor Field Member(s) must sign the form. To obtain the form and to get assistance completing it, students must contact their program staff assistant. After completing and signing the form it must be submitted to the program staff assistant at University Park to be signed by the Professor-in-Charge. The program staff assistant at University Park will submit the form to the Graduate School for approval and will notify the student when it is approved.
2. *Develop the questions:* The comprehensive exam comprises no less than three and no more than four questions that address the three areas described in the purpose statement above. The committee chair develops the questions in consultation with the student and other doctoral committee members. For instance, the chair may invite a committee member (such as a minor thesis advisor or a methodologist) to write a particular question; or the chair may work with particular committee members to develop questions collaboratively. Note: all doctoral committee members must be consulted on this process.
3. *Schedule the written examination:* Two weeks' notice is required by the program for scheduling the examination. It is the student's responsibility to initiate the scheduling process. It must be done upon the advice of the committee chair, and in consultation with the other committee members and the program staff assistant. Once the date is set, the committee chair delivers the written examination questions to the appropriate program staff assistant—at University Park or Harrisburg. The program staff assistant types the questions and either mails them to the student (email is acceptable) or notifies the student when they can be picked up. The student has **four weeks** from the date of receipt of the questions to write her/his responses. In the case of extenuating circumstances (e.g., family emergency or crisis, severe health problems), the student may ask the committee chair to extend the deadline.
4. *Comply with academic integrity policies:* The written comprehensive exam is a take-home exam, representing the student's independent work. In preparing to write the examination, any learning resource deemed appropriate, may be used. However, the comprehensive questions should not be discussed with anyone, including members of the committee, except in cases where clarification is needed. The final written product must represent the student's unassisted work. Prior to the submission of the examination, no one except the student should read or edit the written responses for any reason. A signed statement certifying that the comprehensive exam answers are the student's original work and that the exam has been completed without the assistance of other students, colleagues or faculty members is required.

- 5 *Formatting the essays (style):* The examination document should consist of separate, coherent essays in answer to the questions. The essays should conform to APA, University of Chicago, or another style manual as determined by the student and the advisor . Each essay must be free standing. However, the entire document should be packaged as a single, consecutively paginated document and ending with a single reference list containing the citations used in ALL essays.
- 6 *Formatting the essays (length):* Answers to each question need not be of equal length. However, the entire text of the total examination document (excluding references, cover page, etc.) should not exceed **60** typed, double spaced pages. One inch margins should be used and type size should not be smaller than 12 point. Students should be careful to allocate these pages reasonably, though not necessarily evenly, between the essays. Submitted examinations of more than 60 pages will not be considered. **To conserve paper your comps may be printed back to back.**
- 7 *Submitting the essays:* After completion of the written exam, deliver four copies of the entire document directly to the program staff assistant. The cover sheet should include the date on which the examination was received. Also include the signed statement certifying that the comprehensive exam answers are original work. Be sure to include the exam questions in the body of the text.
- 8 *Reviewing student responses:* The program staff assistant provides a full copy of the responses to the questions to each committee member. Each committee member reviews the entire document; four weeks is allowed for reviewing the exam. Although individual committee members may choose to return the written examination with comments, this is not required.
- 9 *Taking the written exam during the summer:* Students planning to take the written portion of the comprehensive examination during summer must ensure that all procedures are completed prior to the end of the spring semester, in May according to the timeframes identified for specific procedures. Committee members are not obligated to review comprehensive examinations during summer. Accordingly, if the comprehensive exam is written during summer, the four weeks allotted for reviewing responses would begin on the first day of the subsequent fall semester.

Conducting the Oral Examination

1. *Scheduling the oral examination:* The oral examination should be scheduled at the same time that the written examination is being scheduled. Upon the advice of the committee chair, and in consultation with the other committee members and the program staff assistant a two-hour meeting should be scheduled to conduct the oral examination. The oral examination must be conducted within 30 days of the committee's review of the written portion of the examination. In the case of extenuating circumstances (e.g., family emergency or crisis, severe health problems), the student may ask the committee chair to defer the defense date.

Notify the program staff assistant, well in advance of the examination date, of any special arrangements or equipment needed (e.g., use of PicTel, teleconferencing, use of

computer and overhead projector, etc, etc.). The Graduate School requires at least two week's notification. The program staff assistant at University Park submits all examination requests and requests for exceptions (if necessary) to the Graduate School for approval **at least three weeks** prior to the date of the oral examination. **The program staff assistant at Harrisburg must therefore notify the program staff assistant at University Park, in a timely manner, of the examination schedule for Harrisburg students.** It is the student's responsibility to work with the program staff assistant(s) to ensure that these requests are submitted in a timely manner.

The student and at least three members of the committee (including the thesis adviser or chair) must be physically present at the oral comprehensive examination. (Thus for a five-person committee, two could participate via distance.). No more than one member may participate via telephone; a second member could participate via PicTel. The doctoral committee may, at its discretion, allow other students to attend the oral portion of the examination.

2. *Conducting the oral examination:* At the scheduled date and time, the committee convenes to conduct the oral portion of the examination. The purpose of the oral portion of the examination is to give the student an opportunity to defend the written responses and to demonstrate knowledge of the field in general. The examination takes the form of a dialogue between the student and committee members. Before that dialogue begins, the committee chair may give the student an opportunity to provide a brief (less than 10 minute) oral supplement to her/his written responses.
3. *Evaluating the entire examination, both written and oral:* Immediately following the oral examination the doctoral committee meets to formally assess the student's work—both written and oral portions—and a vote is cast. A favorable vote of at least two-thirds of the members of the committee is required for passing the comprehensive examination (3 out of 4 for a four-member committee; 4 out of 5 for a five-member committee; 4 out of 6 for a six-member committee, and so on). If the student fails the examination, the doctoral committee determines whether another examination may be taken. **A student shall not be allowed more than one retake of the comprehensive exam.** The program staff assistant will communicate the results to the student and to the Office of Graduate Enrollment Services. In the event of a failure, three options are available:
 - a. Retaking those questions deemed to be unsatisfactorily addressed,
 - b. Retaking the entire examination, or
 - c. Withdrawal from the program.

If the decision is withdrawal from the program, alternative steps that may help the student achieve her/his academic and professional goals will be discussed prior to adjournment.

Section 5.3: Phase III – The Dissertation

In the third and final phase of the doctoral process, the student develops and defends a dissertation proposal, conducts the dissertation research, and writes and defends a doctoral thesis.

5.3.1: The Dissertation Proposal

The dissertation research is probably the most challenging and exciting aspect of a student's graduate studies. It represents the culmination of coursework and other professional development experiences related to a particular area of specialization. The dissertation proposal serves as the first formal step in the dissertation research. It documents a personalized plan for conducting the study, and, in addition, serves as a contract between the student and the doctoral committee regarding what is expected in the ensuing research. Led by the thesis advisor, the doctoral committee supervises the development of the student's proposal, conducts the proposal hearing and approves the proposal. Regular consultation with committee members is encouraged.

Developing the Proposal

Formal development of the dissertation proposal typically runs simultaneously with preparation for the comprehensive examination. However, the informal process would have begun a year or so earlier when the student started preparing for the candidacy evaluation. To begin the formal process the student should review all relevant materials s/he has developed since Candidacy (e.g., candidacy prospectus, relevant course work and final papers, pertinent conference papers and journal articles authored by the student, and so on). Having conducted the review, the student should start drafting a plan for the research.

This plan is typically reviewed by the thesis advisor several times before it goes to the other committee members. Communication between the student and the doctoral committee members is strongly recommended at this stage and throughout the rest of the dissertation process—to make optimal use of their expertise, to preclude any misunderstandings and to develop a collegial relationship. The student should consult with her/his advisor before initiating communication with other committee members.

In the Adult Education Program the dissertation proposal is typically three chapters. Chapter one introduces the research topic, and provides a rationale for the study—including a succinct problem statement. Chapter two is an in-depth examination of pertinent literature. In this second chapter, the problem statement is further articulated. Chapter three describes the research design. The written document must meet the requirements outlined in the Penn State *Thesis Guide: Requirements for the Preparation of Master's and Doctoral Theses* which is available from the Graduate School Thesis Office or at: <http://forms.gradsch.psu.edu/thesis/thesisguide.pdf>.

Thesis Registration and Fees

Upon the recommendation of the thesis advisor, the student should begin registering for thesis research when formal drafting of the dissertation proposal has begun. The D.Ed. requires a minimum of 15 credits of Thesis Research (ADTED 600 or ADED 610, as appropriate). There are no minimum thesis credits for the Ph.D. degree. However, Ph.D. students are required to register continuously for Thesis Preparation (ADTED 601 or ADED 611, as appropriate) from the time they begin formally writing their proposal until the Thesis is successfully defended. Thesis Preparation (ADTED601/611) carries no credits. For Ph.D. students more details

regarding registration for thesis credits are found under *Specific Ph.D. Requirements* below in the subsection titled *Continuous Registration*. For D.Ed students that information is found under *Specific D.Ed Requirements* below in the subsection titled Registering for Thesis Research.

In addition to registering for Thesis Preparation (in the case of Ph.D. students) and Thesis Research (in the case of D.Ed. students) the student is also responsible for fulfilling other requirements concerning thesis registration and fees. Consult the program staff assistant for details.

Scheduling and Conducting the Proposal Hearing

When the thesis advisor gives her/his approval, the student consults with the rest of the committee members and program staff assistant to schedule a two-hour proposal hearing. The student **MUST** submit a copy of the proposal to each doctoral committee member and the program staff assistant at least 14 days in advance of the hearing. Students should include in their proposal: a cover sheet with name, title of proposal, the date and time of the hearing, and the names of the committee members. They must also remember to request of the program staff assistant any equipment needed for the hearing.

The purpose of the proposal hearing is to evaluate the student's preparedness and competence to carry out the dissertation research. The examination takes the form of a dialogue between the student and the doctoral committee. Before that dialogue begins, the committee chair gives the student an opportunity to provide a brief (less than 15 minutes) oral presentation of her/his work. Demonstration of a deep understanding of relevant theoretical and research literature and familiarity with the specific research methods planned to be used is expected during the hearing. It is important that the student is well-prepared for this meeting.

The student and at least three members of the committee (including the thesis adviser or chair) must be physically present at the proposal hearing. (Thus for a five-person committee, two could participate via distance.). No more than one member may participate via telephone; a second member could participate via PicTel. The doctoral committee may, at its discretion, allow other students to attend the proposal hearing.

Immediately following the hearing the doctoral committee meets to formally assess the proposal and a vote is cast. A favorable vote of at least two-thirds of the members of the committee is required for passing. If the student does not pass, the committee determines whether another proposal hearing may be scheduled. A student shall not be allowed more than one retake of the proposal hearing. The program staff assistant will communicate the results to the student. In the event of a failure, two options are available: a) retaking the proposal hearing, or b) withdrawal from the program. If the decision is that the student withdraws from the program, alternative steps that may help the student achieve her/his academic and professional goals will be discussed prior to adjournment.

Creating and Submitting the Final Draft Proposal

After the proposal is approved by the doctoral committee, the student must make any necessary revisions and submit it in final form to the Adult Education Program office. If the

proposed research involves human subjects, the student must apply for approval by the University's Office for the Protection of Human Subjects before beginning data collection. Without this approval, the student's research will not be accepted. The student should work with her/his thesis advisor to complete the approval process.

Time Limitation

A doctoral student is required to complete the program, including acceptance of the doctoral thesis, within eight years from the date of successful completion of the candidacy evaluation and within six years of successful completion of the comprehensive examination. On the recommendation of the Professor-in-Charge extensions may be granted by the Director of Graduate Enrollment Services in appropriate circumstances. Graduate Enrollment Services in appropriate circumstances. (See Appendix B for the program's Reinstatement and Extension of Time-to-Degree policies).

5.3.2: Conducting and Writing the Dissertation

Conducting the Research

Conducting and writing a dissertation typically takes between one and two full years—depending on the student's expertise and efforts, and the types of research methods employed. Archival (library) research typically takes a shorter time than field research. Qualitative research typically takes longer than quantitative research. The Adult Education Program wholeheartedly endorses mixed-methods research, when it is done well; however, such studies can take considerably more time and resources than either a straightforward qualitative or quantitative study.

The student accomplishes the research according to the plan set forth in the proposal. Major changes require approval of the doctoral committee and the University's Office for the Protection of Human Subjects if the study involves human subjects.

While conducting the study the student should be in regular communication with her/his Thesis advisor and other committee members, as the thesis advisor deems necessary. Typically, students prepare multiple drafts of the Thesis for submission to their thesis advisors.

The thesis advisor must ensure that the final draft includes all appropriate parts, is prepared according to an acceptable style, and is ready to be submitted to the other committee members. The student is responsible for the content and style. In addition, the student should know the rules and deadlines of the Graduate School concerning thesis preparation which are detailed in the Penn State [Thesis Guide: Requirements for the Preparation of Master's and Doctoral Theses](http://forms.gradsch.psu.edu/thesis/thesisguide.pdf) which is available from the Graduate School Thesis Office or online at: <http://forms.gradsch.psu.edu/thesis/thesisguide.pdf>

Preparing the Final Draft of the Thesis

Both the thesis adviser and the student are responsible for ensuring the completion of a draft of the Thesis and for adequate consultation with members of the thesis committee well in advance of the oral examination. Major revisions to the Thesis must be completed before the

examination. The dissertation should be in its final draft, with appropriate notes, bibliography, tables, etc., at the time of the oral examination; both the content and style must be correct and polished by the time this final draft of the Thesis is in the hands of the committee.

5.3.3: Final Oral Examination (Dissertation Defense)

Purpose

The final examination for Adult Education doctoral students (both Ph.D. and D.Ed.) is an oral examination administered and evaluated by the candidate's entire doctoral committee. The meeting is chaired by the student's doctoral committee chair. The exam consists of a short (less than 15 minutes) oral presentation of the doctoral candidate's Thesis and a period of questions and responses. These questions (and the dialogue that ensues) relate in large part to the dissertation, but may cover the entire field of Adult Education, because a major purpose of the examination is also to assess the student's general scholarly attainments. The portion of the examination in which the Thesis is presented is open to the public, and other students are encouraged to attend.

Scheduling the Final Oral Examination

The length of the exam is two hours and it may be scheduled any time during the semester. However, the examination may not be scheduled until at least 90 days have elapsed after the comprehensive examination was passed. The director of Graduate Enrollment Services may grant a waiver of the 90 days in appropriate cases. The examination is officially scheduled by the Office of Graduate Enrollment Services, on the recommendation of the Professor-in-Charge of the Adult Education Program. Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling the examination. The doctoral candidate is responsible for scheduling the examination. S/he must do so on the advice of the thesis advisor.

Final Oral Examination Checklist

To schedule the examination the candidate must do the following:

1. Ensure that s/he is registered and in good standing for the semester in which the final oral examination is taken
2. Ensure that at least 90 days have elapsed between passing the comprehensive examination and the proposed final oral examination date
1. Make sure that all other requirements for the degree have been satisfied
2. Gain the thesis advisor's approval of the thesis draft
3. Negotiate, with ALL doctoral committee members, an examination date that is appropriate to ALL
4. Notify the program staff assistant at least **four weeks** prior to the proposed examination date, and

5. Arrange for each committee member to receive a copy of the final thesis at least **14 days** prior to the proposed examination date.

Conducting and Evaluating the Final Oral Examination

The student and at least three members of the doctoral committee (including the thesis adviser or chair) must be physically present at the final oral examination. (Thus for a five-person committee, two could participate via distance.) No more than one member may participate via telephone; a second member could participate via PicTel. The examination request and a request for exceptions must be submitted to the director of Graduate Enrollment Services for approval at least three weeks prior to the date of the exam. Special arrangements, i.e., requirements for meeting participation via distance, should be communicated to the student and the doctoral committee members well in advance of the examination.

If a committee member is unable to attend the final oral defense, the member may sign as a special signatory. The program staff assistant at University Park submits (on behalf of the Professor-in-Charge the Adult program) a revised committee appointment form to the Office of Graduate Enrollment Services, 114 Kern Building, removing the faculty member as a regular committee member and moving the member to a special signatory. (Harrisburg should afford ample time for this to occur.).

If there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty) another Penn State Graduate Faculty member will need to replace that member to constitute a legitimate doctoral committee. (Substitutes are not permitted.) These changes and approvals shall occur before the actual examination takes place.

Immediately following the oral examination the doctoral committee meets to formally evaluate the candidate's work and a vote is cast. A favorable vote of at least two-thirds of the members of the committee is required for passing the oral examination (3 out of 4 for a four-member committee; 4 out of 5 for a five-member committee; 4 out of 6 for a six-member committee, and so on). If the student fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken. **A candidate shall not be allowed more than one retake of the final oral exam.** The candidate's program staff assistant will communicate the results to her/him and to the Office of Graduate Enrollment Services. In the event of a failure, two options are available: a) retaking the examination, or b) withdrawal from the program. The final dissertation must be signed by each committee members and follow the *Thesis Guide* offered by the Graduate School before submitting it to the Graduate School. (A *Thesis Guide* is available at www.gradsch.psu.edu/enroll/thesis.html).

5.3.4: Final Dissertation Document

After passing the final oral examination, doctoral students must make the necessary corrections or revisions suggested by the committee members, and prepare the Thesis in final form. Students must allow enough time to make revisions in order to meet the deadlines of the Adult Education Program and the Graduate School. (See Graduate School Calendar at: <http://www.gradsch.psu.edu/calendar/gradcal.html>) Students must present their final Thesis to the Adult Education Program office at University Park for signature no later than **three weeks before** the deadline set by the Graduate School.

All signatures of the committee members must be present on the appropriate page in proper form when the Thesis is presented to the Adult Education Program office. Once signed, the student delivers the dissertation to the Thesis Office at University Park. In addition:

1. It is customary for the student to give a library-bound copy to the thesis advisor and committee members who wish to have one. However, if cost is a factor, the student may provide a spiral or velour bound copy to committee members. The thesis advisor should receive a library-bound copy.
2. The Capital College Library has been designated as a repository for Doctoral Dissertations written at Penn State Harrisburg. The following procedures are to be followed:
 - Pay the binding fee at the Bursar's Office to cover one copy for the Capital College Library
 - Deliver to the Capital College Library (Circulation Desk) one unbound, fully signed copy of the Thesis along with the receipt from the Bursar's Office. A copy of the receipt from the Bursar's Office must be presented to the dissertation advisor before graduation.
3. Follow the instructions from the Graduate School Thesis Office at University Park for the submission of one copy for the Pattee Library.

PART VI: GRADUATION

Section 6.1: Publication Requirement

Publishing an article in a professional journal is an excellent way to communicate one's research. Therefore, prior to graduation, all doctoral candidates in the Ph.D. program are required to submit at least one article for publication in a (preferably refereed) professional journal. Although it is not necessary that the article be published, a copy of the letter of receipt from the journal, along with a copy of the article, must be present in the student's file prior to the scheduling of graduation. If a student submits an article for publication based on her/his dissertation research, it is considered appropriate to include her/his thesis advisor as a co-author if that person has given substantial input to the article.

Section 6.2: Graduation Requirements

Congratulations! The race has been run successfully. To graduate, activation of a diploma card and payment of the thesis fee are necessary during the semester in which one wishes to graduate. Check the specific deadlines and fee requirements listed in the Graduate Bulletin and the requirements listed on the appropriate degree checklist (see Appendices J, K & L).

PART VII: APPENDICES

- Appendix A: Reinstatement and Extension of Time-to-Degree Policies
- Appendix B: Resume Study/Change of Graduate Degree or Major Policy
- Appendix C: ADTED Course List

- Appendix D: World Campus M.Ed. Course Sequence (Sample)
- Appendix E: D.Ed. & Ph.D. Sample Timetables
- Appendix F: M.Ed. Plan of Studies Form (World Campus)
- Appendix G: D.Ed. Plan of Studies Form
- Appendix H: Ph.D. Plan of Studies Form
- Appendix I: M.Ed. Checklist
- Appendix J: D.Ed. Checklist
- Appendix K: Ph.D. Checklist

APPENDIX A
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
REINSTATEMENT AND EXTENSION OF TIME-TO-DEGREE POLICIES

Reinstatement

Applicants to the Ph.D. program must take the candidacy evaluation after completion of the prerequisites (ADTED460 or its equivalent, and a graduate-level statistic course) and before completing eighteen credits. D.Ed. applicants must take the candidacy evaluation after completion of 9 credits (including ADE460) and before completing eighteen credits.

Full-time students are expected to take the candidacy evaluation during their second semester in the program. Full-time students who have not taken the candidacy evaluation within 15 months from their first day of enrollment in classes will be automatically terminated from the program.

Part-time students are expected to complete the candidacy evaluation within 18 months from their first day of enrollment in classes as regular students. Part-time students who have not taken the candidacy evaluation within 24 months from their first day of enrollment in classes as regular students will be automatically terminated from the program.

Students who are terminated for not taking the candidacy evaluation within the allotted time period will be treated as new applicants, should they desire reinstatement.

Extension

Completed Candidacy Evaluation

The 2004-2006 PSU Graduate Bulletin reads: "A doctoral student is required to complete the program, including acceptance of the doctoral thesis, within eight years from the date of successful completion of the candidacy evaluation. Individual programs may set shorter time limits" (p. 46). Accordingly, the Adult Education Program adopts the following procedures for doctoral enrollees who wish to be reinstated, who have not completed their degree within the eight year limit.

- 1) The student completes and submits a Resume Study form, and includes a current CV with her/his application.
- 2) A team of two faculty members, appointed by the Professor-in-Charge, reviews the student's application.
- 3) After reviewing the application the faculty team may, at its discretion, schedule a consultation with the student to gather additional information.
- 4) Based on the information gathered the faculty team makes one of the following a recommendations:

Reinstate Unconditionally	Reinstate Conditionally
<p>The student is allowed to resume her/his study without having to take a second candidacy evaluation or to complete additional course work.</p> <p>Only students with exceptional scholarship, as demonstrated by publication record covering the previous 3 years, may be granted this option.</p>	<p>The student is allowed to resume her/his study on one or more of the following conditions:</p> <ul style="list-style-type: none"> ➤ The student is required to pass a second candidacy evaluation, ➤ The student is required to take additional course work, specified by the faculty team, and to maintain a 3.5 GPA in them.

Completed Comprehensive Examination

The 2004-2006 PSU Graduate Bulletin reads: “When a period of more than six years has elapsed between the passing of the comprehensive examination and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination [dissertation defense] will be scheduled” (p. 49). Accordingly, the Adult Education Program adopts the following procedures for doctoral candidates who wish to be reinstated, who have not completed their dissertation defense within the six year limit.

- 1) The student completes and submits a Resume Study form, and includes a current CV with her/his application.
- 2) A team of two faculty members, appointed by the Professor-in-Charge, reviews the student’s application.
- 3) After reviewing the application the faculty team may, at its discretion, schedule a consultation with the student to gather additional information.
- 4) Based on the information gathered the faculty team makes one of the following a recommendations:

Reinstate Unconditionally	Reinstate Conditionally
<p>The student is allowed to resume her/his study without having to take a second comprehensive examination or to complete additional course work.</p> <p>Only students with exceptional scholarship, as demonstrated by publication record covering the previous 3 years, may be granted this option.</p>	<p>The student is allowed to resume her/his study on one or more of the following conditions:</p> <ul style="list-style-type: none"> ➤ The student is required to pass a second comprehensive examination, ➤ The student is required to take additional course work, specified by the faculty team, and to maintain a 3.5 GPA in them.

APPENDIX B
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
RESUME STUDY/CHANGE OF GRADUATE DEGREE OR MAJOR POLICY

Resume Study

Students in Adult Education at Penn State who wish to resume study must submit an application for permission to resume graduate study. Contact the Adult Education Program staff assistant to have the necessary form completed.

Change of Degree or Major: Doctoral Degree Applicants

Students who are currently enrolled in a doctoral degree program at Penn State may apply to the D.Ed. or Ph.D. in Adult Education by submitting an application packet which includes the following:

1. A completed "Resume Study/Change of Graduate Degree or Major" form, obtainable from the Adult Education Program staff assistant.
2. Transcripts
3. Test Scores
4. Writing Sample - such as a published article; master's paper; master's thesis; or a paper from your master studies. If submitting a paper from your master's studies, this paper must be between 10-100 pages long.
5. A statement of purpose describing the applicant's short and long range career objectives. This statement includes an explanation of how the proposed study of adult education relates to the stated career objectives.
6. Letters of recommendation – One of the letters must be from either your faculty advisor or faculty member from the program you are leaving, the other two letters may be from professional or academic references.
7. A current vitae or resume

The application packet should be sent to:

Adult Education Program
The Pennsylvania State University
315 Keller Building
University Park, Pa. 16802-1303
(814) 863-2596

Change of Degree or Major: Master's Degree Applicants

Students who are currently enrolled in a master's degree (M.A., M.Ed., M.S., etc.) at Penn State may apply to the M.Ed., D.Ed. or Ph.D. in Adult Education by submitting all application materials listed above and mailed to the address listed.

APPENDIX C
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
COMPLETE LIST OF ADULT EDUCATION COURSES

This list includes all ADTED courses including online and classroom formats at the Harrisburg Campus and at the University Park Campus.

ADTED 100 ADULT LEARNERS IN THE UNIVERSITY (3): Opportunity to develop effective learning strategies while exploring critical issues related to adults entering or returning to higher education.

ADTED 100S ADULT LEARNERS IN THE UNIVERSITY (1): Opportunity to develop effective learning strategies while exploring critical issues related to adults entering or returning to higher education.

ADTED 297 SPECIAL TOPICS (1 - 9)

ADTED 456 INTRODUCTION TO FAMILY LITERACY (3): Explores comprehensive family literacy models, focusing upon families, services, outcomes, and roles and responsibilities of individuals, organizations, and communities. Prerequisite: EDPSY 014, Associate Degree or 60 undergraduate credits

ADTED 457 ADULT LITERACY (3): Surveys adult basic and literacy education programs and best practices; applies recent research on adult and family literacy. Prerequisite: EDPSY 014, Associate Degree or 60 undergraduate credits

ADTED 458 EARLY LITERACY DEVELOPMENT AND PARENTAL INVOLVEMENT (3): Focuses on young children's language and literacy development, including parental and staff support, grounded in scientifically based reading research. Prerequisite: EDPSY 014, Associate degree or 60 undergraduate credits

ADTED 459 INTERACTIVE LITERACY: PARENTS AND CHILDREN (3): Focuses on literacy and language interactions between parents and their young children (including English language learners), implementing intentional/planned learning. Prerequisite: EDPSY 014, Associate Degree or 60 undergraduate credits

ADTED 460 INTRODUCTION TO ADULT EDUCATION (3): History, methods, agencies, program areas, and problems of adult education in the United States

ADTED 470 (CI ED) INTRODUCTION TO DISTANCE EDUCATION (3): An introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and foreign distance education.

ADTED 496 INDEPENDENT STUDIES (1 -18)

ADTED 497 SPECIAL TOPICS (1 - 9)

ADTED 498 **SPECIAL TOPICS** (1 - 9)

ADTED 501: **FOUNDATIONS OF MEDICAL EDUCATION** (3): The primary focus of this course is to explore the foundations of medical education by providing an overview of medical education, and considering how medical education operates as a specific form of adult education. It is especially relevant to educators working with adult learners in medical education, nursing education, or health education.

ADTED 502 **PROGRAM AND INSTRUCTIONAL DESIGN IN MEDICAL EDUCATION** (3): Participants of this course will explore a variety of program and curriculum planning and instructional design approaches to teaching in a medical setting, with a particular emphasis on the use of simulation as an instructional design.

ADTED 504 **TEACHING ADULTS RESPONSIBLY** (3): Examination of social, organizational, and personal identity factors that facilitate or inhibit responsible and ethical adult education practice. Prerequisite: APTED 460

ADTED 505 **THE TEACHING OF ADULTS** (3): Examination of direct and indirect teaching; contracts, application of current technology, andragogy, motivation, evaluation; knowledge of research. Prerequisite: APTED 460

ADTED 506 **PROGRAM PLANNING IN ADULT EDUCATION** (3): Intensive study of theoretical foundations, policies, evaluation models, methods, and materials in program planning in adult education. Prerequisite: APTED 460, APTED 505

ADTED 507 **RESEARCH AND EVALUATION IN ADULT EDUCATION** (3): Guided discussion and reading in selected research and evaluation methods and trends as applied in adult education settings. Prerequisite: APTED 460; introductory statistics course; introductory research design course

ADTED 508 (CI ED) **GLOBALIZATION AND LIFELONG LEARNING** (3): Examination of globalization discourses and their relationships, implications and impacts on lifelong learning processes and contexts.

ADTED 509 (CI ED) **LANGUAGE, LITERACY, IDENTITY, AND CULTURE IN A GLOBAL CONTEXT** (3): Examines the relationship between issues of language, identity and culture for adult learners in an increasingly global context. Prerequisite: APTED 508

ADTED 510 **HISTORICAL AND SOCIAL ISSUES IN ADULT EDUCATION** (3): Social and historical foundations of adult education in the United States and selected nations. Prerequisite: APTED 460

ADTED 531 **COURSE DESIGN AND DEVELOPMENT IN DISTANCE EDUCATION** (3): In depth study of the practices of designing courses taught by print, broadcast, and telecommunications media to adult distance learners. Prerequisite: APTED 470, INSYS 415

ADTED 532 **RESEARCH AND EVALUATION IN DISTANCE EDUCATION** (3): Study of previous, current, and needed research strategies, and issues concerning evaluation in distance education.

ADTED 542 **PERSPECTIVES ON ADULT LEARNING THEORY** (3): Introduction to adult education learning theory, principles, and models of adult learning by adults alone, in groups, and in communities.

ADTED 549 (HI ED) **COMMUNITY JUNIOR COLLEGE AND THE TECHNICAL INSTITUTE** (2 - 3): Distinctive contributions to meeting the need for postsecondary education; development, functions, curriculum and instruction, government, administration, and finance.

ADTED 550 **QUALITATIVE RESEARCH IN ADULT EDUCATION** (3): Introduction to the theory, principles, and practice of qualitative research.

ADTED 551 **QUALITATIVE DATA ANALYSIS** (3): Students learn to analyze data qualitatively by engaging in, and continuously reflecting on the process. Prerequisite: ADE 550 and INSY 574

ADTED 552 **PARTICIPATORY ACTION RESEARCH** (3): Examines origins, historical development, main characteristics, methodological assumptions and models, practice of participatory action research adult education and community development.

ADTED 560 (LL ED) **TEACHING READING TO COLLEGE STUDENTS AND ADULTS** (3): Reading literacy for adults, including college reading, Adult Basic Education (ABE), and General Educational Development (GED) programs.

ADTED 561 **FAMILY LITERACY** (3): Examines the research related to the four components of family literacy, program effectiveness, and theoretical underpinnings.

ADTED 562 **POLITICS, LANGUAGE AND PEDAGOGY: APPLYING PAULO FREIRE TODAY** (3) Examines the work of Paulo Freire as it applies to community action projects.

ADTED 564 (CI ED) **SOCIAL AND CULTURAL CONTEXTS OF LEARNING AND WORK** (3): Examines the relationship between learning and work with special attention given to how certain forms of learning are legitimized. Prerequisite: ADE 542

ADTED 570 (CI ED) **COMPARATIVE AND INTERNATIONAL ADULT EDUCATION** (3): Critical and comparative analysis of adult education theory and practice outside North America, including international agency involvement. Prerequisite: ADE 460

ADTED 572 (CI ED) **POLICY STUDIES IN LIFELONG LEARNING** (3): Examine lifelong learning policies and the relationship between lifelong learning issues and problems, policy development, policy actors and institutional structures. Prerequisite: ADE 508

ADTED 575 **ADMINISTRATION OF ADULT EDUCATION** (3): Organization of a program of adult education; legal status, finances, selection of teachers, learning personnel, housing; other administrative problems. Prerequisite: ADE 506

ADTED 580 **ADULT EDUCATION RESEARCH SEMINAR** (1 - 3): A seminar dealing with specific research topics and methods in adult education. Open to advanced students in adult education. Prerequisite: ADTED 507

ADTED 588 **PROFESSIONAL SEMINAR: RESEARCH AND ADULT EDUCATION** (3): Review of research in adult education, current and past, with analysis of its directions, effects, methodology, quality, financing, and prospects. Prerequisite: ADTED 460, ADTED 507

ADTED 590 **COLLOQUIUM** (1 - 3): Continuing seminars that consist of a series of individual lectures by faculty, students, or outside speakers.

ADTED 594 **RESEARCH TOPICS** (1 -18): Supervised student activities on research projects identified on an individual or small-group basis.

ADTED 595 **INTERNSHIP IN ADULT EDUCATION** (3 - 9): Supervised student internship in adult education agency. Prerequisite: ADTED 460

ADTED 596 **INDIVIDUAL STUDIES** (1 - 9): Creative projects including non-thesis research, supervised on an individual basis and which fall outside the scope of formal courses.

ADTED 597 **SPECIAL TOPICS** (1 - 9)

ADTED 598 **SPECIAL TOPICS** (1 - 9)

ADTED 600/610	THESIS RESEARCH (On Campus/Off Campus)
ADTED 601/611	THESIS PREPARATION (On Campus/Off Campus)
ADTED 602	SUPERVISED EXPERIENCE IN COLLEGE TEACHING

Examples of Special Topic Courses (ADTED 497/498 or ADTED 597/598) include:

1. Participatory Planning of Adult Nonformal Education
2. Transformative Learning
3. Educating the Undereducated Adult
4. Human Resource Development
5. Leadership and Social Policy in Adult Education
6. Theory and Practice of University Continuing Higher Education
7. Education for the Professions
8. Teaching adults responsibly

APPENDIX D
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
WORLD CAMPUS M.Ed. COURSE SEQUENCE (Sample)

Full-Time Study

	YEAR ONE	YEAR TWO
Fall	1. ADTED 460: Intro to Adult Education 2. ADTED 470: Intro to Dist. Education 3. ADTED 507: Research and Evaluation 4. ADTED 504: Teaching Adults Responsibly	10. ADTED 588: Professional Seminar 11. Elective 12. Elective
Spring	5. ADTED 506: Program Planning 6. ADTED 510: Social and Historical Issues 7. Elective	
Summer	8. ADTED 506: Program Planning 9. Elective	

Part-Time Study

	YEAR ONE	YEAR TWO
Fall	1. ADTED 460: Intro to Adult Education 2. ADTED 470: Intro to Dist. Education	8. ADTED 504: Teaching Adults Responsibly 9. Elective
Spring	3. ADTED 506: Program Planning 4. ADTED 510: Social and Historical Issues 5. Elective	10. ADTED 510: Social and Historical Issues 11. Elective
Summer	6. ADTED 506: Program Planning 7. Elective	12. ADTED 588: Professional Seminar

APPENDIX E
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
D.Ed. and Ph.D. SAMPLE TIMETABLES

	Year 1	Year 2	Year 3	Year 4
D.Ed. Students, Harrisburg				
Fall	1. ADTED 460: Intro to Adult Education 2. ADTED 505: The Teaching of Adults	7. ADTED 510: Soc/Hist Issues 8. ADTED 550: Qual Rsch Methods - Candidacy Exam	12. ADTED 594 (chaps. 1 & 3) 13. Elective - Take Comp Exam - Develop Diss Proposal	- Write up - Diss Defense - Graduation
Spring	3. ADTED 542: Adult Learning 4. ADTED 507: Research & Evaluation	9. ADTED 506: Program Planning 10. Elective	14. ADTED 580 (Chap. 2) 15. Elective - Diss Proposal Defense - Begin field work	
Summer	5. Quant. Research Methods 6. Elective	11. Elective - Prep for Comp Exam	- Field work and data analysis	
D.Ed. Students, University Park				
Fall	1. ADTED 460 or 508 2. ADTED 550: Qual Rsch Methods 3. Elective	8. Elective 9. Elective 10. Quant Rsch Methods - Candidacy Exam	- Take Comp Exam- Develop Diss Proposal	- Write up - Diss Defense - Graduation
Spring	4. ADTED 510: Soc/Hist. Issues 5. ADTED 542: Adult Learning 6. Elective	11. Elective 12. Elective 13. Advanced Research Methods	- Diss Proposal Defense - Begin field work	
Summer	7. Elective - Stats prerequisite	14. Elective 15. Elective - Prep for Comp Exam	- Field work and data analysis	
Ph.D. Students, University Park				
Fall	1. ADTED 508: Glob. Lifelong Lrng 2. ADTED 550: Qual Rsch Methods 3. Elective	8. Elective 9. Elective 10. Quant Rsch Methods - Candidacy Exams	-Take Comp Exams - Develop Diss Proposal	- Write up - Diss Defense - Graduation
Spring	4. ADTED 510: Soc/Hist. Issues 5. ADTED 542: Adult Learning 6. Elective	11. Elective 12. Advanced Research Methods 13. ADTED 594 (Capstone Course)	- Diss Proposal Defense - Begin field work	
Summer	7. Research Topics - Stats prerequisite	14. Research Topics - Prep for Comp Exams	- Field work and data analysis	

APPENDIX F
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
M.Ed. PLAN OF STUDIES FORM (WORLD CAMPUS)

DATE: _____

STUDENT NAME: _____ STUDENT ID: _____

ADDRESS: _____

DAY PHONE: _____ EVE. PHONE: _____

DATE ADMITTED: _____ DATE BEGAN COURSE WORK: _____

CAREER OBJECTIVE: _____

ACADEMIC ADVISOR: _____

Course Title or Examination	Date Completed
ADTED CORE COURSES (15 credits)	
1. ADTED 460: Introduction to Adult Education	
2. ADTED 470: Introduction to Distance Education	
3. ADTED 504: Teaching Adults Responsibly	
4. ADTED 506: Program Planning in Adult Education	
5. ADTED 510: Social and Historical Issues in Adult Education	
ELECTIVES (9 credits)	
1.	
2.	
3.	
4.	
COURSES IN RESEARCH DESIGN AND METHODS (9 credits)	
1. ADTED 507: Research & Evaluation in Adult Education	
2. ADTED 588: Professional Seminar: Research and Adult Education	
3. Basic Stats (e.g., EDPSY400):	
• Master's Paper	
• Graduation	

APPENDIX G
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
D.Ed. PLAN OF STUDIES FORM

CAMPUS: () University Park () Capital College

DATE: _____

STUDENT NAME: _____ STUDENT ID: _____

ADDRESS: _____

DAY PHONE: _____ EVE. PHONE: _____

DATE ADMITTED: _____ DATE BEGAN COURSE WORK: _____

AREA OF INTEREST: _____ MINOR: _____

CAREER OBJECTIVE: _____

ACADEMIC ADVISOR: _____

Course Title or Examination	Date Completed
ADTED CORE COURSES (9 credits)	
1. ADTED 460: Introduction to Adult Education	
2. ADTED 510: Social and Historical Issues in Adult Education	
3. ADTED 542: Perspectives on Adult Learning	
ADTED ELECTIVES (12 credits)	
1.	
2.	
3.	
4.	
MINOR or GENERAL STUDIES OPTION (15 credits)	
1.	
2.	
3.	
4.	
5.	
COURSES IN RESEARCH DESIGN AND METHODS (at least 9 credits)	
1. Grad-level basic stats course	
2. ADTED 550: Qualitative Research in Adult Education	
3. Quant design/methods	
4.	
5.	
• Thesis Research (15 credits of ADTED600/610)	
• Form Doctoral Committee	
• Candidacy Examination	
• Comprehensive Examination	
• Dissertation Proposal Defense	
• Final Oral Examination	
• Graduation	

APPENDIX H
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
Ph.D. PLAN OF STUDIES FORM

STUDENT NAME: _____ STUDENT ID: _____

ADDRESS: _____

DAY PHONE: _____ EVE. PHONE: _____

DATE ADMITTED: _____ DATE BEGAN COURSE WORK: _____

AREA OF INTEREST: _____ MINOR: _____

CAREER OBJECTIVE: _____

ACADEMIC ADVISOR: _____

Course Title or Examination	Date Completed
PREREQUISITE (3 credits)	
1. ADTED 460: Introduction to Adult Education (or equivalent)	
ADTED CORE COURSES (9 credits)	
1. ADTED 508: Introduction to Globalization and Lifelong Learning	
2. ADTED 510: Social and Historical Issues in Adult Education	
3. ADTED 542: Perspectives on Adult Learning	
ADTED ELECTIVES (at least 6 credits)	
1.	
2.	
3.	
4.	
COURSES IN SUPPORTING AREAS (at least 9 credits)	
1.	
2.	
3.	
4.	
5.	
COURSES IN RESEARCH DESIGN AND METHODS (at least 18 credits)	
1. Grad-level basic stats course	
2. ADTED 550: Qualitative Research in Adult Education	
3. Quant design/methods	
4.	
5.	
6.	
• Form Doctoral Committee	
• Candidacy Evaluation	
• Comprehensive Examination	
• Dissertation Proposal Defense	
• Final Oral Examination	
• Graduation	

APPENDIX I
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
M.Ed. CHECKLIST (WORLD CAMPUS)

_____ Admission date

_____ Degree Plan on record

_____ Non-degree credits counted as degree credits (through formal petition only)

_____ 15 credits of ADTED core courses (ADTED 460, 470, 498, 506, 510)

_____ 9 credits of Electives (from ADTED and/or Supporting Areas outside ADTED)

_____ 9 credits of Research (ADTED 507, 588 & 1 grad-level basic stats course)

_____ Master's Paper approval date

_____ Intent to graduate filed

Academic Adviser: _____ Date: _____

APPENDIX J
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
D.Ed. CHECKLIST

- _____ Admission date
- _____ Degree Plan on record
- _____ Candidacy evaluation completion date
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ 30 credits of advanced standing
- _____ 09 credits of ADTED Core courses (ADTED 460, 510, 542)
- _____ 12 credits of ADTED Electives
- _____ 15 credits Minor or General Studies (unless waived through formal petition)
- _____ 09 Research credits (including a basic stats course and ADTED 550)
- _____ Graduate School's approval of candidate's doctoral committee
- _____ Comprehensive Exam completion date
- _____ Dissertation Proposal Defense
- _____ Article submitted for publication
- _____ 15 credits of Thesis Research (ADTED 600/610)
- _____ Course work adds up to at least 90 graduate credits
- _____ Intent to graduate filed
- _____ Defense of Thesis (Final Oral Examination Date)

Academic Adviser: _____ Date: _____

APPENDIX K
THE PENNSYLVANIA STATE UNIVERSITY
THE ADULT EDUCATION PROGRAM
Ph.D. CHECKLIST

- _____ Admission date
- _____ Degree Plan on record
- _____ Candidacy evaluation completion date
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ Prerequisite: ADTED 460 or equivalent
- _____ 9 credits of ADTED Core courses (ATED 508, 510, 542)
- _____ 18 credits in emphasis area (including at least 6 ADTED, and 9 non-ATED credits)
- _____ 18 research credits (including basic stats, ADTED 550 & Quant Design course)
- _____ Graduate School's approval of candidate's doctoral committee
- _____ Comprehensive Exam completion date
- _____ Dissertation Proposal Defense
- _____ Article submitted for publication
- _____ Intent to graduate filed
- _____ Defense of Thesis (Final Oral Examination Date)

Academic Adviser: _____ Date: _____