

Student Handbook

Lifelong Learning and Adult Education Program



**“Promoting Learning among Families, Workplaces, and Communities
and in Higher Education”**

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

**Effective Fall 2021
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**STUDENT HANDBOOK OF THE LIFELONG LEARNING AND ADULT EDUCATION PROGRAM
THE PENNSYLVANIA STATE UNIVERSITY**

PART I: INTRODUCTION

Welcome to Penn State's Lifelong Learning and Adult Education Program! Throughout this document the Lifelong Learning and 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 Lifelong Learning and Adult Education Program is recognized as one of the leading graduate programs in North America.

The program currently offers four graduate degrees:

- (1) M.Ed. (World Campus, Harrisburg, University Park)
- (2) M.D./M.Ed. (Harrisburg)
- (3) D.Ed. (University Park)
- (4) Ph.D. (University Park)

The M.Ed. is a 30-credit degree and includes a General M.Ed. option, an Adult Basic Education and Literacy Option, a Global Online and Distance Education option, and a Medical and Health Professions Option. The latter is available only at Harrisburg. See <http://www.worldcampus.psu.edu/degrees-and-certificates/adult-education-masters/courses> for more details.

The program also offers four professional postbaccalaureate certificates in Adult Basic Education (via World Campus), Distance Education (via World Campus), Family Literacy (via World Campus), and Adult Education in the Health and Medical Professions (at Harrisburg).

Degree or Certificate	Campus		
	Harrisburg	University Park	World Campus
Master's degrees			
M.Ed. – General	x	x	x
Adult Basic Education and Literacy Option		x	x
Global Online and Distance Education Option		x	x
Medical and Health Professions Option	x		
M.D./M.Ed.	x		
Doctoral degrees			
D.Ed.		x	
Ph.D.		x	
Postbaccalaureate certificates			
Adult Basic Education			x
Adult Education in the Health and Medical Professions	x		
Distance Education			x
Family Literacy			x

Certificate in Adult Basic Education (ABE): The 12-credit certificate is designed for professionals who currently work, or wish to work, with adults or out-of-school youth who struggle with reading, writing, numeracy, and/or English language proficiency. The focus of the ABE curriculum is to deepen professional knowledge so that educators can more effectively teach adult literacy and numeracy and expand and strengthen adults' proficiency in literacy and numeracy; to enhance students' ability to apply these strategies in their professional practice; and to advance the overall quality of instruction for students enrolled in adult basic education. The certificate includes three required courses and one elective, which allows students to tailor the program to their specific interest, such as ESL, program planning and administration, distance education, educational technology, or adult learning. Penn State is an Act 48-approved provider for Pennsylvania educators, so the courses for the Postbaccalaureate Certificate in Adult Basic Education may count toward professional development hours.

Certificate in Adult Education in the Health and Medical Professions: This 12-credit certificate 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: Introduction to Adult Education; ADTED 501: Foundations of Medical Education; and ADTED 505: The Teaching of Adults). There is one graduate-level elective course related to the student's specific interest in medical/health education, determined and approved by the faculty members in charge of the Graduate Certificate in Adult Education in the Health and Medical Professions at the Harrisburg campus.

Certificate in Distance Education: This 12-credit certificate 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. Penn State is an Act 48-approved provider 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 certificate 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 educators and the families they serve.

The remainder of the handbook describes the four 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: <https://bulletins.psu.edu/graduate/> for a fuller picture. Students are also encouraged to direct specific inquiries about the program to the following contacts:

<u>University Park</u>	<u>World Campus</u>	<u>Penn State Harrisburg</u>
Kolette Shiner	Whitney DeShong	Debbie Klugh
Program Staff Assistant	Program Staff Assistant	Program Staff Assistant
301 Keller Building	303 Keller Building	W314 Olmsted Building
University Park, PA 16802	University Park, PA 16802	Penn State Harrisburg
Phone: 814-865-0624	Phone: 814-865-0473	Middletown, PA 17057
Email: klr28@psu.edu	Email: wad5021@psu.edu	Phone: 717-948-6059
		Email: dlk33@psu.edu

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 1.1: 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 Lifelong Learning and 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 Lifelong Learning and 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's and students' 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 four 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 1.2: 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 Lifelong Learning and Adult Education is housed (Learning, Design, and Technology and Workforce Education) extend their services beyond formal educational institutions into the workplace, and, like the Lifelong Learning and Adult Education Program, their students are primarily non-traditional adults. A major distinction between our program and Learning, Design, and Technology 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 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 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 1.3: 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 <https://ed.psu.edu/academics/departments/department-learning-and-performance-systems/laed-faculty> for University Park faculty and <https://harrisburg.psu.edu/directory/lifelong-learning-and-adult-education> for Harrisburg faculty.

Students enrolled in the program come from all areas of Pennsylvania, a substantial number of states and provinces throughout North America, and several other 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. Many 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 1.4: Career Opportunities for Our Graduates

An adult education degree offers a broad preparation for numerous fields. 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://www.gradschool.psu.edu/prospective-students/how-to-apply/new-applicants/requirements-for-graduate-admission/>. 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 Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA, 16802, Tel (814) 865-0471 V/TTY Email: aao@psu.edu.

There is a single admissions process for M.Ed. applicants to the Lifelong Learning and 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 M.Ed. program either at the World Campus or at Harrisburg. In the initial admissions process successful doctoral applicants are temporarily admitted to either the Ph.D. or D.Ed. program. Upon successful completion of the qualifying examination—a second admissions process, explained in Section IV below—doctoral students are fully admitted 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

their 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 Lifelong Learning and 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 3.5 or higher on a 4.0 scale for graduate-level course work.
3. Scores from the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT) are required for admission. 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. At the discretion of a graduate program, a student may be admitted provisionally for graduate study in the program without these scores. Applicants with a total Verbal and Quantitative score above 302 on the GRE or 398 or above on the MAT and the GPA listed above will be highly considered applicants to the program.
4. Three academic letters of reference.
5. A writing sample.
6. A statement of purpose.
7. TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score for international students whose first language is not English and/or who have not received a baccalaureate or master's degree from an institution in Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales. The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Disciplines) and attainment of a grade of B or higher. The minimum acceptable composite score for the IELTS is 6.5.

Applicants with strong backgrounds and abilities in areas of particular interest or relevance to adult education practice may be admitted to either of the doctoral programs with a baccalaureate degree only (provided the junior/senior GPA is at least 3.0), or with master's-level studies in which the graduate GPA is at least 3.2 and the GRE total score is at least 297.

Applicants who exhibit exceptional qualities without meeting all of the stated requirements for admission may be considered for provisional admission while they remove the identified deficiencies. Deficiencies must be rectified within the first two semesters of enrollment in the

degree program; courses taken to remove deficiencies are considered to be prerequisites and do not earn credit toward the degree.

2.1.2: Application Timelines

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

Applications to our doctoral programs at University Park are considered on a rolling basis. Following the completion of the steps outlined below, the applicant's file is forwarded to an Admissions Committee for consideration for admission.

Applications for all of the programs can be found on the ADTED website at this link: <https://ed.psu.edu/academics/departments/department-learning-and-performance-systems/lifelong-learning-and-adult-education>.

For applicants seeking assistantships and fellowships:

All application materials must be received by **December 1** for Fall admissions. Applications can be found on the ADTED website at this link <https://ed.psu.edu/graduate-assistantships>.

Students who are currently on assistantships in the program and wish to reapply for an assistantship need to complete their application by **January 1**. 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 **December 1** of the year before 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 Lifelong Learning and Adult Education Program.

Applying to the Graduate School

Applicants to the Lifelong Learning and Adult Education Program must formally apply to Penn

State Graduate School. Applicants MUST do so electronically (online) by visiting the website at: <https://gradschool.psu.edu/graduate-admissions/how-to-apply/> and completing the Application Process outlined there.

If a prospective student applies online but does not pay by credit card, they 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: <https://gradschool.psu.edu/graduate-program-resources/graduate-school-documents-and-forms/application-fee-form/>.

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.

Applying to the Lifelong Learning and Adult Education Program

In addition to applying to the Graduate School, applicants must also submit directly to the Lifelong Learning and 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 advisor, 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 master's 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 <https://global.psu.edu/category/you-arrive>.
9. **Assistantship/Fellowship application** for those seeking financial support. The form is available on the web at: <https://ed.psu.edu/graduate-assistantships>. 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 Lifelong Learning and Adult Education Program, The Pennsylvania State University, 301 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 Lifelong Learning and 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 and 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 qualifying examination, the doctoral student (Ph.D. and D.Ed.) is assisted by an academic advisor and program committee. After passing the qualifying examination, 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 (master's students) or dissertation (doctoral students) 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 Lifelong Learning and 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 Professor-in-Charge, in the case of Harrisburg students. All academic advisors are full-

time Lifelong Learning and 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. The academic advisor's 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 qualifying examination 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 their advisor regularly. Contact may be made by telephone, e-mail, or in person by appointment.

Most faculty members in the Lifelong Learning and 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.

Adult Learner Programs & Services provides prospective and current adult learners with information on financial aid, admissions, childcare, housing, and community resources. Detailed information about these services can be found at: <https://studentaffairs.psu.edu/adults>.

Adult students can also take advantage of the support provided through The Graduate and Professional Student Association (GSA). GPSA 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 GPSA office. Students can access GPSA's website at the following address: <http://gpsa.psu.edu/>

Childcare is often a priority concern for adult students with young children. The Employee and Family Resources Program provides quality childcare program information and services for students with family. Descriptions of the programs offered are available at Work/Life website: <https://hr.psu.edu/employee-and-family-resources/your-family/child-care-resources>

Students facing issues related to sex-based or gender-based discrimination or harassment can turn to Gender Equity Center (GenEq) for assistance and support. GenEq staff provide education, advocacy, referrals, and crisis intervention/support counseling. All services are free and confidential. More information on the center is available from the following website: <https://studentaffairs.psu.edu/genderequity>.

Information on other Student Services such as Career Services, Counseling and Psychological Services, Student Disability Resources 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://studentaffairs.psu.edu/>.

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

PART III: GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS

This section describes graduate assistantships and fellowships for which Lifelong Learning and Adult Education students are eligible. Other forms of financial aid are described in the Student Aid section of the Graduate Degree Programs Bulletin (<https://gradschool.psu.edu/graduate-funding/>). Sources of financial assistance specific to World Campus students can be explored through the World Campus website at: <http://www.worldcampus.psu.edu/tuition-and-financial-aid>. 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 **December 1** 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 Lifelong Learning and Adult Education Program at University Park 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-semester (Fall and Spring) and students must maintain a minimum of a 3.0 GPA overall and a minimum 3.5 GPA in their ADTED coursework, 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 sometimes 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 **December 1**.

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 GPA 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. Prospective students must visit our website at <https://ed.psu.edu/academics/departments/department-learning-and-performance-systems/lifelong-learning-and-adult-education/llaed-resources>, review the application process, and complete and submit the necessary application materials.

Although Penn State's classes last 15 weeks per semester, appointments of graduate assistants (GAs) are for 18 weeks of activities per semester. Accordingly, the duties in an academic year appointment (36 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 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. A graduate assistantship may also be terminated prior to completion of the full

term of the appointment if the student fails to meet program standards, following due process procedures as described in [GCAC-804 Procedures for Termination of Assistantships Due to Inadequate Performance](#).

Graduate assistants must log their weekly hours in OneDrive (shared folder with the GA faculty supervisor). The weekly log includes GA tasks, how much time was spent on each task, and reasons for working less than 20 hours in a given week (if applicable). GAs are strongly encouraged to complete some of their weekly hours in the GA office. In circumstances when paid leave from the activities of a graduate assistantship is necessary, refer to the Graduate School's Leave of Absence policy ([GSAD-906 Graduate Student Leave of Absence](#)).

Graduate assistants may not be away from campus/the Centre County region for more than two weeks during the fall and spring semesters without prior approval (excluding the Thanksgiving and spring breaks). If there are extenuating circumstances that require students to complete GA work at a distance (e.g., dissertation-related research that can only be completed during the semester), they must explain the situation to their faculty supervisor and request an exemption in writing. The ADTED faculty will then decide on a case-by-case basis whether an exemption is warranted. If permission is granted, the GA will still be responsible for making arrangements with their assigned professor and fulfilling all GA duties, including working on program tasks such as planning brownbag seminars and attending GA meetings virtually.

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: <https://aplng.la.psu.edu/programs/about-the-aecopt>.

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 Lifelong Learning and Adult Education Program website: <http://www.gradschool.psu.edu/graduate-funding/fellowships/programs/summer/>.

Section 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 Lifelong Learning and 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 Lifelong Learning and 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 Lifelong Learning and 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 Lifelong Learning and 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; <https://gradschool.psu.edu/graduate-school-funding/funding/>.

To apply for Graduate assistantships or fellowships, submit a cover letter and application by **December 1** for consideration for fall of the next academic year. For more information, contact:

Lifelong Learning and Adult Education Program Staff Assistant
Penn State University
301 Keller Building
University Park, PA 16802-1303
814-863-2596
jem73@psu.edu

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: <https://gradschool.psu.edu/graduate-education-policies/#academic>

Exceptions: The Lifelong Learning and 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 in all ADTED courses, and at the University in general, 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 dissertation, within eight years from the date of successful completion of the qualifying examination and within six years of successful completion of the comprehensive examination (both exams are explained below) not including approved leaves of absence as outlined in [GSAD-906](#). 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 specified by the student's committee), 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 Lifelong Learning and 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 advisor 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 in 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 advisor, 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. All resident professional doctoral programs must contain a period of residence to ensure the acquisition of the full scope of knowledge, skills, and professional attributes specific to their discipline. Ideally, residence is satisfied by students being registered full-time for at least one semester at the Penn State campus offering the doctoral degree in the student's graduate major program. For part time students, residency can be met by attending a 5 day or 40 hour on-campus residency or by attending multiple shorter on-campus residencies that combined add to a minimum of 5 days or 40 hours. Attending in-person classes counts toward the fulfillment of this residency requirement.

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 a twelve-month period during the interval between admission to the Ph.D. program and completion of the Ph.D. program, the student 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 at the time of, but separate from, the qualifying examination. 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 Lifelong Learning and Adult Education.

Internships (ADTED 595): Internships are an important form of academic support. Internships for students lacking experience in the field of lifelong learning and adult education or desiring to gain experiences in a new area of practice within the field are an important part of the Lifelong Learning and 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 online students. A student interested in serving an internship notifies a Lifelong Learning and 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.

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.
- Working as a GA with the Institute for the Study of Adult Literacy and Goodling Institute for Research in Family Literacy.
- Assisting faculty with teaching courses online and in residence. Since the Graduate School prohibits graduate students from teaching their peers, students' teaching roles are limited to supporting the assigned instructor. Allowable teaching support roles for students are listed here: <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-900/gcac-902-student-instructional-assistants-in-graduate-courses/>.

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 Lifelong Learning and 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 lifelong learning and adult education. Graduates are qualified to provide leadership in one or more of the following domains of lifelong learning adult education practice: teaching and learning, curriculum and instructional design and development, program planning and administration, curriculum and/or program evaluation, or lifelong learning and adult education in the health and medical professions.

The M.Ed. may be earned through Penn State's World Campus, or at the Penn State Harrisburg 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. Online Lifelong Learning and Adult Education courses through the 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: The M.Ed. program in Lifelong Learning and Adult Education consists of a required core of 12 credits in ADTED courses and 18 credits in ADTED or other electives. The 12 core ADTED credits include the following four specified courses: ADTED 460, 505, 542, and 588. Students then choose an additional 18 credits (six courses) from the following ADTED courses in consultation with their adviser: 456, 457, 470, 480, 501, 502, 506,

507, 509, 510, 531, 532, 533, 560, 575, or 581. Other courses may be substituted for these electives with the adviser’s permission, but all 30 credits must be at the 400, 500, or 800 level.

M.Ed. students are required to write a master’s paper as part of the required 30 credits of course work. Students complete the master’s paper while enrolled in ADTED 588 during their last semester.

A minimum of 18 credits out of the 30 must be taken at the 500 or 800 level, with a minimum of 6 credits at the 500 level, and a minimum of 24 credits must be in ADTED prefix courses.

Table 1: M.Ed. Minimum Requirements		
	Credits	Courses
ADTED Core	12	ADTED 460, 505, 542, 588
ADTED Electives and Supporting Areas	18	ADTED 456, 457, 470, 480, 501, 502, 506, 507, 509, 510, 531, 532, 533, 560, 575, 581. Certificate students may substitute other ADTED courses as required, with advisor’s approval.
Total credits	30	

While completing M.Ed. credits, a student may simultaneously earn a Certificate in Distance Education, Family Literacy, or Adult Basic Education through the World Campus by completing a specified set of courses, totaling between 9-12 credits depending on the certificate within the 30-credit requirement. Students may also simultaneously earn a Certificate in Adult Education in the Health and Medical Professions, totaling 12 credits, at Penn State-Harrisburg.

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 a significant capstone experience, of considerable proportion relative to the program as a whole. It clearly and definitively indicates the M.Ed. student’s capacity to acquire, critically 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 them through the process. If the academic advisor deems the student’s master’s paper as unsatisfactory, the student will be offered a timeline for completion of a satisfactory paper. Students who do not complete a satisfactory paper within two additional semesters will be terminated from the program.

Formal M.Ed. Options: M.Ed. students must select either the general M.Ed. degree or one of three formal options: (1) Adult Basic Education and Literacy; (2) Global and Online Distance Education; and (3) Medical and Health Professions. All students who choose an M.Ed. Option

will complete the same four core courses listed above: ADTED 460 (Introduction to Lifelong Learning and Adult Education), ADTED 505 (Teaching of Adults), ADTED 542 (Perspectives on Adult Learning Theory), and ADTED 588 (Professional Seminar). In addition, they will take required courses and electives as specified below.

Requirements for the M.Ed. – Adult Basic Education and Literacy Option: In addition to the four core ADTED courses, students must take the following four courses:

- ADTED 480: Teaching Math and Numeracy to Adults
- ADTED 507: Research and Evaluation in Adult Education
- ADTED 509: Language, Literacy, Identity, and Culture in a Global Context
- ADTED 560: Teaching Reading to College Students and Adults

Electives: students must also take two electives from the list below or other electives in consultation with their adviser.

- ADTED 456: Introduction to Family Literacy
- ADTED 457: Adult Literacy
- ADTED 470: Introduction to Distance Education
- ADTED 506: Program Planning in Adult Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 533: Global Online and Distance Education
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning

Requirements for the M.Ed. – Global Online and Distance Education Option: In addition to the four core ADTED courses, students must take the following four courses:

- ADTED 470: Introduction to Distance Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 532: Research and Evaluation in Distance Education
- ADTED 533: Global Online and Distance Education

Electives: students must also take two electives from the list below or other electives in consultation with their adviser.

- ADTED 506: Program Planning in Adult Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning
- INSYS 432: Designing Learning within Course Management Systems
- INSYS 467: Emerging Web Technologies and Learning

Requirements for the M.Ed. – Medical and Health Professions Option: In addition to the four core ADTED courses, students must take the following three courses:

- ADTED 501: Foundations of Medical Education
- ADTED 502: Program and Instruction Design in Medical Education
- ADTED 507: Research and Evaluation in Adult Education

Adult Education Electives: students must take at least one Adult Education elective from the following list in consultation with their adviser.

- ADTED 470: Introduction to Distance Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 533: Global Online and Distance Education
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning

Students must take two additional electives of their choice in consultation with their adviser.

Requirements for the Joint M.D./M.Ed.: To earn the M.Ed. degree, students in the joint degree program must complete all of the degree requirements for the M.Ed. degree, described above. In accordance with the [Graduate Council policy on Joint Degree Programs](#), any nine credits from the M.D. program will meet the substitution requirement into the M.Ed., and any nine credits from the M.Ed. will be accepted into the M.D. program, from among the courses that reflect the interdisciplinary common ground between the two programs. It is to be noted that the course requirements for the joint degree are the same for students admitted to the M.Ed. in Lifelong Learning and Adult Education in the Medical and Health Professions option.

The requirements for the M.Ed. overall include General Adult Education Core (15 credits), Research Requirement (6 credits), and Medical School Courses (9 credits). Eighteen credits must be at the 500 or 800 level, with a minimum of six at the 500 level. A master's paper is required that carries no course credit, but the course work facilitates the development of the master's paper. Students complete the master's paper while enrolled in ADTED 588 during their last semester.

Other than the nine credits that will be accepted into the M.D. as part of the joint degree program, the remainder of the M.D. requirements are the same as for those students pursuing the M.D. only. If students accepted into the joint degree program are unable to complete the joint degree, they are still eligible to receive the M.Ed. degree if all the M.Ed. degree requirements have been satisfied.

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 lifelong learning and 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 Lifelong Learning and 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., professoriate). 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 in the qualifying examination 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 or equivalent, 510, and 542. D.Ed. students at UP are required to take ADTED 521 (doctoral proseminar) in lieu of ADTED 460.
- **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)
- **Overall Minimum Credit-level Requirement:** The D.Ed. program of study must include at least 30 credits at the 400, 500, or 800 level and at least 24 credits at the 500 or 800 level.

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 their 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 Lifelong Learning and 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 doctoral pro-seminar (ADTED 521). 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. Prerequisite:** (3 credits): APTED 521
- **ADTED core** (9 credits): APTED 508, 510, and 542
- **Emphasis Area** (18 credits): At least 6 credits from Lifelong Learning and 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 their dissertation research—these may include Research Topics, Independent Studies and/or Thesis Research (ADTED 594, APTED 596 and/or APTED 600/610); and a capstone course (ADTED 594A). Ph.D. students at University Park are strongly advised to take the qualitative research sequence: APTED 550, LDT 574, and APTED 551.

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 APTED 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. 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.research.psu.edu/education/citi>. 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 the ADTED 550 qualitative research course.

	Ph.D.		D.Ed.	
	Credits	Activities/Courses	Credits	Activities/Courses
Prerequisites	3	ADTED 521 (UP only)	3	ADTED 521 (UP only)
Advance Standing	0	Not applicable	30	May be earned from previous master's degree or previous

	Ph.D.		D.Ed.	
	Credits	Activities/Courses	Credits	Activities/Courses
				grad courses taken at PSU-approved institutions
ADTED Core	9	ADTED 508, 510, 542	6	ADTED 510, 542
Emphasis Area	18	At least 6 credits from ADTED 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 ADTED (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 graduate-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 their 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).	9	A graduate-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.
Qualifying Examination	0	Determines “fit” between student’s academic and career aspirations and program potential; assesses student’s abilities in areas critical to completion of the dissertation process and other research endeavors; and confirms student as fully admitted to either the Ph.D. or D.Ed.	0	Determines “fit” between student’s academic and career aspirations and program potential; assesses student’s abilities in areas critical to completion of the dissertation process and other research endeavors; and confirms student as fully admitted to either the Ph.D. or D.Ed.

	Ph.D.		D.Ed.	
	Credits	Activities/Courses	Credits	Activities/Courses
		Taken within three semesters (summer sessions do not count) of entry into the doctoral program—after the student has completed 30 and before they have completed 48 credits beyond the baccalaureate degree.		Taken within three semesters (summer sessions do not count) of entry into the doctoral program—after the student has completed 30 and before they have completed 48 credits beyond the baccalaureate degree.
Comprehensive Exam	0	Assesses student on knowledge of foundational issues that transect the field; mastery of an area of specialization; and readiness for the research phase. - Taken after completion of coursework. - To be eligible student must maintain a minimum grade-point average of 3.00	0	Assesses student on knowledge of foundational issues that transect the field; mastery of an area of specialization; and readiness for the research phase. - Taken after 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 they graduate.
Total credits	~ 48		90	At least 30 credits of these credits must be at the 400, 500, or 800 level and at least 24 of these credits must be at the 500 or 800 level

4.3.5: Assessment of English Language Competence for all Doctoral Students

Penn State Graduate Policies [GCAC 605](#) and [GCAC 705](#) requires graduate programs to assess all Doctoral students' English language competence.

The Lifelong Learning and Adult Education Program will assess English language competence of **writing** at the Qualifying Exam through evaluation of written materials submitted for the exam. Competence in **listening, comprehension, and speaking** will be assessed through evaluation of students' oral responses to questions posed by the faculty during the Qualifying Exam. English

language competence is assessed separately from Qualifying Exam assessments of disciplinary knowledge or analytical thinking. Both the Qualifying Exam content and the assessment of English language competence will be assessed by the faculty administering the Qualifying Exam.

The faculty will document the assessment of English competence when reporting the results of the Qualifying Exam. The report will recommend one of the following:

- passed,
- conditional pass (remediation is needed; student will be re-assessed before comprehensive exam),
- failed (remediation is needed; student will be re-assessed before comprehensive exam),
or
- failed (student will not be permitted to re-take the assessment and must withdraw from program).

The faculty are committed to accommodating students with disabilities and to avoiding unconscious bias towards non-native English speakers for this assessment. Please notify the Professor-in-Charge if you have a disability that requires an accommodation to this assessment.

General Oral English Assessment

The student:	N/A	Does not meet expectations	Partially meets expectations	Meets expectations
Speaks in a steady flow with appropriate pauses				
Addresses prompts with focused, relevant responses				
Presents ideas logically				
Expands on topics with minimal faculty intervention				
Can discuss advanced concepts ¹				
Makes few mistakes in grammar that affect clarity				
Has few issues with pronunciation that affect comprehensibility				
Interacts comfortably with audience ²				
Understands questions with minimal negotiation or repetition				

1. Uses technical language comfortably.
2. Engages with committee using appropriate volume, eye contact, body language.

Outcomes and next steps

A majority of 'Meets expectations' ratings is necessary to pass.

A student with many 'Partially meets expectations' ratings should be considered a conditional pass and be required to take advantage of language support services. A specific plan should be made with the student, implemented, and monitored.

More than one 'Does not meet expectations' rating constitutes failing the assessment.

General Written English Assessment

The student:	N/A	Does not meet expectations	Partially meets expectations	Meets expectations
Addresses the prompt ¹				
Organizes ideas logically ²				
Can synthesize ideas ³				
Uses details and examples to support arguments				
Successfully paraphrases and quotes appropriate sources				
Follows the discipline’s scholarly style ⁴				
Makes few mistakes in grammar that affect clarity of meaning				

1. Adheres to genre conventions for the task; demonstrates understanding of the assignment.
2. Links ideas within and across sections.
3. Positions arguments within the field of study; shows relationships among ideas.
4. Achieves appropriate tone; follows disciplinary citation conventions.

Outcomes and next steps

A majority of ‘Meets expectations’ ratings is necessary to pass.

A student with many ‘Partially meets expectations’ ratings should be considered a conditional pass and be required to take advantage of language support services. A specific plan should be made with the student, implemented, and monitored.

More than one ‘Does not meet expectations’ rating constitutes failing the assessment.

Report on Assessment of English Competence

Assessment Given at Qualifying Exam

Please check the appropriate box below regarding the results of the Assessment of English Competence.

Passed:

The student passed the assessment of English competence.

Conditional pass:

The student conditionally passed the assessment of English competence and will be given the opportunity to remediate and be reassessed before scheduling of the comprehensive exam. A copy of the letter to the student to this effect is attached.

Failed:

The student failed the assessment of English competence, but will be given the opportunity to remediate and be reassessed before scheduling of the comprehensive exam. A copy of the letter to the student to this effect is attached.

The student failed the assessment of English competence and will **NOT** be given the opportunity to retake it. The student must withdraw from the program. A copy of the letter to the student to this effect is attached.

Post-remediation assessment prior to scheduling the Comprehensive Exam (if applicable)

Passed:

The student passed the assessment of English competence.

Failed:

The student failed the assessment of English competence and will **NOT** be given the opportunity to retake it. The student must withdraw from the program. A copy of the letter to the student to this effect is attached.

Remediation Plan (if applicable)

Indicate R for required or O for optional. Leave blank if it does not apply. Provide student with detailed plan (e.g., recommended workshops).

- Enroll in ESL 116G (Composition for Academic Disciplines)
- Enroll in ESL 114G (American Oral English for Academic Purposes)
- Attend [EPPIC Advising sessions](#) to identify language-related goals and create a personalized schedule of EPPIC services
- Attend [EPPIC workshops](#)
- Participate in EPPIC's [one-on-one tutoring](#) for writing and speaking
- Attend EPPIC's [weekly speaking groups](#)
- Schedule an [individual consultation](#) at EPPIC
- Visit the [Graduate Writing Center](#)
- Attend a Graduate Writing Center [workshop](#)
- Participate in [Global Conversation Partners](#) (Global Connections) for everyday speaking skills & intercultural exchange
- Work with a personal language tutor
- Other: _____

Include other details as needed:

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, qualifying 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 – The Doctoral Qualifying Examination

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 qualifying examination, 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 qualifying examinations, students identify a specific area of study or practice.

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 qualifying examination constitutes a second doctoral admissions process. For the Ph.D. student, the examination may be given after at least 18 credits have been earned in graduate courses beyond the baccalaureate. The examination must be taken within three semesters (excluding summer sessions) of entry into the doctoral program.

For the D.Ed. student, the examination should be given when the student has earned a total of at least 30 credits toward the graduate degree, including the master's program and graduate work done elsewhere. A student transferring from another graduate school with 30 or more credits earned toward a graduate degree must take the qualifying examination prior to earning more than 25 credits toward the graduate degree at Penn State.

Eligibility

To be eligible to have the qualifying examination, 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. Qualifying exams are not offered in the summer.

Purpose

The examination has three purposes. One is to determine the "fit" between the student's academic and professional aspirations and what the program offers. The examination provides

an opportunity to discuss the student's goals and progress and to determine if the Lifelong Learning and Adult Education Program has the faculty and resources to meet the student's educational objectives. The second purpose of the qualifying examination 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. program.

The Examination Process

The qualifying examination 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 other is selected by the advisor in consultation with the Professor-in-Charge (for University Park students) and in consultation with the Professor-in-Charge (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 qualifying examination 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 doctoral students are reminded that The Pennsylvania State University has a single Lifelong Learning and 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.

Students should schedule the exam date in consultation with the two ADTED faculty members. 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 qualifying examination:

1. A cover sheet with name; date, time, and place of the qualifying exam; 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; and

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

The prospectus should be well written and 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. **Fully admit student to either the D.Ed. or Ph.D. degree.** Successful completion of the qualifying examination represents full admission into the program and the student will be officially recognized in writing as such 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 students 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 including a timeline for their completion and the rescheduling of the examination.
3. **Not admit student to the program.** If this option is selected, alternative steps that may help the student achieve their academic and professional goals including the possibility of transferring to the M.Ed. program will be discussed prior to adjournment. This option assumes there will be no offer of further attempts to retake the examination and that the student will be terminated from the specific doctoral program.

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 full admission to the doctoral program at either Penn State Harrisburg or at University Park is not eligible to pursue admission at the other program location.

Dual-Title Degree in Comparative and International Education (CIED).

Admission

Students must apply for the CIED dual-title degree program prior to completing the qualifying exam.

Milestones

Qualifying Examination -- Means of Establishing Proficiency

Before the end of their second semester, students seeking a dual-title degree in the CIED program must invite a CIED faculty member from their major program to participate in and sign off on their qualifying exam. By the end of the fourth semester (excluding summer sessions),

the students pursuing a dual-title degree must take the qualifying examination. However, the program highly recommends that these students take the examination within the first three semesters (excluding summer sessions). There will be one qualifying examination administered by the student's major program, and the CIED faculty will be responsible for assuring that students have established proficiency in CIED during that examination.

Comprehensive Examination

Students must complete a comprehensive examination in their home departments that follows the guidelines established by the home department. A separate comprehensive examination is not required for the CIED program, but the CIED representative on a student's doctoral committee must have input into the development of the comprehensive examination.

Final Oral Examination

Students must complete the degree requirements of their major simultaneously with those of the CIED Program. A CIED faculty member must serve on the doctoral committee for all dual-title degree students, and assure that they have made a significant contribution to CIED in their dissertation and successfully defended the dissertation.

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 their 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 their 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 qualifying examination, the doctoral degree is directed largely by one's academic advisor. Beyond the qualifying examination, 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 their 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 their doctoral committee members is strongly recommended to preclude misunderstandings and to develop a collegial relationship.

The doctoral committee is comprised of at least four Graduate Faculty members:

- Two members from the Lifelong Learning and 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.
- For the D.Ed., only 3 of the 4 committee members need be Graduate Faculty, but the chair must be a member of the Graduate Faculty

Establishing the Doctoral Committee

The student should carefully select the doctoral committee soon after passing the qualifying examination. In the letter notifying the student that the qualifying examination has been successfully passed, the student 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 student is expected to establish their committee no later than one semester following the date of their successful completion of the Qualifying Examination.

Committee chair: The academic advisor serves as the doctoral committee chair or co-chair. Immediately after passing the qualifying examination, the student and academic advisor should discuss whether they 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, they 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 Lifelong Learning and Adult Education Program. A retired or emeritus faculty member may chair a doctoral committee if they began chairing the committee prior to retirement and have the continuing approval of the Professor-in-Charge. The primary duties of the chair are: (1) to maintain the academic standards of the Lifelong Learning and 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, they must specialize in the area of the chosen thesis problem. The thesis advisor may be a member of the Lifelong Learning and 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 Lifelong Learning and 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. Although one or more members of the doctoral committee may be from outside these two departments, an official "Outside Field Member" must be appointed.

For students at **University Park**, this person can come from other programs *within* the Department of Learning and Performance Systems (LPS)—that is, Workforce Education or Learning, Design, and Technology (LDT)—or from *outside* LPS. If the Outside Field Member is from *outside* the LPS Department, that person can also serve as the "Outside Unit Member." If the Outside Field Member is from *within* LPS, an additional non-LPS person must be named as the Outside Unit Member. In sum, the committee cannot consist of three ADTED faculty and one person from Workforce Education or LDT.

For students at **Harrisburg**, the Outside Field Member can come from other programs *within* the School of Behavioral Sciences and Education (SBSE)—or from *outside* SBSE. If the Outside Field Member is from *outside* SBSE, that person can also serve as the "Outside Unit Member." If the Outside Field Member is from *within* SBSE, an additional non-SBSE person must be named as the Outside Unit Member. In sum, the committee cannot consist of three ADTED faculty and one person from another program within the School of Behavioral Sciences and Education.

To receive approval from the Graduate School, all committee members must be listed as Graduate Faculty (or 3 of the 4 for the D.Ed.), which is found on the Graduate School website. To determine if a committee member can be an Outside Field Member AND Outside Unit Member, check the PSU.edu People Search (<http://www.work.psu.edu/ldap/>). The department listed for the Outside Unit Member must be different than the student's department (Learning and Performance Systems for UP students, School of Behavioral Sciences and Education for Harrisburg students).

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

Special committee members: A doctoral student may add to their 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 their committee and has gained the commitment of each member, they 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.

Doctoral Committee's Annual Assessment of student Progress

The Committee shall approve a written assessment of the student's progress on an annual basis. This assessment will:

- Include a review of any prior annual assessments.
- Address the quality of the student's research and progress toward their degree, including:
 - recommendations, as appropriate, to improve the student's research;
 - any concerns identified and recommend actions to address the concerns;
 - assessment of the student's professional development, along with recommendations (as appropriate) that reflect, to the extent possible, the student's career goals;
- Accurately reflect the views of all members of the committee, including any minority opinions.

The Committee will assess the student within one semester after its formation (excluding summer semester), including a review of the student's dissertation research and the student's understanding of the dissertation research goals, objectives, and methods. This is separate from evaluation of the student's performance on the Comprehensive Exam, unless additional time and focus are added, as needed, to allow a holistic review of the student's progress.

It is strongly recommended and a best practice for the entire Committee to meet together with the student to conduct the annual assessment. If there is no meeting, it is strongly recommended that the student meet individually with each member, at least annually.

Replacing Committee Members

A student has the right to replace any and all members of their 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 their 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 and Candidacy

Unless otherwise noted, 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 on "Procedures for Writing the Exam" for information regarding taking the exam during summer.)

Timeline

The Comprehensive Examination should be scheduled within a year of completion of all required course work to provide students with timely assessment of their ability to complete

their dissertation, but it must be scheduled no later than five years following the passing of the Qualifying Examination.

For Ph.D. students, 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 or final performance will be scheduled.

Tips on Preparing for the Exam

1. Carefully select a doctoral committee soon after passing the qualifying examination. 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: <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-602-phd-committee-formation/>.
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 three to 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 three or 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 their responses.

In the event of an unexpected emergency (e.g., critical illness, death in the family) during the four-week exam period, a student may ask the committee to extend the deadline. All committee members should agree on whether or not to grant an extension and the length of the extension, if granted. The committee chair should send an email notifying the student, other committee members, and administrative assistant of the decision.

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 style. 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. Be sure to include the exam questions in the body of the text.
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.

7. *Submitting the essays:* After completion of the written exam, deliver one copy of the entire document directly to the program staff assistant. To conserve paper your comps may be printed back-to-back. 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. Electronic copies should be sent to all committee members, and hard copies should also be provided to those who request them.
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 the 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.

Notify the program staff assistant, well in advance of the examination date, of any special arrangements or equipment needed (e.g., use of Skype, Zoom, teleconferencing, computer, Mondopad). The Graduate School requires at least two weeks' 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 Ph.D. student must be **physically present** at the Comprehensive Examination. The dissertation adviser, as well as the chair of the Ph.D. Committee (if not the same individual as the dissertation adviser), along with additional members of the Ph.D. Committee to total a minimum of three, must be physically present at the Comprehensive Examination. Requests for participation of any Ph.D. committee member via distance must accompany the Examination Request Form at least two weeks prior to the date of the examination. (In the case of emergencies, programs should contact Graduate Enrollment Services.) Of those approved to participate via distance, no more than one member may participate via telephone. Any or all of those approved to participate via distance may participate via interactive videoconferencing. Special arrangements, i.e., requirements for participation via distance, must be communicated to the student and all Ph.D. Committee members at the time of the request to Graduate Enrollment Services. 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 their 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). **Upon successful completion of the written and oral portions of the comprehensive examination, a doctoral student achieves candidacy and becomes a doctoral candidate.** 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. dismissal or withdrawal from the program.

If the decision is to retake the examination in part or in full, the committee will establish a timeline for this process to be completed. If the decision is dismissal or withdrawal from the program, alternative steps that may help the student achieve their academic and professional goals including the possibility of transferring to the M.Ed. program 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 Qualifying Exam evaluation. To begin the formal process the student should review all relevant materials s/he has developed since the Qualifying Exam (e.g., Qualifying Exam 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 their advisor before initiating communication with other committee members.

In general, for those in the D.Ed. Program at Penn State Harrisburg, the dissertation proposal would be the first three chapters of the dissertation. 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. For an overview of each chapter's content please consult Sage's Publications' guide, *A complete dissertation: The big picture*. https://us.sagepub.com/sites/default/files/upm-binaries/47686_ch_1.pdf

For those in the D.Ed. or Ph.D. programs at University Park, the dissertation proposal would typically be a 25- to 30-page document. The research proposal is a detailed presentation of the problem, a review of the literature, and the description of the proposed project. It should include the following sections, with headings (the exact format is to be decided in consultation with the dissertation chair). Page limits are suggestive.

1. Introduction (1-2 pages). A brief articulation of the research topic (“This study will investigate...”), the research questions to be addressed, a statement of significance, and a purpose statement.
2. Literature Review/Background (8-10 pages). This is a review of the relevant literature. As applicable, it should include a discussion and evaluation of competing or alternate theories, gaps in the literature, the strengths and limitations of particular analytic techniques, and promising directions for scholarship and practice. The discussion should lead logically to demonstrate the importance of the overall research question(s) posed by the student.
3. Research Design (15-18 pages). This section should begin with a re-articulation of the research question(s) and/or hypotheses and a brief introduction to the design of the research. However, it should not include information already presented in the literature review. Rather, this section should present detailed information about the research setting, research sample and sampling procedures, data sources, data collection procedures, data preparation (e.g., transcription), data analysis, and selected measures of data quality and trustworthiness.
4. Timeline (1 page). You should include a timeline showing your estimated periods of data collection, data analysis, dissertation write-up, and proposed graduation date.
5. Reference List. (not included in page count)

For students at University Park, the proposal must be submitted within six months of passing the comprehensive examination. Students who do not submit their proposal within six months of passing the comprehensive examination will not be eligible for program or department funding to attend conferences until their proposal is submitted and approved.

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://www.gradschool.psu.edu/current-students/etd/thesisdissertationguidepdf/>.

To ensure that students’ written work is of the highest quality, all doctoral students are required to have the proposal professionally edited before sending it to the committee for the defense. At their discretion, advisors may waive this requirement for students whose work does not need to be professionally edited.

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 ADTED 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 ADTED 611, as appropriate) from the time they begin formally writing their proposal until the Thesis is successfully defended. Thesis Preparation (ADTED 601/611) 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 their 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 their 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.

Committee members may attend the proposal hearing in person or remotely via phone, Skype, Zoom, etc. 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 to retake the proposal hearing, the committee will establish a timeline for this process to be completed. If the decision is that the student withdraws from the program, alternative steps that may help the student achieve their 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 Lifelong Learning and 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 (<https://www.research.psu.edu/irb>). Without this approval, the student's research will not be accepted. The student should work with their 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 qualifying examination 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 Lifelong Learning and 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 their 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*, which is available from the Graduate School Thesis Office or online at: <http://www.gradschool.psu.edu/current-students/etd/thesisdissertationguidepdf/>.

Preparing the Final Draft of the Thesis

Both the thesis advisor 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.

To ensure that students' written work is of the highest quality, all doctoral students are required to have the dissertation professionally edited before sending it to the committee for the defense. If revisions are needed after the dissertation defense, the dissertation may require additional editing. At their discretion, advisors may waive this requirement for students whose work does not need to be professionally edited.

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 Lifelong Learning and 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. The candidate 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 they are 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 all committee members (including the thesis advisor or chair) must be **physically present** at the final oral examination unless **prior approval** for remote participation is received from the Graduate School. For a 4-person committee, one person may participate remotely. For a 5-person committee, 2 people may participate remotely. To request permission to participate remotely, send a memo via email to the program staff assistant. The memo must state the member's name, the reason they will not be physically present, and the mode of participation (telephone, Skype, etc.). The doctoral committee may, at its discretion, allow other students to attend the oral portion 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 Lifelong Learning and Adult Education Professor-in-Charge) 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 and, if so, to establish a timeline for another examination. **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 then 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.

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 Lifelong Learning and Adult Education Program and the Graduate School. (See Graduate School Calendar at: <https://gradschool.psu.edu/completing-your-degree/important-deadlines/>.) Students must present their final Thesis to the Lifelong Learning and 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 Lifelong Learning and 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 Expectations

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 strongly encouraged to submit at least one article for publication in a (preferably refereed) professional journal. If a student submits an article for publication based on their dissertation research, it is considered appropriate to include their thesis advisor as a co-author if that person has made a significant intellectual contribution 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, and 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)
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- Appendix I: M.Ed. Checklist
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- Appendix M: M.Ed. Checklist: Adult Basic Education and Literacy Option (World Campus)
- Appendix N: M.Ed. Checklist: Global Online and Distance Education (World Campus)
- Appendix O: D.Ed. Checklist
- Appendix P: Ph.D. Checklist

Appendix A: Reinstatement and Extension of Time-to-Degree Policies

Reinstatement

Applicants to the Ph.D. program must take the qualifying examination after completion of the prerequisites (ADTED 460 or its equivalent, and a graduate-level statistic course) and before completing 18 credits. D.Ed. applicants must take the qualifying examination after completion of 9 credits (including APTED 460) and before completing eighteen credits.

Full-time students are expected to take the qualifying examination during their second semester in the program. Full-time students who have not taken the qualifying examination 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 qualifying examination within 18 months from their first day of enrollment in classes as regular students. Part-time students who have not taken the qualifying examination 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 qualifying examination within the allotted time period will be treated as new applicants, should they desire reinstatement.

Extension

Completed Qualifying Examination

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 qualifying examination. Individual programs may set shorter time limits" (p. 46). Accordingly, the Lifelong Learning and 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 their 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 recommendations:

Reinstate Unconditionally	Reinstate Conditionally
<p>The student is allowed to resume their study without having to take a second qualifying 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 their study on one or more of the following conditions:</p> <ul style="list-style-type: none"> ➤ The student is required to pass a second qualifying examination, ➤ 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 Lifelong Learning and 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 their 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 recommendations:

Reinstate Unconditionally	Reinstate Conditionally
<p>The student is allowed to resume their 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 their 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: Resume Study/Change of Graduate Degree or Major Policy

Resume Study

Students in Lifelong Learning and Adult Education at Penn State who wish to resume study must submit an application for permission to resume graduate study. Contact the Lifelong Learning and 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 Lifelong Learning and 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 Lifelong Learning and 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:

Lifelong Learning and Adult Education Program
The Pennsylvania State University
301 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 Lifelong Learning and Adult Education by submitting all application materials listed above and mailed to the address listed.

Appendix C: ADTED Course List

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

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 297 **SPECIAL TOPICS** (1 - 9)

ADTED 456 **INTRODUCTION TO FAMILY LITERACY** (3): Introduces family literacy concepts, models, and components supporting families: adult, child, and parent education; interactive literacy activities, and case management. Prerequisite: Associate Degree or 60 undergraduate credits. **Online only.**

ADTED 457 **ADULT LITERACY** (3): Surveys adult basic and literacy education research, theory, programming, and instruction; highlights learners' roles as parents, workers, and community members. Prerequisite: Associate Degree or 60 undergraduate credits. **Online only.**

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

ADTED 459 **INTERACTIVE LITERACY AND PARENTAL INVOLVEMENT: SUPPORTING ACADEMIC SUCCESS** (3): Explores parental involvement in education and parent-child literacy activities that support children's language and literacy development, especially among diverse families. Prerequisite: Associate Degree or 60 undergraduate credits. **Online only.**

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. **Online only.**

ADTED 480 **TEACHING MATH AND NUMERACY TO ADULTS** (3): Examines issues of learning math as an adult and explores effective strategies for teaching math and numeracy to adults. **Online only.**

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 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. **Required course for Ph.D.: offered residually every other year.**

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.

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. **Required course: offered residually every other year.**

ADTED 515 FOUNDATIONS OF EDUCATIONAL RESEARCH (3): Students read the philosophical foundations of education research, study how philosophies influence methodologies, and analyze current educational problems.

ADTED 521 DOCTORAL PROSEMINAR (3): An orientation to the field of adult education and to doctoral study in the Lifelong Learning and Adult Education Program at Penn State. **Required course for doctoral students at UP campus: offered residually every fall.**

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: ADTED 470, INSYS 415. **Online only.**

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

ADTED 533 **GLOBAL AND ONLINE DISTANCE EDUCATION (3)**: Students will explore the historical and current developments of online and distance education in different regions of the world.

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 543 **COMPARATIVE AND INTERNATIONAL TRENDS IN ADULT LITERACY EDUCATION (3)**: This course critically examine the broad contemporary issues and interdisciplinary trends of literacy education with an international and comparative framework.

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: ADTED 550 and INSYS 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 (CI ED) **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: ADTED 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: ADTED 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: ADTED 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: ADTED 506 or EDLDR 480. **Online only.**

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, EDPSY 400, or EDPSY 475

ADTED 581 **SOCIAL THEORY AND LIFELONG LEARNING (3)**: In-depth coverage of social theory, especially as it intersects with research in adult education and lifelong learning.

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

Appendix D: World Campus M.Ed. Course Sequence (Sample)

Full-Time Study

	YEAR ONE	YEAR TWO
Fall	1. ADTED 460: Intro to Adult Education 2. ADTED 542: Perspectives on Adult Learning Theory 3. ADTED Elective 4. ADTED Elective	A portion of a second year may be necessary, depending on a student's sequence of courses and course load.
Spring	5. ADTED Elective 6. ADTED Elective 7. ADTED Elective	
Summer	8. ADTED 505: The Teaching of Adults 9. ADTED Elective 10. ADTED 588: Professional Seminar	

Part-Time Study

	YEAR ONE	YEAR TWO
Fall	1. ADTED 460: Intro to Adult Education 2. ADTED 542: Perspectives on Adult Learning Theory	7. ADTED Elective 8. ADTED Elective
Spring	3. ADTED Elective 4. ADTED Elective	9. ADTED Elective 10. ADTED 588: Professional Seminar
Summer	5. ADTED 505: The Teaching of Adults 6. ADTED Elective	

APPENDIX E
THE PENNSYLVANIA STATE UNIVERSITY
THE LIFELONG LEARNING AND 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 - Qualifying Exam	12. ADTED 594 (chaps. 1 & 3) 13. Elective - Take Comp Exam	- 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 521: Proseminar 2. ADTED 542: Adult Learning 3. Elective	8. ADTED 550: Qual Rsch Methods 9. Elective 10. Quant Rsch Methods	- Prep for Comp Exam - Take Comp Exam	- Write up - Diss Defense - Graduation
Spring	4. Elective 5. Elective 6. Elective	11. Elective 12. ADTED 510: Hist. & Soc. Issues 13. Advanced Research Methods	- Develop Diss Proposal - Diss Proposal Defense - Begin field work	
Summer	7. Elective	14. Elective 15. Elective	- Field work and data analysis	
Ph.D. Students, University Park				
Fall	1. ADTED 521: Proseminar 2. ADTED 542: Adult Learning 3. ADTED Elective	9. ADTED 550: Qual Rsch Methods 10. Elective 11. Quant Rsch Methods	- Prep for Comp Exam - Take Comp Exam	- Write up - Diss Defense - Graduation
Spring	4. Elective 5. ADTED 508: Glob. Lifelong Lrng 6. ADTED Elective	12. LDT 574: Applied Qual. Rsrch. 13. Advanced Research Methods 14. ADTED 510: Hist. & Soc. Issues	- Develop Diss Proposal - Diss Proposal Defense - Begin field work	
Summer	7. Elective 8. Elective	15. ADTED 551: Qual. Data Analysis 16. Elective	- Field work and data analysis	

**Appendix F: M.Ed. – GENERAL OPTION
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 (12 credits)	
1. ADTED 460: Introduction to Lifelong Learning and Adult Education	
2. ADTED 505: The Teaching of Adults	
5. ADTED 542: Perspectives on Adult Learning Theory	
6. ADTED 588: Professional Seminar: Research and Adult Education	
ADTED ELECTIVES (18 credits)	
1.	
2.	
3.	
4.	
5.	
6.	
<ul style="list-style-type: none"> • Master's Paper 	
<ul style="list-style-type: none"> • Graduation 	

**Appendix G: M.Ed. – GLOBAL AND ONLINE DISTANCE EDUCATION OPTION
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 (12 credits)	
1. ADTED 460: Introduction to Lifelong Learning and Adult Education	
2. ADTED 505: The Teaching of Adults	
3. ADTED 542: Perspectives on Adult Learning Theory	
4. ADTED 588: Professional Seminar: Research and Adult Education	
ADTED CORE ELECTIVES (12 credits)	
1. ADTED 470: Introduction to Distance Education	
2. ADTED 531: Course Design and Development in Distance Education	
3. ADTED 532: Research and Evaluation in Distance Education	
4. ADTED 533: Global Online and Distance Education	
ELECTIVES (9 credits)	
1.	
2.	
3.	
<ul style="list-style-type: none"> • Master's Paper 	
<ul style="list-style-type: none"> • Graduation 	

**Appendix H: M.Ed. – ADULT BASIC EDUCATION AND LITERACY OPTION
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 (12 credits)	
1. ADTED 460: Introduction to Lifelong Learning and Adult Education	
2. ADTED 505: The Teaching of Adults	
5. ADTED 542: Perspectives on Adult Learning Theory	
6. ADTED 588: Professional Seminar: Research and Adult Education	
ADTED REQUIRED COURSES (12 credits)	
1. ADTED 480: Teaching Math and Numeracy to Adults	
2. ADTED 507: Research and Evaluation in Adult Education	
3. ADTED 509: Language, Literacy, Identity, and Culture in a Global Context	
4. ADTED 560: Teaching Reading to College Students and Adults	
ELECTIVES (6 credits)	
1.	
2.	
<ul style="list-style-type: none"> • Master's Paper • Graduation 	

**Appendix I: M.Ed. – MEDICAL AND HEALTH PROFESSIONS OPTION
Plan of Studies Form (Harrisburg)**

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 (12 credits)	
1. ADTED 460: Introduction to Lifelong Learning and Adult Education	
2. ADTED 505: The Teaching of Adults	
5. ADTED 542: Perspectives on Adult Learning Theory	
6. ADTED 588: Professional Seminar: Research and Adult Education	
ADTED REQUIRED COURSES (9 credits)	
1. ADTED 501: Foundations of Medical Education	
2. ADTED 502: Program and Instruction Design in Medical Education	
3. ADTED 507: Research and Evaluation in Adult Education	
ADTED ELECTIVE (3 credits)	
1. ADTED 470: Introduction to Distance Education	
2. ADTED 510: Historical and Social Issues in Adult Education	
3. ADTED 531: Course Design and Development in Distance Education	
4. ADTED 533: Global Online and Distance Education	
5. ADTED 575: Administration of Adult Education	
6. ADTED 581: Social Theory and Lifelong Learning	
ELECTIVES (6 credits)	
1.	
2.	
<ul style="list-style-type: none"> • Master's Paper • Graduation 	

Appendix J: 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 521: Doctoral Proseminar (UP only)	
2. ADTED 510: Social and Historical Issues in Adult Education	
3. ADTED 542: Perspectives on Adult Learning Theory	
ADTED ELECTIVES (12 credits)	
1.	
2.	
3.	
4.	
MINOR or GENERAL STUDIES OPTION (15 credits) 6 credits must be at the 500- or 800-level for a Minor	
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.	
<ul style="list-style-type: none"> • Thesis Research (15 credits of ADTED 600/610) • Form Doctoral Committee • Qualifying Examination • Comprehensive Examination • Dissertation Proposal Defense • Final Oral Examination • Graduation 	
<ul style="list-style-type: none"> • at least 30 credits at the 400, 500, or 800 level and at least 24 credits at the 500 or 800 level 	

Appendix K: 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 521: Doctoral Proseminar	
ADTED CORE COURSES (9 credits)	
1. ADTED 508: Globalization and Lifelong Learning	
2. ADTED 510: Social and Historical Issues in Adult Education	
3. ADTED 542: Perspectives on Adult Learning Theory	
ADTED ELECTIVES (at least 6 credits)*	
1.	
2.	
3.	
COURSES IN SUPPORTING AREAS (at least 9 credits)*	
1.	
2.	
3.	
4.	
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. Quantitative design/methods	
4.	
5.	
6.	
• Form Doctoral Committee	
• Qualifying Examination	
• Comprehensive Examination	
• Dissertation Proposal Defense	
• Final Oral Examination	
• Graduation	

*ADTED electives + courses in supporting areas = 18 credits

Appendix L: M.Ed. Checklist: General Option (World Campus)

_____ Admission date

_____ Degree plan on record

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

_____ 12 credits of ADTED core courses (ATED 460, 505, 542, and 588)

_____ 18 credits of electives (from ADTED and/or Supporting Areas outside ADTED)

_____ Master's paper approval date

_____ Intent to graduate filed

Academic Advisor: _____ Date: _____

**Appendix M: M.Ed. Checklist:
Adult Basic Education and Literacy Option (World Campus)**

- _____ Admission date
- _____ Degree plan on record
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ 12 credits of ADTED core courses (ATED 460, 505, 542, and 588)
- _____ 12 credits of ADTED required courses (ATED 480, 507, 509, and 560)
- _____ 6 credits of electives (from ADTED and/or Supporting Areas outside ADTED)
- _____ Master's paper approval date
- _____ Intent to graduate filed

Appendix N: M.Ed. Checklist: Global Online and Distance Education (World Campus)

- _____ Admission date
- _____ Degree plan on record
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ 12 credits of ADTED core courses (ADTED 460, 505, 542, and 588)
- _____ 12 credits of ADTED required courses (ADTED 470, 531, 532, and 533)
- _____ 6 credits of electives (from ADTED and/or Supporting Areas outside ADTED)
- _____ Master's paper approval date
- _____ Intent to graduate filed

Appendix O: D.Ed. Checklist

- _____ Admission date
- _____ Degree plan on record
- _____ Qualifying examination completion date
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ 30 credits of advanced standing
- _____ 9 credits of ADTED core courses (ATED 521 [UP only], 510, 542)
- _____ 12 credits of ADTED electives
- _____ 15 credits minor or general studies (unless waived through formal petition)
- _____ 9 research credits (including a basic stats course and ADTED 550)
- _____ Graduate School's approval of student's doctoral committee
- _____ Comprehensive exam completion date
- _____ Dissertation proposal defense
- _____ 15 credits of Thesis Research (ATED 600/610)
- _____ Coursework adds up to at least 90 graduate credits
- _____ at least 30 credits at the 400, 500, or 800 level and at least 24 credits at the 500 or 800 level
- _____ Intent to graduate filed
- _____ Defense of thesis (Final Oral Examination Date)

Academic Advisor: _____ Date: _____

Appendix P: Ph.D. Checklist

- _____ Admission date
- _____ Degree plan on record
- _____ Qualifying examination completion date
- _____ Non-degree credits counted as degree credits (through formal petition only)
- _____ 12 credits of ADTED core courses (ATED 508, 510, 521, 542)
- _____ 18 credits in emphasis area (including at least 6 ADTED and 9 non-ATED credits)
- _____ 18 research credits (including basic stats, ADTED 550, & quantitative design course)
- _____ Graduate School's approval of student's doctoral committee
- _____ Comprehensive exam completion date
- _____ Dissertation proposal defense
- _____ Intent to graduate filed
- _____ Defense of thesis (Final Oral Examination Date)

Academic Advisor: _____ Date: _____