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## **The Adult Education Doctorate in North America: The Programs, Curricula, Websites, and the Commission of Professors of Adult Education Standards**

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The University of Southern Mississippi

THE ADULT EDUCATION DOCTORATE IN NORTH AMERICA:  
THE PROGRAMS, CURRICULA, WEBSITES, AND THE COMMISSION OF  
PROFESSORS OF ADULT EDUCATION STANDARDS

by

Wendy Jean Sonstrom

Abstract of a Dissertation  
Submitted to the Graduate School  
of The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

May 2011

## ABSTRACT

### THE ADULT EDUCATION DOCTORATE IN NORTH AMERICA: THE PROGRAMS, CURRICULA, WEBSITES, AND THE COMMISSION OF PROFESSORS OF ADULT EDUCATION STANDARDS

by Wendy Jean Sonstrom

May 2011

A list of programs that offer a doctorate in adult education was created using the most recent edition of *Peterson's Graduate Programs in Business, Education, Health, Information Studies, Law & Social Work* (2010) and the most recent version of the Commission of Professors of Adult Education (CPAE) *Directory of Adult Education Programs in North America* (Pierce, 2008). A list of programs was then reviewed by the membership of the CPAE utilizing the organization's listserv. Program information was collected from each program's website, and the researcher then reviewed the list of programs for three core adult education courses (adult learning theory, program planning, and a foundations/history course) based on the literature of the field. Programs that did not meet this three course criteria were eliminated. Thirty-seven programs met the criteria, and another seven programs were identified that offered an individualized doctorate, for a total of forty-four programs.

Programs were analyzed by area of study, type of doctorate offered (Ed.D., Ph.D., or both), and curricula. Programs were found to have varieties of program names, types of curricula, and course requirements, and most programs (82%) had more than one area of study. Curricula were also compared to the 2008 version of the Commission of Professors of Adult Education (CPAE) standards for doctoral education, and this is the

first known study to do so. The results indicated that the programs have a general alignment with the standards which is consistent with earlier studies that compared graduate curricula to an earlier version of the standards.

A form to evaluate program websites was developed based on the work of Hans (2001). After Hans, this is the second known study to evaluate graduate program websites across a field of study, and this is the first known study to evaluate graduate program websites in adult education. The websites of all graduate programs in adult education were evaluated by two raters, and implications for practice and future research are discussed.

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May 2011

## DEDICATION

To my husband, Steve Donelow, for in the words of DJ EZ Rock & Rob Base:

“It takes two to make a thing go right, it takes two to make it out of sight...hit it!”

## ACKNOWLEDGMENTS

To Phyllis McMahon, who interviewed and encouraged me in my first job as an ABE teacher.

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Again, to my husband, Steve Donelow, because when I read him the first draft of these acknowledgments he said, “I’m not in the acknowledgments?!? I’d BETTER be in the acknowledgments!!!”

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## CHAPTER I

### INTRODUCTION

#### Background

In the current financial climate of higher education, graduate programs are scrutinized for their viability, and those deemed not viable have had experienced faculty retirements without replacements, experienced shrinking budgets, been merged with other programs within a department, or been shuttered. All of the above actions have recently been brought upon graduate programs in adult education in North America. Anecdotes of the growth in graduate adult education are now historical, and while proponents continue to espouse the breadth and inclusiveness of the field, this runs counter to the reality of a decline in the number of active graduate programs in adult education.

The master's degree is the most common level of graduate education in the field and in many universities it is the only graduate degree available in adult education, offered in a capacity for professionals not unlike continuing education. The specialist's degree is offered by some programs and occupies a place between a master's and a doctoral degree. Doctoral degrees are offered by fewer universities than universities that offer the master's degree and have different purposes. Traditionally the doctorate in education (hereafter referred to as the Ed.D.) has supported the development of practitioners who have left a field of practice (or remain in the field and are part-time graduate students) and will return to their field upon completion of their doctorate. The doctorate of philosophy (hereafter referred to as the Ph.D.) has served as the incubator for new academics in the field, training future researchers and professors. With these

distinctions among the levels of graduate study the doctorate level of graduate education could be interpreted as the “canary in the coal mine,” an indicator of the health of the field of adult education, since this is the highest level of graduate study and requires more depth and length of study and consequently, more of a university’s resources.

One way to assess the validity of the doctorate as an indicator of program health is to examine the current curricula of programs within a historical context. The first graduate program in adult education was started in the early 1930s at Teachers College, Columbia, and the first doctorates were awarded in 1935 (Houle, 1964). Subsequently in 1938, Eduard Lindeman gave a speech on the preparation of leaders in the field (Lindeman, 1988, original work published 1938). These remarks are characteristic of the field’s tradition of debating graduate study, and the field continued to grow with other universities starting their own programs and offering a doctorate in adult education (Houle, 1964). In the 1940s, others wrote to refine the parameters of graduate study (Hallenbeck, 1988, original work published 1948; Overstreet & Overstreet, 1988, original work published 1941).

In the 1960s, there was another period of examination of graduate education and particularly the doctorate (Boyd, 1969; Houle, 1961, 1988; Liveright, 1964). In 1961, Cyril O. Houle reported that 11 universities offered the doctorate, and as early as 1969 Robert D. Boyd wrote of “new designs” for doctoral education in adult education. One of the most notable contributions to the field during this decade was the “black book,” an edited volume by Jensen, Liveright, and Hallenbeck (1964) that discussed adult education as an “emerging” discipline in higher education.

There were two other edited volumes in the late 1980s and early 1990s (Brookfield, 1988c; Peters, Jarvis, & Associates, 1991) in which the editors examined the status of graduate education in the field in what could be described as a third era of graduate program evaluation. The former volume edited by Stephen Brookfield and especially the twenty-second chapter that he authored sparked this author's interest in researching graduate adult education. In this chapter, Brookfield reviewed the work of others in the 1980s that studied the curricula of master's and doctoral programs. The results of these studies were presented as broad adult education content areas. Within each content area, he and those authors of the studies he reviewed provided the percentages of all programs' courses which fell in that content area.

In more recent works, authors have sought to analyze graduate curricula and graduate programs in adult education, but they did not analyze the entire curricula without interpretation from a representative of the program (DelGesso, 1995) and surveyed only a sample of programs (Harrison, 1995). Reviewing recent literature, no research on the graduate curriculum of every doctoral degree offered by every university that offers an Ed.D. and/or Ph.D. in adult education in North America has been conducted in more than 20 years (Jain & Carl, 1978; Knot & Ross, 1986).

The discipline of adult education itself challenges interpretations of its graduate curricula by the very concepts that are identified with the field. Malcolm Knowles' (1980) assumptions of andragogy (the self-directed learner, the role of learners' experiences, readiness to learn, and orientation to learning) were presented as one end of a spectrum with traditional pedagogical practices at the other. Brookfield's work on self-directed learning and how adult educators can facilitate self-directed learning is another

concept that confronts traditional views of learning and facilitation within a graduate classroom (Brookfield, 1986). Even the name, adult education, refers to students who are not traditional and typically have multiple responsibilities and pursuits in addition to their learning. When these traits of adult education are brought into the context of higher education, the very characteristics of the discipline can be seen as oppositional or even confrontational to the prescribed nature of doctoral study.

Graduate curricula in adult education programs can be analyzed from the viewpoint of the creators, the professors at each university who develop, revise, and implement their curricula. These creators face the task of “fitting a square peg into a round hole” by conveying the spirit of adult education within the framework of required coursework and grades. They must simultaneously satisfy a university’s expectations of what a graduate degree is with the demands of the adult learners they work with in graduate courses, a contradiction explored in the work of Weinstock (1993). These adult learners as graduate students might be ignorant of the foundations of the field or choose to be ignorant and wish for a graduate school experience that is as passive as what they have experienced in K-12 and in undergraduate programs. The creators must balance the demands of higher education administrators with the needs of their graduate students in how they choose to design curricula.

Graduate students also struggle to balance theory and practice in their experiences with graduate curricula. As graduate students they are the consumers of the creators’ curricula. When a program does not give its curriculum transparency, a graduate student is burdened with interpreting a system of education that can be unfamiliar and daunting. With the advent of the internet and the availability of information graduate students

expect transparency in their graduate programs of study. Coupled with a modern demand for transparency is the shock of moving from the field into a graduate classroom. The adult educator who is a new graduate student will enter a graduate classroom expecting the same informality and flexibility they offer their own adult learners. Ironically it is these consumers, “traditional” adult educators, who are most likely to be alienated when confronted with “traditional” graduate programs in adult education.

#### Statement of the Problem

The field of adult education is unique in its characteristics when viewed within the context of doctoral education. Universities are in a state of sustained budgetary crisis and graduate programs that are ill-defined and misunderstood such as adult education face a precarious future. There is no recent study of adult education doctoral curriculum by doctoral degree and by program, and a curricular analysis could help professors, graduate students, administrators, and researchers to understand the field of adult education and graduate study.

#### Purpose of the Study

The purpose of this study is to analyze curricula for the Ed.D. and the Ph.D. at programs that offer a doctorate in adult education in North America.

#### Research Questions

1. What programs in North America offer a doctorate in adult education?
2. What types of doctorates are offered by these programs?
3. Are the names of these programs solely adult education or a combination of adult education and one or more other fields of study?
4. What are the curricula of adult education doctoral programs in North America?

5. What is the transparency of a program's curriculum as determined by its website?
6. To what extent does the curriculum for a doctoral program reflect the field's standards as defined by the Commission of Professors of Adult Education?
7. In doctoral curricula, how do Ed.D. and Ph.D. programs of study vary within and between programs?
8. How do the curricula of current doctoral programs compare with the results of prior research?

### Definitions

*American Association of Adult and Continuing Education (AAACE)*: national organization that supports the work of adult educators.

*Adult Education*: the learning an adult undertakes in a variety of formal and informal settings. For the purposes of this research, refers to the academic discipline that exists in post-secondary institutions.

*Bucket*: the smallest unit of course requirements within a plan of study.

*Commission of Professors of Adult Education (CPAE)*: organization that operates as a group within AAACE, comprised primarily of professors and graduate students in the field.

*Hybrid*: a graduate program that includes more than one area of study, for example adult and higher education.

*Independent doctorate*: a doctorate with no specified course requirements or program name specific to adult education.

*North America*: Canada and the United States.

*Plan of Study*: a program's requirements for earning a graduate degree.

*Program*: a grouping of resources within a post-secondary institution that offers a degree(s) in one specific area of academic study (example, the program in adult education at The University of Southern Mississippi).

*Rotation*: a program's projection of how often graduate courses will be offered, typically expressed in a chart.

*Special Interest Group (SIG)*: a subgroup within a larger professional organization, such as the American Educational Research Association (AERA).

*Standards*: see *Standards for Graduate Programs in Adult Education*.

*Standards for Graduate Programs in Adult Education*: a document directing the creation and implementation of standards for graduate adult education; most recent version adopted by CPAE in November 2008.

*Transparency*: the degree to which an individual outside of a graduate program (prospective student or researcher) can discern the characteristics of a program including but not limited to a program's curriculum, instructors, plan of study, and rotation.

#### Delimitations

The scope of this research will include graduate programs in adult education that are located in North America (Canada or the United States). This scope is based on the representation of graduate programs as found in *Peterson's* (2010) and the CPAE directory (Pierce, 2008), and therefore international graduate programs will be considered outside the scope of this research. The scope will be further narrowed to graduate programs in adult education in North America that offer a doctorate. Graduate programs that do not offer a doctorate will not be included in this research, but graduate programs

that do offer a doctorate will be analyzed by the other types of graduate degrees offered within the program as well as the type of doctorate(s) offered. For the purposes of this research the researcher will collect data on every graduate program that is within the scope as defined above. The research might be limited by the changing status of a program but will use all available information as provided by each program and interpreted only as a snapshot of adult education at this one point in time.

#### Assumptions

There is an assumption that the type of doctorate(s) and the combination of graduate degrees offered by a program influences curriculum. The researcher also assumes that a program listed in the CPAE Directory but not in *Peterson's* will have a curriculum that aligns more directly with CPAE standards. The researcher further assumes that the functionality of a program's website reflects the transparency of a program's curriculum.

#### Justification

The field of adult education identifies itself as being inclusive of many different types of learning under the umbrella of "adult education." This breadth of inclusion has resulted in a continuous questioning of the field's boundaries as well as what binds the field together. Returning to the classic question "What is adult education?" this research could answer the question "What is a doctorate in adult education?" By collecting all available program information on the graduate curriculum of every program offering a doctorate in adult education in North American and analyzing the data, the field might understand how, at this point in the field's history, graduate study is a reflection of the tenets of the field.

The three edited books on graduate adult education— Brookfield, 1988c; Jensen, Liveright, & Hallenbeck, 1964; Peters, Jarvis, & Associates, 1991—were chosen for representing points on a timeline in the evolution of the field. They will also be analyzed for their representation of the field, graduate study, and how graduate study fits into the context of the greater field. The book with a sole editor (Brookfield, 1988c) is particularly important for its influence on this research as well as appropriate for comparisons to this researcher's results. The results of this research will hopefully also be viewed as a point on the timeline of the field's history, representing the current status of graduate study in adult education.

The methodology of this research will allow for a degree of objectivity that is not possible from surveying the professoriate which was the methodology used in earlier studies (DelGesso, 1995; Harrison, 1995; Milton, Watkins, Studdard, & Burch 2003). Presumably no professor and creator of curriculum would like to volunteer their program's curriculum for analysis without hoping for means of explaining and defining the decisions they have made in creating a program of study. While such qualitative data might illustrate a program's philosophical orientation, it might also reflect the interpretations of professors who had no role in the creation of a program's curriculum and might include their own interpretation of the curriculum, a possible distortion of the creator's (or creators') intentions, orientations, and influences. The use of the internet and programs' websites will eliminate this potential for distortion by relying on what is publicly available. While this methodology has been used in other studies on graduate program websites (Ng, Parette, & Sterrett, 2003; Poock, 2005; Poock & Lefond, 2003)

and in a study examining all graduate program websites in a field of study (Hans, 2001), this type of methodology has not been applied to graduate adult education.

The focus of this research will be on the highest level of graduate study, the doctoral degree. Other studies have only looked at core courses (Harrison, 1995; Murk & Ross, 1988), and some studies have examined core courses at the master's and at the doctoral degree (Brookfield, 1988a). There has been no study since 1978 (Jain & Carl) that has examined the entire curriculum and plan of study for a doctoral degree in adult education, and there has been no study since 1986 (Knott & Ross) that has studied curricula to determine what differences, if any, are there between the two types of doctorate. As programs offer different combinations of graduate degrees (for example a master's degree and the Ed.D., a master's and Ph.D., only the Ed.D., etc.) this research might reveal differences in graduate curricula based on the combination of graduate degrees a program offers. Some graduate programs have recently been merged or have been relocated outside a traditional location in a university's college or department of education. This research could reveal curricular differences based on a program's place in the organizational structure, differences based on degree name, and determine what the state of graduate education is today.

The field of adult education is unique for characteristics that might be interpreted as dissonant to graduate education. The curricula of graduate programs in adult education in North America are not known to have been recently analyzed by program and by type of doctorate to determine the state of graduate study today in comparison to other studies that have studied curricula in earlier decades. This research will provide a foundation and a holistic picture of graduate curricula across programs that will be useful to future

studies that analyze graduate adult education. Given the current health crisis of graduate programs in adult education, the doctorate as an indicator of the field, and the infrequent examination of programs, an analysis of the curricula of doctoral programs in adult education would be both timely and judicious.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Theoretical Foundations

In reviewing the literature of graduate adult education four theoretical models were found specific to doctoral education. These four models were created by three authors at three different programs. Two authors were professors at Ed.D. programs, and the third was a Ph.D. student. The following theories show the extent of the theoretical development in doctoral education for adult education.

One theory for the doctorate in adult education is found in Malcolm Knowles' 1962 article where he proposed a "role theory" (Knowles, 1962, p. 136). Knowles' "role theory" had the role of an adult educator dictating the characteristics of an Ed.D. program. Although this theoretical framework is from a leader in the field and brings tenets of adult education to graduate study, Knowles' "role theory" was for the purpose of supporting the Ed.D. and might not be appropriate if applied to the Ph.D. or to doctoral education in adult education in general.

At Teacher's College in 1957, Paul L. Essert led an effort to evaluate the graduate program in adult education based on conversations with faculty, a survey of alumni, and the work of consultants. A report based on this evaluation was presented in 1959, and Essert published an article on the process in *Adult Education* in 1960. In the article, Essert proposed a theory for the curriculum for a doctorate in adult education based on three concentric circles of "core, augmentation, and specialization," (p. 135). His theory was specified for a full-time doctoral student with the acknowledgement that some doctoral students attend part-time. Teacher's College has only offered the Ed.D.;

therefore Essert's theory is like Knowles' "role theory" for both are intended for application within an Ed.D. program.

As part of his dissertation at the University of Nebraska in 1968, Clive C. Veri created a model for a doctoral program using three overlapping circles for three types of roles for adult educators (administration, teaching, and research) and an area of study (core, general, and specializations in administration, teaching, and research) for each of the five areas of the circles that are overlapping (Veri, 1968). Veri's dissertation was partial fulfillment to earn a Ph.D. in adult education, and with no distinction between doctorates discussed by Veri his model could be interpreted as appropriate for the Ph.D. or doctoral education generally.

Two years later, Veri referred to the above model from his dissertation as the "NU Model for a Doctoral Program in Adult Education" to contrast with his second model, the "Model for the Education of Professional Adult Educators," (Veri, 1970). In this second model Veri used some of the same elements but abandoned circles for a model that is sequential and somewhat like a flow chart to describe the education of an adult educator over the course of a career.

The four theoretical models from Knowles, Essert, and Veri were illustrated by Veri in his 1970 paper, and these models were reviewed in order of increasing complexity. While the most complex, Veri's second model is not an appropriate framework for this research with a structure based on the progress of an adult educator into and out of graduate education and not specific to doctoral education. This research will be framed by a combination of the first three models or an Occam's razor-like approach based on the needs and goals of the doctoral student.

### Books on Graduate Adult Education

Three edited books have been written about graduate adult education: *Adult Education: Outlines of an Emerging Field of University Study* (1964) edited by Jensen, Liveright, and Hallenbeck; *Training Educators of Adults: The Theory and Practice of Graduate Adult Education* (1988) edited by Brookfield; and *Adult Education: Evolution and Achievements in a Developing Field of Study* (1991) edited by Peters, Jarvis, and associates. Each was published in a different decade of the late twentieth century, and each offers a different description of the field. They will be analyzed and discussed chronologically by year of publication and with respect to the editors' purposes.

The first book was edited by Jensen, Liveright, and Hallenbeck, published in 1964, and is known within the field as the “black book” (for the color of the cover). Jensen wrote in the preface, “This book *had* to be written; not because the world needed it, but because the university professors of adult education needed to write it,” (p. xiii) as there had been no attempt to quantify adult education. This first description of the field stemmed from the work of the Commission of Professors of Adult Education (CPAE) and described adult education including its context, the relationship between adult education and other disciplines, and contributions on graduate study.

The fourth chapter, “The Emergence of Graduate Study in Adult Education” was written by Cyril O. Houle and discussed his study that was also published in *Adult Education* in 1962. Houle traced the history of graduate adult education from the first graduate courses offered after World War I and the development of graduate programs. A table within the chapter detailed the number of programs offering a doctorate in adult education as of January 1, 1962 (30 programs), the year each institution first offered a

doctorate starting with Columbia's Teachers' College in 1935, and the total number of doctorates awarded by institution and for the field as a whole (323). Houle's table partially recreated below lists programs in chronological order, not by program creation but by year of the first doctorate awarded:

Doctorates in Adult Education, by Institution, January 1, 1962

<i>Institution</i>	<i>Year of First Doctorate</i>	<i>Total Number of Doctorates</i>
Teachers College-Columbia	1935	78
University of Chicago	1940	32
University of Pittsburgh	1942	1
Ohio State University	1945	9
UCLA	1947	21
University of Illinois	1948	1
University of Michigan	1948	15
Cornell University	1949	32
University of Buffalo	1953	3
Northwestern University	1953	1
University of Wisconsin	1953	66
Indiana University	1954	8
State University of Iowa	1954	2
Stanford University	1955	1
University of Tennessee	1955	1
UC-Berkeley	1956	12

University of Denver	1956	2
Florida State University	1956	6
University of Kansas	1956	1
Michigan State University	1956	12
University of Nebraska	1956	1
New York University	1956	8
Texas Technological College	1956	2
Harvard University	1958	1
Iowa State University	1958	1
University of Missouri	1958	1
Syracuse University	1958	2
University of Texas	1959	1
George Washington University	1959	1
Pennsylvania State University	1960	1 (p. 79)

Houle's table is a bit misleading for only 15 of the 30 programs in the above list had active programs in 1962. Houle explains that three were already extinct and the rest offer a doctorate but not necessarily as the product of a program in adult education but as a degree cobbled together under the auspices of another discipline. The numbers of doctorates are also of note, not only for the total number of doctorates awarded nationally as of 1962 (323), but also for the small number of doctorates for most programs. It also should be noted that most programs existed within public institutions of higher education.

Houle's discussion is informative to a reader in the next century not only in understanding the history of graduate education but for commonalities between graduate

education in 1962 and today in 2010. Houle wrote that graduate students were often educated in other disciplines, started working in some facet of adult education, and came to study adult education in graduate school in mid-life. He also wrote of the lack of financial support for graduate students, the difficulties of developing a new curriculum for a new field, and the place of an adult education program within the organization of a university. These descriptions are still current.

A chapter from Liveright, one of the book's editors, titled "The Nature and Aims of Adult Education as a Field of Graduate Education," provided a more general approach to the topic of graduate adult education. Before graduate adult education was discussed, Liveright first referenced the definitions of a profession and discipline and analyzed if adult education would qualify as either. He concluded that adult education could be classified as an emerging profession (i.e., not yet a true profession) and as a discipline. After further analysis on competencies and practitioners, Liveright proposed five attributes related to the field of adult education and graduate study:

1. Competence to practice his [*sic*] profession—with sufficient knowledge and skill to satisfy the requirements.
2. Social Understanding—placing the practice of adult education in the context of the society which supports it, and developing a capacity for leadership in public affairs.
3. Philosophy and set of values which make possible effective practice.
4. Zest for continued study which will steadily increase knowledge and skill required by practice.

5. Enough competence in conducting or interpreting research to enable the practitioner to add to human knowledge through either discovery or the application of new truths. (pp. 96-99)

Liveright's analysis of the discipline is a reflection of the stage of development of the field at the time, that it was not yet fully formed and therefore it would be inappropriate and premature to fully evaluate. Liveright also drew on Houle's pyramid—that there are three levels of adult educators: the base (and greatest number) are volunteers in adult education, the middle level are part-time adult educators, and at the highest level of the pyramid are a small number of full-time adult educators. Liveright remarked that the field's diversity "even at the apex of the pyramid" (p. 94) would require consideration in the development of graduate programs.

The last chapter, written by Watson Dickerman, undertook a synthesis of the book's contributions with the title, "Implications of This Book for Programs of Graduate Study in Adult Education" and was directed to those with the responsibility of developing graduate programs in adult education. Dickerman suggested there were problems with the graduate programs of the time that, again, could also be understood as relevant for today's graduate programs. He discussed the problems of how graduate programs in adult education fit into the organization of universities and the need for "individualization and flexibility" (p. 325) in designing graduate programs. Dickerman concluded his summative chapter with four processes the field was working through:

building theory by developing guidelines from practices in adult education,  
borrowing appropriate knowledge from relevant disciplines and reformulating it

into new theory for adult education, creating new theory by research, and devising ways to help its students appropriate and apply this knowledge. (p. 326)

He counseled that these processes were both “our challenge and our compass” (p. 326).

The “black book” is understood as important to the discipline of adult education, and specifically graduate adult education, for being the first contribution on the topic. Acknowledged as both necessary and elementary, there are shortcomings perceptible to the modern reader. While reflective of the professoriate at the time, the homogeneity of the demographics of the contributors (white males) could not be interpreted as representative of the field today. There was also a dependence on other disciplines in a search for material with the book’s second section devoted to the application and uses of sociology, psychology, administration, and history to the discipline of adult education. While context and relevance were important to understand the topic of graduate adult education, the bulk of the book did not address graduate study, and the modern reader will sense the editors’ and contributors’ struggle with a field that defied their descriptions.

A second book, *Training Educators of Adults: The Theory and Practice of Graduate Adult Education*, differs from the “black book” discussed above in that it was published 24 years later (1988) and had only one editor, Stephen Brookfield. There are 24 chapters including four chapters written by Brookfield. As the editor exercised control over the inclusion of topics, it must also be considered as historical with selections’ original year of publication ranging from 1938 to 1988. The editor lists the primary sources in the acknowledgements, and two of his 20 selections are from the “black book.” Therefore, the writings selected by the editor could be understood as important to the

general topic of graduate adult education and not solely for establishing the state of the topic at the time of publication.

In one of Brookfield's chapters, he sought to analyze the curriculum of graduate adult education programs in North America using his own research and reviewing studies prior to 1988. Brookfield's sources were a UNESCO directory from 1982 and *Peterson's* from 1986 (Brookfield, 1988a). Brookfield stated there were a total of 91 doctoral programs in the United States and Canada counting the Ed.D., Ph.D., and Ed.S., according to *Peterson's*, with no explanation of whether this counted a university more than once if it offered more than one degree. The UNESCO source was reported to contain 33 programs with degrees again counted separately. Brookfield did not offer an explanation of the difference between the sources or list the institutions along with degrees offered to note differences by source and possibly by year.

Brookfield's research grouped graduate coursework into five clusters that he interpreted as forming the 'core' of curriculum by having the largest percentages (representation) along with smaller clusters (Brookfield, 1988a). His five main clusters were as follows:

Programme Development in Adult/Continuing Education	20.41%
Survey/Introduction/Foundations of Adult/Continuing Education	12.24%
Instruction/Teaching Methods	9.52%
Management and Administration of Adult/Continuing Education	9.52%
Adult Learning and Development	8.16%

(Brookfield, 1988a, pp. 270-271)

Brookfield also listed eighteen smaller clusters of coursework of 5% or less that were outside his core of five clusters. Brookfield's analysis made no distinction between master's and doctoral programs, but his chapter continued with a review of studies that had analyzed curriculum by level of graduate program. A report presented by Daniel and Kasworm to the Commission of Professors of Adult Education in 1985 (original not available) focused on 41 doctoral programs and found the following seven clusters in 159 required courses:

Adult Learning and Development	36.84%
History and Philosophy of Adult Education	23.68%
Administration and Development of Adult Education Programmes	10.52%
Introduction to Adult Education and Adult Learning	5.26%
Introductory Seminar	2.63%
Teaching Methods and Group Processes in Adult Education	2.63%
Community Development	2.63%

(Brookfield, 1988a, p. 272)

Brookfield also discussed a report he accessed by Knott and Ross one year later (1986), also to the Commission of Professors of Adult Education, that detailed their findings in

128 required doctoral courses in adult education by the following percentages:

Adult Learning and Development	15.63%
Research and Statistics	14.06%
Introduction/Foundations	11.72%
Programme Development	10.94%
Teaching/Instruction	9.38%

Adult Education Seminar	7.81%
History/Philosophy	5.47%
Administration of Adult Education	5.47%
Training	4.69%
Dissertation Seminar	3.91%
Internship	3.13%
Miscellaneous	3.13%
Community Education	2.34%
Problems/Controversies	2.34%

(Brookfield, 1988a, p. 273)

Brookfield does address the “ambiguities” (p. 274) of the above studies with no clear presentation of the methodology and framework for how the researchers’ clustered courses. He did conclude that the “core elements of the graduate adult education curricula are remarkably consistent” (p. 274).

Another chapter authored by the editor, and the one he chose to place last in the book, detailed Brookfield’s thoughts on how he would design a graduate curriculum in adult education. He offered four methods (interactional encounters, peer learning, learning contracts, and assignments) and three specific assignments for graduate students (analyzing adult learning, a critical review of adult education program development literature, and a case study of a theorist of adult education) (Brookfield, 1988b). His conclusion pointed to a dissonance between the theory and practice of adult education (self-directed learning, collaboration, praxis) and the rigidity and hierarchy that can be found in graduate education.

This book Brookfield has edited is important to the topic of graduate adult education for the greater breadth of topics covered than in the “black book,” which could be interpreted as a function of the natural growth of the field. Brookfield’s selections over half a century from well-known names in the field and two chapters authored by women present the reader with the editor’s holistic picture of graduate adult education. The field is also presented as more bounded than in the “black book” by keeping to the components of graduate adult education.

A distinction between adult education and other disciplines is a form of analysis returned to in the 1991 book, *Adult Education: Evolution and Achievements in a Developing Field of Study*, edited by Peters, Jarvis, and associates. This book was published in 1991, undertaken by the CPAE, and could be understood as a companion to or a continuation of the “black book.” In the preface written by Peters and Jarvis they acknowledge that by having two well-known “black book” contributors, Houle and Knowles, write the first and last chapters, the editors sought to combine “black book” authors with newer contributors as well as ground this newer work in the work of charter members of CPAE.

A chapter written by John M. Peters and Burton W. Kreitlow, titled “Growth and Future of Graduate Programs,” directly addressed the state of graduate study in adult education with their analysis based on prior studies and informed primarily by an unpublished survey by Rose and Mason and the 1990 edition of *Peterson’s* (Peters & Kreitlow, 1991). Rose and Mason surveyed one professor from each institution about their graduate curriculum with 69 institutions responding and 57 professors supplying information about course requirements. It should be noted that of the 69 institutions who

responded 43 offered the doctorate. Of those 43, 31 provided information on course requirements and that “all thirty-one institutions for which any doctoral-level courses were listed also indicated that the master’s core requirements applied to the doctoral program” (p. 153). With the permitted use of Rose and Mason’s data Peters and Kreitlow analyzed the course requirements to come up with their own course domains. Unlike earlier studies that presented results in the form of percentages of courses offered, Peters and Kreitlow presented their domains with the following frequencies

(N=57):

Introduction/Foundations of Adult Education	57
Program Planning	45
Adult Learning and Development	44
Adult Education Methods	30
Administration	14
Seminar in Adult Education	9
Internship/Practicum	6
Research Methods/Statistics	35

(Peters & Kreitlow, 1991, pp. 152-153)

The above course domains were labeled by Peters and Kreitlow as required of master’s degree programs with the understanding of the overlap between master’s and doctoral course requirements as reported by responding professors. Peters and Kreitlow acknowledged a difficulty in discerning the differences between the master’s and doctoral degree requirements based on the survey’s data with the exception that “doctoral students are expected to develop a more advanced understanding of research and statistics”

(p. 154). Beyond graduate curricula their chapter also discussed graduate programs in relation to a university's organizational structure, dangers to the health of graduate programs, and the future of graduate programs and program development.

David Deshler's chapter, "Social, Professional, and Academic Issues," also included information about graduate study and graduate curriculum in adult education. In 1991, Deshler was offering strategies for program survival that could be applied to today's dire circumstances: survival by political constituency, survival by specialization, survival by age domain, and survival by merger. Deshler also discussed graduate curriculum referencing a conference presentation made by Touchette in 1989 that studied 654 courses in adult education offered by 81 institutions worldwide in 1982. Deshler characterized Touchette's

six domains of knowledge, which are research categories: "(1) society, adult education and social change, (2) nature, orientations, theories, research, problems and trends of adult education, (3) domains of adult education, (4) organization and administration of adult education, (5) elaboration and evaluation of adult education activities, and (6) instrumentation, didactics, adult learners and adult learning, and adult educators." (as cited in Deshler, 1991, p. 411)

Although Deshler did not indicate if Touchette analyzed the degree to which his domains were represented worldwide (as earlier studies reported by percentages or frequencies), the report is valuable for the worldwide perspective of graduate curricula even as Deshler doubted Touchette's claim that his study found a consensus across institutions. Deshler also discussed the importance of who creates the body of knowledge for the field, their possible influences, and the orientations of research in the field.

A summary of this edited book from 1991 can be found in a chapter authored by one of the editors. Peters' chapter, entitled "Advancing the Study of Adult Education: A Summary Perspective" sought to summarize the book in six themes (the knowledge base, relationship to disciplines and other fields of study, research paradigms, theory and practice, graduate programs, and international activity). Regarding his theme of graduate programs and referencing Houle's work, Peters argued that adult education professors assume there is a general foundation to the field that should be covered in graduate curriculum. Peters listed these assumed domains as foundations, program planning, adult learning, methods, administration, and also research methodology for the doctorate. Peters further discussed the challenges for those who develop graduate degrees to connect the theory of assumed foundational domains to the realities of graduate students' diverse fields of practice which characterize the inclusive nature of adult education.

#### Commission of Professors of Adult Education Reports

As recounted in the "black book," eleven men first came together in 1955 in a meeting referred to as the Allerton Park Conference. This meeting led to the formal creation of the Commission in 1957 with the financial support of the Kellogg Foundation and affiliation with the Adult Education Association of the United States (Jensen, Liveright, & Hallenbeck, 1964). The "black book" is only one of the products from the work of the Commission. Other studies have been either commissioned by or presented to the Commission at their annual meeting. Reports that have specifically concerned graduate adult education will be reviewed below in order of publication or presentation.

During the 1972 meeting in Chicago, the executive committee of CPAE asked for a report from their committee on program initiation and revision in order to understand

what were the major issues around starting and revising a graduate program. The report presented the following year detailed the committee's work and results. First some of the committee members held "extended conversations" (Knox & Others, 1973, p. 4) which resulted in the draft of a questionnaire that was sent to all committee members as well as to other professors. The final version of their questionnaire consisted of three parts: program demographics, four items on 22 issues "related to the initiation and revision of graduate programs" (p. 4), and an open-ended item for additional comments by the respondent. A questionnaire was mailed to one professor from each graduate program listed in the CPAE directory for 1972-1973 (across the United States and Canada) and responses were received from "almost two-thirds" (p. 5).

Of the 22 issues reported, the top 10 were reported by between 20-70% of respondents in the following descending order of frequency:

the number of professors in the program, their mix of competencies, their departmental location, the specialized adult education courses, the process for approval and modification of courses, ways to relate out-of-department courses to adult education, combined department arrangements, the attraction of able graduate students, the function of faculty research, and the role of the chairman in obtaining support for the adult education graduate program. (Knox & Others, 1973, p. 11)

The other twelve issues were reported as being problems for less than 20% of respondents:

initiating the degree program, student's planning role, student organization, instructional methods, non-credit workshops, field contacts, outside consultation,

multi-departmental arrangements, differentiation between graduate programs, decisions on college support, program termination, and facilities. (Knox & Others, 1973, p. 44)

The top 10 issues received significant discussion within the report and the other twelve less discussion.

The report acknowledged the limitation in the methodology of surveying one professor per program instead of every professor that was a member of CPAE. Of greater concern is the limited number of descriptives to understand the committee's results. No numbers for the sample and the response rate might betray the report's authors' assumptions that the readership would know the number of members and number of programs at the time. By generalizing results and reporting the issues' frequencies across respondents by only two categories (by 20-70% or by less than 20%), a contemporary reader has an incomplete understanding of the committee's results. The committee also trichotomized respondents by the age of the program: "new" (six years or less), "middle" (six to fourteen years), and "old" (greater than fourteen years) (Knox & Others, 1973), yet this was not fully utilized in the presentation of results. Results were discussed primarily by issue and only occasionally utilizing their trichotomization to further interpret results within an issue. Even with this lack of descriptives, this report to CPAE is significant for understanding the concerns of the professoriate during this time (1972-1973).

One year later George F. Aker at the University of Chicago wrote a report that was conducted for CPAE on the criteria for evaluating graduate adult education programs (Aker, 1974). His report consisted of three phases. In phase one, he reviewed the

literature for evaluating graduate programs in education in general which was then synthesized into 22 criterion statements. For the second phase of his research, Aker reviewed the literature of adult education and using the criterion statements from the first phase, found under four behavioral categories “18 broad objectives of graduate study in adult education and 223 behavioral descriptions of these objectives” (p. 23). Sixteen professors of adult education were sent a questionnaire about his results and from 223 behavioral objectives “42 were judged as being observable, measurable, and useful” (p. 37). Aker then combined and reduced the 42 for the following final 23 statements:

The Adult Educator:

1. Helps people control and adjust to change rather than to maintain the status-quo.
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his *[sic]* response.
3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learners.
4. Helps his *[sic]* clientele acquire the ability for critical thinking.
5. Provides an atmosphere where adults are free to search, through trial-and-error, without fear of institutional or inter-personal threat.
6. Identifies potential leaders and helps them to develop their potentials and capacities.
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.

8. Is actively involved in continuing study that will increase his *[sic]* professional competence.
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
10. Actively shares, participates, and learns with the learners in the learning experience.
11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intense self-evaluation.
12. Identifies and interprets trends that have implications for adult education.
13. Has clearly defined his *[sic]* unique role as an adult educator and understands his *[sic]* responsibility in performing it.
14. Arranges learning experiences so that the learners can integrate theory and practice.
15. Is effective in building a teaching team among lay leaders and group members.
16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.
17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.
18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.
20. Objectively presents contrasting points of view.
21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.
22. Recognizes when the communication process is not functioning adequately or when it breaks down.
23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields. (Aker, 1974, pp. 40-41)

In the third phase, Aker surveyed full-time graduate students in adult education and “doctorates” (people with an earned doctorate in adult education) about the importance of the 23 behaviors in graduate study, in practice, and need to have increased competence (p. 51). Questionnaires were mailed to 524 potential respondents with 287 returned for a response rate of 55%. For graduate study, respondents evaluating graduate study (in the above numbered statements) 16 and 23 as “extremely important” and 3, 8, 9, 11, 13, 14, and 17 as “quite important” (pp. 43-44). Prior to graduate study respondents thought applicants should have competence in statements 2, 22, and 18. For practice in adult education respondents thought 22, 16, and 3 were the “most essential” (p. 46). And while a majority thought there was a need for increased competence for all 23 statements, the highest frequencies were for statements 23 and 16.

This study is interesting for its purpose originating from and presentation to CPAE, although the design could have been divided into more than one study. Phase two

surveying 16 professors could have been used as a pilot study with the third phase surveying a broader sample of professors. Another study could survey graduate students and graduates and compare results to professors' responses. There also was no information in this study to explain if any respondents who were both graduates and professors were in more than one phase and how this might have influenced the research. With a limited amount of descriptives provided by the author, the reader is left to rely on the author's interpretation of results.

Also in 1974, at the CPAE annual meeting in Washington D.C., there was a session on "Problems of Graduate Program Design" (CPAE, 1974). First a paper was presented on the topic by Wilson B. Thiede followed by reaction papers by John Ohliger and Clive C. Veri. Thiede's paper reviewed the literature and focused on the opposing needs of the practitioner versus the future researcher/professor in graduate program design. Ohliger's reaction used Thiede's paper to ask a variety of questions, and Veri's paper was less of a reaction to Thiede than a starting point to assert his own perspective on problems with graduate program design. While no original research was presented during this session, the publication of these papers by CPAE demonstrates the commission's continuing interest and debate on the nature of graduate adult education.

In May of 1978, the chairman of the Commission appointed a three person "ad hoc Committee on University Related Politics and Adult Education Graduate Programs" (Griffith, 1978, p. 2), and their report was presented to the Commission in October 1978. Each committee member generated his or her own version of a questionnaire, and these drafts were then synthesized into a single and final questionnaire. Using a mailing list provided by the CPAE chairman, questionnaires were sent to 73 institutions in the United

States and Canada that had graduate programs in adult and continuing education with responses from 27 for a response rate of 37%. The questionnaire had two sections, with the first section asking for demographic information (such as the number of professors and graduate students) about their program and their respective college of education. The second section was titled “Perceptions of Change” and asked institutions questions about change within the past five years to predicting change in the next five years within their respective programs. Fifteen of the 27 responding institutions reported “an increase in status” over the past five years, and “increased involvement in important groups, committees and councils was the most important frequently cited evidence of increased influence” (p. 13). There were also three factors that “were identified as most significant in affecting the increase in status and influence” of departments in the previous five years: increased quality of faculty, increased enrollment, and increased quality of the program (p. 13). This study is valuable for this documentation of the Commission’s interest in program change but also for the Commission’s desire to understand the status of each program compared to their respective college of education.

At the 1989 meeting of CPAE in Atlantic City, New Jersey, Lisa Lawrence and Jim McElhinney from Ball State University gave a presentation of their research titled, “Evaluation by Graduates and Faculty of Doctoral Programs in Adult Education.” Their research focused on how alumni (defined by the researchers as recent graduates being at least two and no more than six years past graduation) and faculty “judged that courses and major concepts in their doctoral programs in adult education contributed importantly in preparing them to work effectively as adult educators” (p. 241). The researchers asked the administrators at 21 doctoral programs in adult education in the United States for the

names and addresses of six alumni and three faculty. Completed questionnaires were received from 92 alumni (70% response rate) and 54 faculty (82% response rate). The researchers used a cut-off of 75% (of alumni or faculty) to determine if a course or concept “contributed importantly to their successes” (p. 242). Where alumni judged seven to be important (needs assessment in adult education, teaching of adults, adult as learner, program evaluation, communications, leadership, and methods of qualitative research), faculty ranked 12 above 75%. While the 12 ranked as important by faculty were not specifically listed in their results, the researchers did state that there was “limited agreement between faculty and alumni” (p. 243).

The analysis of this research was challenging as what was published in the CPAE proceedings did not follow the format of a journal article and provided limited information about data analysis and results, no copies of the questionnaires, no review of literature, and no bibliography. While all of this information is found in Lawrence’s dissertation (1989), neither document has an explanation for why faculty and alumni from only 21 programs were surveyed when Lawrence acknowledges that all programs should be surveyed nor is a list of programs surveyed provided. With these limitations this research is significant for showing the Commission’s continued interest in the contributions of graduate education from the perspective of both recent graduates and faculty.

At CPAE’s annual meeting in 1985 the Commission voted and accepted the document, “Standards for Graduate Programs in Adult Education” (also referred to as “the standards”). The following year at CPAE Elizabeth S. Knott and Jovita M. Ross (referenced earlier in Brookfield’s 1988 book) of CPAE’s Task Force on Instructional

Improvement presented the results of a survey comparing graduate programs in adult education to the newly approved standards (Knott & Ross, 1986). Although similar to Lawrence and McElhinney in that there were only four pages published in the CPAE proceedings, their research was a broad effort to understand graduate curricula in adult education.

Knott and Ross sent questionnaires to 103 schools with 46 returned and three responding that there was no program in adult education for a response rate of 46% (Knott & Ross, 1986). Information from both master's and doctoral degree programs was collected, and from their respondents 13 offered only a master's and 31 offered master's and doctoral degrees with 25 Ed.D. and 18 Ph.D. programs. Respondents were asked about master's program requirements, master's courses, qualitative differences between the M.Ed., M.S., and M.A., doctoral program requirements, doctoral courses, qualitative differences between the Ed.D. and Ph.D., and differences between master's and doctoral students. The CPAE standards were generally met at both the master's and doctoral levels although Knott and Ross admit the difficulty of relying on course titles to ascertain course content. Although only limited and generalized results were published in the proceedings, this survey is meaningful for being the first known study to compare the curricula of graduate adult education programs to CPAE standards.

In 1988, Peter J. Murk and Jovita M. Ross delivered a report to the Instructional Improvement Task Force of CPAE titled "A Review of Adult Development and Learning Courses Taught at Twenty-Four North American Universities: A Content Analysis" that was a continuation of the organization's interest in alignment of the standards with curriculum. Representing 24 programs in 17 states and 2 Canadian provinces, 30

instructors submitted 32 course syllabi for content analysis, and the researchers found “three major divisions of course content emerged from the course descriptions: emphasis on human/adult development concepts, theories and concepts of adult learning, and instructional methodologies” (Murk & Ross, 1988, p. 3). They also concluded that in balancing theory and practice 12 syllabi were evenly balanced, eight emphasized theory over practice, and seven the reverse, and of 28 different textbooks used, Cross’s *Adults as Learners* (1981) was the most often used (n = 7). In addition to the inclusion of an extensive bibliography on adult learning and development, Murk and Ross concluded that their study should be repeated approximately every five years to account for new contributions to the literature as well as new faculty.

In 1994, Carolyn Harrison’s dissertation examined graduate curricula in adult education looking at the demographics of programs, the number of required courses in adult learning and development, and adult learning theories taught in graduate courses (Harrison, 1995). She also sought what alignment these adult learning courses had with the CPAE standards, specifically the core area of “adult learning and development” at the master’s level and “advanced study of adult learning” at the doctoral level. Out of 102 programs listed in *Peterson’s* (1992), 83 were randomly selected, and there were responses from 60 programs with the response rate attributed to some programs no longer existing. The researcher constructed a questionnaire and conducted interviews by telephone with a professor from each program with an average length of 20-25 minutes. All participants responded that their program had at least one required or elective course in the researcher’s area of focus, ALD (Adult Learning and Development). Of note was

participants' (adult education faculty) familiarity with and use of the 1986 CPAE standards. As Harrison (1995) wrote,

Thirty-two (53%) were familiar with the *Standards* and reported that they used them as an aid in planning curriculum, and 11 (18%), though familiar with the *Standards*, said that they did not use them as a guideline for curriculum planning. Seventeen (28%) of the participants were not aware of the *Standards'* existence. Several of these people seemed excited to hear that such a document existed (a copy of the *Standards* was mailed to five participants, at their request). (p. 204)

While some of the 18% who were aware of the standards but did not use them for curriculum planning could possibly be explained by an entrenched curriculum, more troublesome is the 28% of participants who were unaware of their existence almost a decade after their approval by CPAE.

Harrison's study is useful for the demographic information about graduate programs, but the methodology of telephone interviews did not account for any possible bias or distortion of program information by one representative, a professor, of a program. There was also no information provided to understand how representatives were chosen and what was their standing in a program, such as if they taught full or part time and their rank. It was also unexplained as to why a sample of 83 would be chosen when only 102 programs were defined.

Also published in 1995, Daniel David DelGesso's study examined graduate programs in comparison to the 1986 CPAE standards. The researcher focused on doctoral programs in adult education, and constructed a questionnaire that surveyed a program's demographics, curriculum, and how the curriculum adhered to CPAE standards

(DelGesso, 1995). The questionnaire was first validated by “senior adult education experts” (p. 1) who were members of CPAE. According to the researcher there were 44 programs offering doctorates at the time of the study, and 32 programs were represented in this research. From DelGesso’s analysis of results, “respondents consistently selected 11 of 13 course topics recommended in the CPAE standards as required areas of study in a student’s program” (p. 10).

The results are informative as to a program’s descriptives, yet by constructing items that relate to CPAE standards instead of asking participants about curriculum, the researcher essentially relegated the role of comparing the curriculum to the CPAE standards to the participant and did not conduct these comparisons independently and by themselves. DelGesso (1995) also stated that his respondents “were not questioned of their awareness” (p. 17) of CPAE and the standards. But on the cover page of the fifteen page questionnaire is the following headline in enlarged font, in all capital letters, in bold, with a border: “American Adult Education Doctoral Programs in Comparison to the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education” and below that the first three paragraphs in the cover letter discuss CPAE and the standards. So although the course topics from the CPAE standards are not labeled as such on the fourth page of his questionnaire, the faculty as respondent was surely aware of the purpose of DelGesso’s research.

#### Reports on Canadian Graduate Programs

As illustrated in some of the above studies, whether or not Canadian graduate programs were included was not clearly stated and was not able to be discerned by the

presentation of results. For this reason a selection of sources will be discussed that concern only Canadian graduate programs in adult education.

In 1968, Allen Tough wrote an article that described the status of graduate adult education across the provinces. First he collected names of programs from four experts, and then he requested program information from one or two faculty members at each program. Of note was that after Tough (1968) completed his report, he sent it to each faculty member who participated “to detect inaccuracies and to suggest any other changes” (p. 5). His published report reads as a narrative of program development at each institution and purposefully moves across the continent from west to east.

According to Tough, at the time there were two universities offering doctorates in adult education (University of British Columbia and the University of Toronto/OISE) and one in a related area (McGill University). Tough discussed a total of twelve programs including programs that offered coursework at the undergraduate level and that had graduate programs at the inception stage. Even though Tough made no mention of the “black book,” the article is a welcomed northern companion to Houle’s chapter in the “black book” on graduate program development (Houle, 1964).

Growth can be seen in a later document, “A Survey of Academic Adult Education in Canadian Universities – 1996” by Sue M. Scott and Colleen R. Ryan that was based on an earlier report published in 1987. Their methodology was different from Tough’s in that it was based on a 1987 report and relied on five regional coordinators to distribute the form (used in the 1987 survey), collect responses, and send the information to be compiled by the authors at the University of Alberta. This report only has a brief narrative at the beginning and then a format similar to the CPAE directory of program

information. Scott and Ryan listed a total of 28 programs with four offering a doctorate in adult education and two in a related area (Scott & Ryan, 1996). The programs included the universities listed in Tough and the additions of adult education doctorates at the University of Ottawa and the University of Montreal and a doctoral program in a related area at the University of Guelph (Scott & Ryan, 1996).

From one of the programs listed in both of the above studies, the Ontario Institute for Studies in Education (OISE), two articles were found that convey the program's efforts with initial definition and with its role during a later time of institutional change. Both articles convey the program's awareness of its roles within and beyond the institution.

The first was written by OISE faculty member Virginia R. Griffin in 1971 with the title "Thinking about a Graduate Program in Adult Education" and is actually separated into two position papers "Alternative Philosophical Positions" and "Alternative Starting Points for Organizing the Program into Courses" (Griffin & OISE, 1971). In the first paper Griffin describes three possible philosophical orientations for the program: two "singualistic philosophies at opposite ends of a continuum" (p. 2) and a third "pluralistic" philosophy. Griffin then presented a three page matrix comparing the position of each philosophy against 18 dimensions (pp. 4-6), before discussing her program's choice, pluralistic. Griffin also discusses the size and growth of a program in relation to its potential for change as well as the impact of a program's philosophical orientation, writing "The philosophy you espouse and the way you express it in how you plan courses, select students, evaluate, get the work of a department done, and all the rest, may well shape adult education of the future more than will the content of any course you

teach” (p. 9). Griffin’s second paper is a discussion of “starting points” for organizing courses in graduate adult education. Griffin again uses a lengthy chart (nine pages with footnotes) to compare 20 possible starting points with columns for examples of courses, underlying assumptions, and potential for learner autonomy rated on a three asterisk scale. Griffin then advises how to select and combine possible starting points acknowledging four factors, “the student, the teacher and the institution, the society, and the subject matter,” (p. 16) and the importance of a program’s emphasis and focus. Both of these papers are written in a manner that is both cogent and thoughtful and would be useful to any adult education faculty considering their curriculum.

Later in 1995 at the *International Conference on Educating the Adult Educator: The Role of the University*, faculty member Bud L. Hall gave a presentation titled, “So What the Hell is Going on Anyway? Thoughts on Graduate Study in Adult Education at the Ontario Institute for Studies in Education” (Hall, 1995). Hall first observed the “profound irony” (p. 7) of university professors meeting in Canmore, Alberta simultaneous with the meeting of the Canadian Adult Education Association in Toronto. He then discussed different contexts before coming to the status of the adult education department under OISE, which was about to be integrated into the University of Toronto. Hall recounted the position of his department and four actions they undertook: a faculty retreat in December 1994, a one day reflection in February 1995, followed by a departmental town hall, and in April “the Department hosted a public forum on ‘The New Politics of Adult Education’ which attracted over 100 adult educators from outside OISE itself” (p. 9). This series of actions coming from within the faculty, then expanding to include students and staff, and then including educators outside the institution (as well as

the continuing action of making the presentation at this international conference) demonstrated the department's goal to be both deliberate and responsive to impending institutional change.

#### General Graduate Adult Education – Empirical Studies and Commentaries

The growth and change experienced by the graduate adult education program at OISE is one example of change over decades. The scope of the literature will now be broadened to cover graduate adult education generally and discussed chronologically, grouped by decade, and clustered into studies and insights.

#### *1960s – Empirical Studies*

Burton W. Kreitlow authored a two-part report that was sponsored by the Federal Extension Service and his home university (the University of Wisconsin). The first part, titled "Concepts for the Curriculum," described the project's four stages of procedures. The first stage consisted of a literature review. In the second stage, Kreitlow conducted interviews with 34 individuals with the following criteria: "Some of them had direct ties to adult education and others focused upon their own discipline or field but had expressed concern for adult education," (Kreitlow, 1965, p. 7). Those interviewed were asked about the areas in adult education that they believed needed research, and they were also asked to rate the research collected in the first stage "on its importance to adult education" (p. 7). In the third stage, 34 members of CPAE reviewed the results of the first two stages with Kreitlow synthesizing all of the information from the first three stages in the fourth and final stage. His results were expressed as concepts with supporting research and grouped by contributing disciplines such as sociology and psychology which Kreitlow acknowledged as the influence of the "black book." In this first part of the report there

were no details provided from the 36 interviews or the process with the 34 CPAE members—only Kreitlow’s synthesis which left the reader reliant on the author’s interpretations of the findings.

The second part, “Taxonomy of Needed Research,” was published three years later and is described as a “theoretical paper” (Kreitlow, 1968, p. iii) done with the support of the 36 interviews and contributions from 34 CPAE members. The paper is divided into chapters by three categories: “the adult as an individual and a learner, the adult’s response to social-cultural phenomena, [and] the adult education enterprise” (p. 2). In each of the chapters the author poses questions throughout and assigns levels of priority to various research areas. It is disappointing to see more questions than proposed answers in this second part and for there to be not one direct quotation or citation to the information collected from so many authorities (as described in the first part). Overall Kreitlow’s two-part report is misleading as the literature and information collected is never used for the discussion of curriculum for graduate adult education and focuses on areas that need research. While identifying areas for research is a necessary and valuable endeavor, to not provide any detailed information from 70 contributors could be interpreted as the author’s hubris and a weakness of the research.

In 1967, Clive C. Veri published a survey of the “Organizational Patterns of Programs at Universities in the United States Which Offer a Doctoral Degree in Adult Education.” The author surveyed eighteen universities identified as offering a doctorate in adult education (excluding the author’s university, the University of Nebraska) and addressed questionnaires to faculty members who were recognized as having earned a doctorate in adult education with responses from seventeen programs (Veri, 1967). The

majority of programs were affiliated with a school, college, or department of education, and Veri stated that program titles “were too varied to provide a cluster for analysis” (p. 7). There was an average of 58 students per program including both master’s and doctoral students but no differentiation between the Ed.D. and Ph.D. Veri’s results also included averages of faculty responsibilities (teaching – 52%, administration – 21%, and research – 27%), and a table illustrating the academic backgrounds of faculty of which only 34% were in adult education with less frequent representation from no less than nine other areas. The author also included an appendix that showed how each program diagrammed its program in relation to their university with corresponding titles. Veri’s study is useful for providing details about program characteristics for comparison with other studies, and given the current practice in adult education of program restructuring, a replication of this study would be valuable.

A year later for his dissertation Veri surveyed adult educators about which “subject matter areas” were relevant to their practice (Veri, 1968). For his methodology Veri created a questionnaire that was first reviewed by ten national experts in adult education and then refined and pilot tested by three local adult educators. The questionnaire contained demographic items including information about a respondent’s graduate education and their current job, and 60 “subject matter areas” (taken from the graduate school catalogs of 18 programs that offer a doctorate in adult education) to be rated as relevant to their current job on a scale of 1-5 (5 = *extremely relevant* and 1 = *no relevance*) with a question mark symbol for “don’t know” (p. 37). Veri had four criteria for inclusion in his sample: an earned doctorate in adult education, a member of the Adult Education Association, employed full-time as a self-described adult educator, and

residence in the United States. With these criteria Veri constructed a population of 190, and a sample of 100 was randomly selected. After three mailings (one initial and two follow-up), a total of 90 responses were received.

In his results, Veri ranked the 60 “subject matter areas” and provided tables of rankings by type of current job and by type of academic background prior to doctorate. The ten “subject matter areas” with the highest rankings “for all respondents” are in the following descending order:

- [1] Designing and Evaluating Adult Education Programs
- [2] Psychology of Adult Education
- [3] Sociology of Adult Education
- [4] Organization and Administration of Adult Education Agencies
- [5] Integrating Seminar in Adult Education
- [6] Methods and Media in Adult Education
- [7] History and Philosophy of Adult Education
- [8] Social Change
- [9] Internship in Adult Education
- [10] Special Problems in Adult Education (Veri, 1968, p. 68)

Veri then applied his results to his theoretical model of overlapping circles as the symbols for three types of positions to be prepared for (administration, teaching, and research) and five areas of study (core, general, and specializations in administration, teaching, and research). While the tables of rankings and how they differed by current job and prior academic background illustrated the diversity of the field, it might have been worthwhile to have included demographic items that asked for program attended and the type of

doctorate earned. The methodology might also be replicated with a sample of practicing adult educators who are considering doctoral study.

Also published in 1968, a report by Roy J. Ingham and Hussain Qazilbash surveyed 24 graduate programs in adult education in both the United States and Canada. The only description of the study comes from the abstract (provided by ERIC), and the report is a series of tables and lists. Along with tables of program demographics (degree offered, admission requirements, number of students and faculty) were a few unexpected tables such as “Unique Features” and “Number and Value of Assistantships, Fellowships, and Internships.” There was also a section titled “Content of Programs” divided into five areas (survey of the field of adult education, program development in adult education, adult learning, general administration, and other) with lists of course titles, course topics, course objectives, and the books used with only some items attributed to specific universities. Although the authors collected information that is descriptive of graduate adult education, without any context or explanation of their findings the reader is left to make assumptions and conclusions.

#### *1960s – Commentaries*

Douglah and Moss published an article in *Adult Education* in 1969 that proposed that issues in graduate programs could be “partially attributed to a failure to delineate the professional roles for which students are being prepared” (p. 127). The authors then devolved into distinguishing between adult education as a profession versus a field of study while offering the “professional classifications” of “adult education scholar” and “adult education practitioner” (p. 130). The authors’ repetition of old arguments of

dichotomies within adult education could at best be interpreted as weak intellectual musings and a borrowing of themes in the “black book” published five years earlier.

*1970s – Empirical Studies*

Ingham published another survey on graduate adult education programs in the United States and Canada in 1970 with different authors, Munro and Massey. There was one page of text in this report that described it as the second in a series, although no other reports were found. Some of the information was presented in tables instead of the many lists in Ingham’s 1968 report. Table nine sought to compare the reports and how information changed between 1968 and 1970, and the only numbers that did not increase were the number of part-time faculty and students at the dissertation stage (Ingham, Munro, & Massey, 1970). All other numbers as reported by the programs did increase including number of programs responding (up to 29 from 22 in 1968), number of full-time faculty, number of master’s and doctoral students, and the number of assistantships, fellowships, and internships. Any discussion about the researchers’ results would have been welcomed to interpret the information collected and in order to compare with the earlier study.

Also in 1970, Edwin K. Townsend-Coles presented a paper in Montreal at the second International Congress of University Adult Education titled “Universities and Adult Education Research and Training: A Survey.” He collected information about what courses and degrees were offered in graduate adult education worldwide as well as historical accounts of program growth by country. While the scope of this literature review has been limited to North America (the United States and Canada), Townsend-Coles’ survey illustrated the global presence of graduate adult education in 1970 in the

following countries: Kenya, Nigeria, Rhodesia, South Africa, Tanzania, Uganda, Zambia, Peru, India, Japan, Australia, Czechoslovakia, France, Finland, Hungary, Norway, Poland, Switzerland, the U.S.S.R., the United Kingdom, West Germany, and Yugoslavia (Townsend-Coles, 1970). The author's attempt to aggregate and synthesize worldwide program information by degree seemed dubious, but the report provides a context for understanding graduate programs globally in 1970.

While they were graduate students at the University of Illinois in 1977, Barbara J. Jain and Linda Carl surveyed graduate programs in adult education in the United States and Canada for the Graduate Student Section of the Adult Education Association. Their report, "Comparison of Selected Requirements for the Ph.D. and the Ed.D. in Adult Education in North America," centered on the following: "a. admission requirements, b. minimum unit requirements, c. course work generally required, d. research requirements, e. comprehensive examinations, f. internship experience, g. "leveling" requirements [coursework to adjust for prior academic background], h. residence requirements and acceptance of transfer credits, [and] f. specializations," (Jain & Carl, 1978, pp. 2-3). Of the 86 institutions represented in CPAE, 44 were identified as offering the Ph.D., the Ed.D., or both degrees, and 40 programs responded after two rounds of mailings and telephone calls. The researchers took completed questionnaires and created a "program synopsis form" (p. 4) to organize the collected information. One form was completed for each type of doctorate at each program, and then those forms were sent back to the respective programs for verification.

Their results found differences between the Ed.D. and the Ph.D. in only two of the nine areas listed above ("leveling" and specializations) but found that "the differences

between the program requirements for either the Ph.D. or the Ed.D. are significant from institution to institution” (Jain & Carl, 1978, p. 21). Of the 15 programs that offered both doctorates, three had a difference of one course in the required core courses, and “the number of research courses required is a primary distinguishing characteristic between the two degrees” (p. 21). This report is the first known effort to compare the Ed.D. and Ph.D. in adult education and necessitated the development of a form like their “program synopsis form” to orchestrate the amount of information submitted by each program. In addition to their presentation of their findings with charts and line graphs, Jain and Carl included every completed form in the appendix of their report for the benefit of future researchers.

In 1978, Mark H. Rossman and Richard L. Bunning published their study on the skills and knowledge future adult educators need. They thought the best population to determine these future needs would be experts in adult education which they defined as professors. They identified 197 professors of adult education in Canada and the United States, and 141 professors agreed to participate (Rossman & Bunning, 1978). A Delphi technique with four rounds of questionnaires was used to collect data. Rossman and Bunning (1978) then used a Gestalt polarization technique to group the items ranked as having the highest priority into the following six categories: the adult educator, the field of adult education, the adult learner, the adult education environment, adult education programming, and the adult education process. The researchers did offer recommendations for how their results could be applied to graduate adult education, and also recommended that the study be replicated with adult education practitioners.

*1970s – Commentaries*

Verner, Dickinson, Leirman, and Niskala at the Adult Education Research Centre at the University of British Columbia published a report titled “The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America” (1970). Their review of the literature was divided into chapters that covered the nature of adult education (as a field, discipline, and profession), leadership in adult education, and education and training for adult education. The literature was well analyzed and synthesized by the authors, and the inclusion of a partially annotated bibliography of 118 references was an exhaustive compilation of the literature up to the year of publication.

*1980s – Empirical Studies*

Four years after Rossman and Bunning’s study Richard Daniel and Harold Rose published a reproduction of the study with a sample from the National University Continuing Education Association (NUCEA) defined by the author as practitioners (Daniel & Rose, 1982). In the organization’s directory 76 deans and directors in “Region III” (southeastern United States, Puerto Rico, and the Dominican Republic) were identified. Founding their research on the work of Rossman and Bunning, Daniel and Rose used a modified Delphi technique with two rounds of questionnaires and a 73% return rate (n = 58) for the first questionnaire and a 79% return rate (n = 46) for the second. Comparing their results from practitioner respondents to the results of Rossman and Bunning (with professors as respondents) Daniel and Rose found, “the two groups tended to agree more on skill statement priority than on knowledge statement priority. However, examination of the data indicated that for both types of statements, several items showed major differences in rank” (p. 86). In their discussion the authors

suggested that professors are meeting the needs of future adult educators but also recommended more input from practitioners in the graduate curriculum.

Carter contributed a chapter in *New Directions for Continuing Education* titled “A Perspective on Preparing Adult Educators” that at first glance appears to be a commentary rather than a piece of research. Carter limited the scope to graduate students who intend to be practitioners, and argues:

An adequate curriculum for preparing adult educators must focus on substance rather than just on form. Form is illustrated by number of credits, courses to be taken, and other requirements to be met. A focus on substance includes attention to what is to occur in the experiences of students as they engage in courses.

(Carter, 1983, p. 80)

Carter based his argument on accessing the records of 196 graduate students at North Carolina State University, reported as 96 master’s students and 100 doctoral students. Worrisome is the absence of detail as to how these records were accessed, with what permission, and with what protection for the anonymity and confidentiality of these graduate students.

In 1986 Bruce, Maxwell, and Galvin published a study on the congruence between advertised positions and the content of graduate curriculum. Their unique methodology targeted positions in “extension, adult education, or continuing education (ECAE)” (p. 4) as found in *The Chronicle of Higher Education* “between April 4, 1984 and July 17, 1985” (Bruce, Maxwell, & Galvin, 1986, p. 4). Of the 241 positions examined the job descriptions were “heavily oriented toward administration” and “tenure-track positions made up only 10% of the total sample, and about half of these

positions were professorial” (pp. 5-6). The authors discussed their results and concerns about “the apparent discontinuity between the practice of adult and continuing education and academic preparation in the field” (p. 7).

#### *1980s - Commentaries*

In 1987, Roy A. Weaver and Theodore J. Kowalski published an article in *Lifelong Learning* titled “The Case for Program Accreditation of Doctoral Degrees in Adult Education.” Their argument for accreditation was based on surveys of doctoral programs by Goyen in 1983 and the authors in 1986 (Kowalski & Weaver, 1986), and from these surveys they reached the following conclusions: the Ph.D. was the more popular doctorate, there was “less uniformity in curricula” (Weaver & Kowalski, 1987, p. 14) than in other areas of education, more programs were requiring the GRE for admissions, and fewer programs had a residency requirement. After an explanation of different types of accreditation (by institution, state, or professional organization) the authors proposed graduate adult education would only reach uniformity by accreditation from a national organization such as AAACE and without national accreditation doctoral degrees would depreciate.

#### *1990s – Empirical Studies*

At the ninth meeting of the Midwest Research-to-Practice Conference in 1990 John A. Henschke, from the University of St. Louis-Missouri, presented a paper on an evaluation of that program’s coursework. The methodology was unique for sending out separate evaluation forms for six graduate level courses that current students or past graduates had taken, and 186 “past participants from the program” (Henschke, 1990, p.

60) were sent materials. Responses were received from 76 individuals who sent in 246 forms for the six graduate courses with a range of 23 to 72 forms received per course.

Although Henschke was able to conclude that both the courses and the form created for the study were valuable, the methodology was murky. At the time of the evaluation the program had graduated 85 students with a doctorate or master's degree and had 126 current graduate students (Henschke, 1990). Within the results there was no accounting to separate the current students from graduates, by type of degree, or from those respondents who might have been students in other programs. The results were also not separated by course which makes the procedure of multiple separate forms mailed to respondents questionable if the results were to be aggregated.

At the same conference, Charles R. Oaklief presented a paper on a survey of graduates from the program in adult and continuing education at Kansas State University. A questionnaire was developed by a committee of faculty and graduate students to support efforts in program renewal and strategic planning. Three rounds of questionnaires were mailed to 200 doctoral and 300 master's level alumni who had graduated from 1974 to 1989 with "a response rate of 55 percent for both groups" (Oaklief, 1990, p. 107). The findings included 40.4% of graduates employed in teaching and 36.5% in administration. When asked what was "the most appropriate doctoral level degree for the professional degree of adult education," 92.2% of respondents chose the Ph.D. (p. 110) although none of the findings were discussed specific to the level of graduate degree earned by respondents. Oaklief recommended the process to other programs advocating methods that were "holistic...systematic, and practical" (p. 111).

*1990s – Commentaries*

Discussions on the state of graduate adult education continued in the 1990s with articles that detailed the work of graduate students as program advocates (Crew & Lewis, 1990), the impact of one professor (Henschke, 1995), and the development of a progressive graduate program within the context of the university (Cunningham, 1996). Other articles were written about graduate adult education in general as found in an article in *Adult Learning* (1993) and by Amy D. Rose (1998) and about the role of racism in graduate adult education (Colin, 1994; Colin & Guy, 1998).

*2000s – Empirical Studies*

North Carolina State University's Department of Adult and Community College Education conducted a survey of their alumni in 2002. Questionnaires were mailed to 286 alumni who graduated between 1997 and 2001, and 125 were returned for a response rate of 65.1% with equal proportions of respondents from each year (Caison, 2002). In this department adult education was one of three programs and was represented by 41.9% of respondents. The majority of respondents (68.8%) had earned an Ed.D. (the only doctorate offered by the department), and Caison found that "while alumni do often change which organization they work for after completing their degree, they typically do not alter the type of organization for which they work" (p. 8). The results included demographic information on type of employment, time to degree completion, current salary, salary at enrollment, and change in job responsibilities in addition to items about coursework and relationships with faculty. Most informative was the inclusion of the responses to three open-ended questions that asked about benefits of degree earned, obstacles, and suggestions for improvement.

In 2003, a study evolved from a doctoral research seminar in adult education at the University of Georgia exploring the reasons for change in graduate programs. Using a mixed methods design the researchers first conducted interviews with 11 adult education faculty and administrators, and the analysis of those interviews revealed three categories: “program integration, responsiveness to change, and leadership” (Milton, Watkins, Studdard, & Burch, 2003, p. 27). A questionnaire was then constructed using these three categories and administered to “131 individuals representing 71 adult education programs” (p. 31). Their results found that numbers of enrolled students could not ensure program survival without administration’s belief in the contribution of the adult education program to the university. The role of a program within a college of education having the primary focus of teacher education was also discussed.

#### *2000s – Commentaries*

In 2000, Andre P. Grace presented an essay at the Adult Education Research Conference (AERC) in Vancouver titled “The Modern Practice of Canadian and US Academic Adult Education during the Brief American Century (1945-73): People, Politics, and Ideas Shaping an Emerging Field.” This presentation covered the same period as two of his publications (Grace, 1999; Grace, 2000a), but in this presentation Grace used Jameson’s phrase, “brief American century,” to describe the period (Grace, 2000b, p. 139). All three publications positioned academic adult education within greater spheres of national and global politics, as well as economic and cultural contexts. Grace characterized graduate adult education during this time as “education in reaction” and further observed that “the field remained flexible – a jumble” (Grace, 2000b, p. 142).

At the same conference the following year Ralf St. Clair gave a paper titled, “Cracking the Code: Problems and Possibilities of Curriculum Analysis in Adult Education.” Despite St. Clair’s argument “for the importance of explicit curriculum analysis as a critical approach to adult education research” (St. Clair, 2001, p. 3), his paper is written in general terms and not towards any specific type of adult education including graduate adult education. Without explicit suggestions and recommendations for curricular analysis St. Clair’s generalizations betray the limitations of deductive reasoning based solely on examples from the author’s practice.

The recent work of Lisa M. Baumgartner and Juanita Johnson-Bailey (2010) reflected on the function of racism and white privilege on their experiences as graduate students at the University of Georgia. Their chapter is indicative of a movement in the broader field of adult education of inclusion and representation of voices that were not heard in earlier decades. An example of this is the book, *Making Space: Merging Theory and Practice in Education* (2001), edited by Vanessa Sheared and Peggy A. Sissel.

#### Ed.D. and the Ph.D.

As this will be only the third study to separate the Ed.D. and Ph.D. for curricular analysis, this will in part be a reflection of current debate about the place of each doctorate within the greater field of education. The Ed.D. is the doctorate that recently has faced more scrutiny as James W. Guthrie and David D. Marsh write:

The problem is that the Ed.D. degree, though often fulfilling awardees’ needs for higher social status, does so without reciprocally requiring high levels of knowledge and professional competency the general public expects of advanced professional degree recipients, such as in medicine, law, and engineering...The

implicit bargain is that the degree-issuing institution will require little of an Ed.D. candidate by way of intellectual and professional challenge if the recipient will pay the price of tuition. (Guthrie & Marsh, 2009, p. 1)

Aware of this scrutiny, universities such as Vanderbilt have actively tried to restructure and refocus their Ed.D. towards administration with a weekend cohort model that is academically rigorous while meeting the needs of practitioners (Loss, 2009). The Ph.D. in education has not been immune to scrutiny as there are still aftershocks to Arthur Levine's 2007 report with a call to end some doctorate programs that have a research orientation (Levine, 2007). Some have countered Levine's assertion by stressing the "looming danger...that schools of education will become irrelevant to policy debates" if they do not train their own researchers and instead rely on researchers from other disciplines (Glenn, 2007, p. A11). Regardless of the debate facing each degree there is a need to make distinctions between the doctorates. Guthrie writes that in the sciences it is becoming common for a researcher to also earn a Ph.D. in a "related subject or cognate specialization" and that "An M.D. would not likely be able, without intense research specialization, to pass a Ph.D. qualifying examination in biochemistry, genetics, or physiology" (Guthrie, 2009, pp. 4-5). He argues that the distinctions between education doctorates (a practitioner versus research orientation) should be clear enough that a doctoral student would only be able to pass the comprehensive examination for one doctorate.

### A Third Option

This research might also point to a third option for a doctorate in adult education, the doctorate in professional studies (D. Prof. or Prof. D.). This doctorate is based on an

individual's work experience and "does not borrow from subject-based curricula but focuses on given individual practitioners the opportunity to develop and demonstrate doctoral learning in their professional/personal context" (Costley & Stephenson, 2009, p. 172). Doctoral programs in adult education are already home to practitioners who choose adult education because there is no doctorate offered in their field of practice or who are practitioners in a subject area and are unable to leave their position to be a full-time doctoral student which is what doctoral study in their field requires. Instead of diluting the classroom experience for those interested in adult education they could be funneled into this degree option that would allow them to utilize their work experience as the foundation for their doctoral education. This degree option is characterized by components that are already hallmarks of adult education (learning contracts and andragogy) and would be best supervised by adult education faculty.

#### The Future and Trends in Doctoral Education

In the nineteenth century, the United States looked east to find a system of doctoral education to emulate, using the practices in Germany as the basis for the Ph.D. (Thelin, 2004). The adult education professoriate in North America might look again to the east to Bologna and the Bologna process which, in 2003, undertook an analysis of doctoral education in Europe in addition to the bachelor's and master's levels (Bitusikova, 2009). Forty-six countries are now a part of a process that does not seek to eliminate doctoral programs but is what Bitusikova characterizes as a "harmonization" (p. 200) of doctoral education across universities and countries. The work of organizations like IDERN (International Doctoral Education Research Network), the recent creation of a new Special Interest Group (SIG) within the American Educational Research

Association (AERA) on doctoral education, and new texts such as *Changing Practices of Doctoral Education* (Boud & Lee, 2009) all signal a movement towards research focusing on doctoral education which would make this research appropriate and timely.

#### Transparency of Program Websites

Alongside new trends in doctoral education are new methods to market programs such as a program's website. Although often intended for marketing purposes, program websites can also be used to discern the degree of a program's transparency. Stated differently, can a prospective graduate student, faculty candidate, or education researcher understand a program's curriculum (courses offered, degree plans, etc.) by viewing a program's website? From reviewing the literature a journal article can be useful but become obsolete (Bartsch, Warren, Sharp, & Green, 2003; Plous, 2000) and often is used for the purpose of understanding the undergraduate selection process (Poock & Lefond, 2001) or an institution's home page (Adams & Eveland, 2007; Mechitov, Moshkovich, Underwood, & Taylor, 2001; Ramasubramanian, Gyure, & Mursi, 2002), although a few studies concerning graduate websites were found.

Michael C. Poock and Dennis Lefond first conducted a study in 2001 with prospective undergraduates about websites and selection decisions and later conducted studies with prospective graduate students (Poock & Lefond, 2003) and currently enrolled graduate students (Poock, 2005). In the 2003 study, the participants were 36 full-time graduate students in the first semester of their program (60% doctoral and 40% master's). Data were collected in three stages: using focus groups in a computer lab, participants were asked about four graduate school websites; then participants were given five minutes per website to search for information "they sought when selecting a graduate

program” (p. 16); and lastly each third of a focus group was given a different task to find a specific piece of information on a graduate school website and the results were timed. The 2005 study also used focus groups with 25 graduate students (14 doctoral and 11 master’s) to reflect on the information they searched for on websites contrasted with the information they now needed as matriculated graduate students. Poock again asked respondents to compare websites (but only two) and had timed tasks to locate specific information on those websites. Prospective graduate students found the use of graphics “unimportant,” did not search for information about a graduate school’s reputation or ranking, and were primarily concerned with content, organization, and architecture (Poock & Lefond, 2003). The matriculated students most frequently searched for information related to deadlines and forms (Poock, 2005). In both studies results related to the timed tasks might be irrelevant given improvements to download speed and increased use of technology by graduate students.

Another study in 2003 used a specific population of graduate students, graduate assistants, to examine their perceptions of university websites in general and to evaluate one particular website (Ng, Parette, & Sterrett, 2003). A questionnaire in the spring of 2002 was pilot tested using 37 graduate assistants who were members of the university’s graduate student council. In the fall of 2002, 85 new graduate assistants were surveyed during the university’s orientation for graduate assistants with a response rate of 100%, and of 146 continuing graduate assistants 44 participated (30% response rate), for a combined total of 129 graduate assistants. These researchers acknowledged being influenced by and using a format similar to Poock and Lefond’s 2001 study, and their findings ranked the following characteristics of university websites in general in the

following descending order: organization/site architecture, ease of navigation, content, download speed, organization by target audience, friendliness/first impression, and graphics. The specific graduate website that was then evaluated by graduate assistants was their university's website. Participants reported that the website was effective, but the graphics needed improvement. These results are consistent with the other studies, but this research is uncommon for focusing on a specific type of graduate student yet not being program specific.

A study that was program specific compared every website in the United States that offered graduate degrees in family science "at both the master's and doctoral levels" (Hans, 2001, p. 68). Undergraduate students were recruited from family studies classes who were "considering, or thought they may one day consider, graduate study in family science" (p. 66) and offered a book on graduate study in family science if they participated in both parts of the study. In the first part, 25 undergraduates were surveyed about "their Internet use and website preferences" (p. 67). Fifteen of the 25 chose to continue and participate in the second part which consisted of evaluating 31 family science websites. The results of the first part found that user friendliness was the most important characteristic followed by content, graphics/images, and color scheme, and in the second part's website evaluations "the legibility of the text, the availability of contact information on the website, and degree options had the highest ratings" (p. 69). The researchers also included charts that showed the ranking of the 31 program's websites with corresponding descriptives and the ranking of the items on the website evaluation with descriptives along with the aggregations of the five highest and five lowest ranked program websites.

## Discussion

From this review of the literature there is a diversity of articles, reports, and presentations concerning graduate adult education. The impact of CPAE on graduate adult education is evident from the amount of literature produced by and presented to the Commission. Studies were done in response to the Commission's standards in 1986, and with the recent approval of a new version of standards in 2008, now is an appropriate time to examine the alignment of standards with existing curricula for doctoral programs.

If the reader considers the quantity of literature produced in each of the decades covered, the 1960s was the most active time for interest in this topic. The amount of literature has steadily decreased, most notably after the early 1990s. The author chose to divide the literature from each decade into empirical studies and or commentaries. Both are prevalent in the 1960s, but the balance begins to tip towards commentaries by the 1990s. Given the current climate in higher education and renewed interest in doctoral education research, an analysis of doctoral curricula and programs in adult education would be valuable evidence for these programs.

As there has yet to be any research on the 2008 CPAE standards, there has also been little research on graduate adult education that has not used a survey methodology. Graduate programs are now using websites to communicate with current and future students, and there is an opportunity to analyze a program's curriculum without the participation and potential bias of a faculty representative. Understanding the role of the internet in decision making returns the focus of doctoral curriculum to the graduate student, which supports Knowles' "role theory" (1962).

The three books discussed at the beginning of this review of the literature were the most informative for understanding the status of graduate adult education at the time of publication. This research will attempt to provide a similar point on the timeline of the field with multiple facets of inquiry. There were some references that were not included in the above review as they were neither research reports nor written commentaries. The repartee between Houle and Knowles captured at a 1987 Session of CPAE (CPAE, 1987) and Kreitlow's remarks at Ohio State (Boggs & Ohio State, 1986) gave a depth to this author's conceptualization of graduate adult education.

## CHAPTER III

### METHODOLOGY

#### Overview

This research had a mixed method design. A comprehensive list of programs in Canada and the United States that offer a doctorate degree in adult education was established by the researcher. Data on each graduate program's curriculum were collected and analyzed using basic quantitative methods similar to earlier studies (Brookfield, 1988a; Peters, Jarvis, & associates, 1991). The transparency of program websites was evaluated in three stages: a review of a website evaluation form by experts, a pilot test with three doctoral students evaluating three websites, and three different doctoral students evaluating all program websites. The data collected were also measured by the researcher against the recently approved CPAE standards (2008). An analysis of curricula was then conducted within and between programs and between types of doctorate to study the current state of doctoral education in adult education.

#### Procedures

For the procedures below the word "program" was used to describe a program that offers graduate degrees in adult education at a university (examples: the program in adult, higher, and community education at Ball State University and the program in adult and continuing education at Kansas State University). The words "university," "school," and "institution" were not used as the unit of measurement because a university can have more than one program in adult education or a university can have different programs on more than one campus.

### *The List of Programs*

The most recently published volume of *Peterson's Graduate Programs in Business, Education, Health, Information Studies, Law & Social Work* (2010) and the most recent version of the Commission of Professors of Adult Education (CPAE) *Directory of Adult Education Graduate Programs in North America* (Pierce, 2008) were the two original data sources. Every program that listed one or more types of doctorate (such as an Ed.D., Ph.D., or D. Ed.) was included in the first version of the list with the designation of all other graduate degrees offered. The researcher also made a designation by each program name for a university having more than one campus which might indicate different programs.

The researcher submitted the first version of the list to her program's faculty to check for any programs that might not have been listed in the two above data sources. Program faculty were asked to respond by email within one week, and their responses included no additional programs. Then the list was posted on the CPAE listserv by the researcher with a request for feedback about the list and for information about programs that might have been omitted in the above process or might have recently been eliminated or restructured. At the time of the post to the listserv there were 431 subscribers (J. Berger, personal communication, February 25, 2011). Nineteen professors responded to the posting with nine additional programs. Two of these nine programs were not listed in either data source, three were found in only one data source but without the doctorate, and four programs were rejected by the researcher (Appendix A). One of the 19 professors gave a link to his website, [andragogy.net](http://andragogy.net), with a list of programs in Canada

and the United States. From a review of this list, two additional programs were discovered that had no entries in either data source.

To account for any possible programs that were not found using the above procedures the researcher conducted an internet search using a common search engine to look for any programs located in North America that offer doctorates in adult education. No additional programs were found.

### *Websites*

With this input from professors, the most recent editions of the two primary data sources, and an internet search for any possible independent programs, the researcher then attempted to locate a web address for each program using a common search engine. When a university's website was found, the website was first bookmarked. Next, the researcher searched the university's website for a program website. When a website for the program was located it was also bookmarked, and the main page for the program was printed. If the names of the programs offered (for example Adult Education or Adult and Higher Education) and the program's department and college were not referenced on the main page, the researcher wrote in this information for the purposes of further analyses. The information on types of degrees offered by each university were compared with the researcher's list, and the list was updated as necessary. Any information on the program's website about their curriculum, including plan(s) of study and course rotation, was bookmarked on the researcher's computer and printed. The researcher also thoroughly searched each university's website for any additional relevant information (for example plans of study or course descriptions that might be located on a university's graduate school or registrar's websites) that was also bookmarked and printed. If a program did

not offer all of the materials needed by the researcher on its website and related university offices' websites, the researcher followed the procedures below under "Alternative Contact."

#### *Alternative Contact*

If the researcher was unable to find all of the program information needed for analyses, she utilized the contact information on the program's website to email the program coordinator or phone the department. A program was also contacted if course descriptions were not found online, if the researcher was unable to understand the course requirements for one or more doctorates offered (for example, the credit hours required did not equal the total number of credit hours), or if a program's website provided conflicting information. A form was developed to describe the problem, track the type and dates of contact with one or more professors, and the resolution (Appendix B). After two months incomplete or insufficient program information by program was noted, but no program was excluded from analysis because of incomplete or insufficient information.

#### *Final List*

With all possible data on programs' curricula collected, the researcher analyzed the required coursework for each degree at each program. If a program did not have common adult education courses including adult learning theory, program planning, and a foundations/history course (Brookfield, 1988a; Peters, Jarvis, & associates, 1991), if a master's but not the doctorate was offered, or if the program no longer existed, the program was removed from the list (Appendix A). As shown below, the final version of

the list included every program in North America that offered a doctorate in adult education and met the three specific courses criteria.

List of Programs

Auburn University  
Ball State University  
Capella University  
Cleveland State University  
Colorado State University  
Florida Atlantic University  
Florida International University  
Kansas State University  
Lesley University  
Memorial University of Newfoundland  
Michigan State University  
National-Louis University  
North Carolina State University  
North Dakota State University  
Northern Illinois University  
OISE, University of Toronto  
Pennsylvania State University  
Regent University  
Teachers College, Columbia University  
Texas A&M University  
Texas State University  
University of Alberta  
University of Arkansas  
University of British Columbia  
University of Calgary  
University of Connecticut  
University of Georgia  
University of Idaho  
University of Manitoba  
University of Memphis  
University of Minnesota  
University of Missouri-St. Louis  
University of New Brunswick  
University of Oklahoma  
University of Regina  
University of South Dakota  
University of South Florida  
University of Southern Mississippi  
University of Tennessee-Knoxville  
University of Texas-San Antonio  
University of Wisconsin-Milwaukee

University of Wyoming  
Virginia Commonwealth University  
Walden University

### *Transparency*

The researcher and two raters evaluated the level of transparency of a program's curriculum. For the purposes of this research, transparency was defined as a program making information available about what doctoral degrees are offered, what is/are the plan(s) of study, what is the course rotation, and who are the program's professors, staff, and students. Unusual features of a program were also noted by the researcher.

The researcher created an evaluative form to assess the extent of a program's transparency based on the work of Hans (2001), and with Hans' permission selected items were adopted and modified in addition to those items that were developed by the researcher. Items were scored on a five-point Likert scale (1-*strongly disagree*, 5-*strongly agree*) with the option of "NA" (not available) if the rater did not find the information needed to answer that item. Each form also had space to write in the name of the university, the program's name, and the web address of the program's website.

*Expert review.* The researcher contacted three experts to review the form to establish content validity. The criteria for an expert for the purposes of this research included an earned doctorate in adult education and employment as university faculty. Once an expert agreed to participate, the researcher emailed each expert the form and asked for her review to be completed in no more than two weeks. The experts' reviews were returned within four weeks, and based on their responses the formatting was modified and the wording of a few items was revised.

*Pilot test of website evaluation form.* The researcher next recruited three doctoral students (each from a different doctoral program in education at the researcher's university) to pilot test the form by evaluating the same website for a graduate program in psychology. Three potential participants were contacted by email to explain the nature of the research, their role, and compensation (a \$20 Starbucks gift card). All three potential participants responded to the researcher's initial email and agreed to participate. They were contacted again by email with the form attached and a link for a graduate program's website. The researcher asked participants to return their completed forms as attachments by email within one week. Based on results with low inter-rater reliability (12 out of 20 items had a variability expressed as a range of greater than "1" among the three participants), a second administration was conducted with a second website. In this administration, five questions had a variability expressed as a range of greater than "1." Due to the results of these two administrations the participants were asked to provide explanations for their answers to the five questions and for their general comments about the form. Using the participants' commentaries and in consultation with her methodologist five items were deleted and one item was divided into two items. A third administration was then done with a third graduate website. One of the three participants used the "Not Available" option, and eight of the seventeen items had a variability expressed as a range of greater than "1." The results of the three administrations of this pilot study (that had been conducted with the same three participants for all three administrations) were then analyzed and discussed between the researcher, chair, and methodologist. After this meeting and with one change to the wording of one item, the form was finalized (Appendix C).

*Raters.* The researcher then recruited three doctoral students in psychology to be the raters of the transparency of all 37 doctoral adult education programs. (The psychology department was the researcher's choice both for its proximity and distance from this research. Psychology is a different academic discipline, but at the researcher's university her program is located within the College of Education and Psychology). An email was sent to prospective raters using the email addresses for psychology graduate students found on the psychology department's website. The email explained the nature of the research, their role, and compensation (\$200).

The researcher prepared the materials needed by the three raters. The final list of doctoral programs was alphabetized by name of institution (one program had two entries because the program had a separate website for each type of doctorate offered). Only programs that had a specifically named doctorate in adult education were included (37 programs). Each program was assigned a number in ascending order. The researcher assembled three binders with a numbered tab for each program. A random number function (used to exclude order effects) was used by the researcher to generate three lists of numbers. The researcher inserted the institution name, program name, and web address into the form, and printed three copies for each program. One copy was then placed in each binder according to three lists of random numbers (but within each binder the tabs were numbered numerically in ascending order such that each rater reviewed all programs, but not in the same order). Using the program information collected earlier online, the researcher created a list of programs and web addresses (Appendix D). The researcher then created three Excel spreadsheets that listed the programs and their web

addresses using the same three lists of random numbers that was used to assemble the binders.

Potential raters who responded to the researcher's initial email were contacted by email for the purpose of scheduling a meeting to train the three potential raters at their convenience. Each potential rater was also sent an attachment of the form and a link to one program website. Potential raters were asked to spend approximately ten minutes browsing the program's website (live), complete the form, and return the completed form as an attachment in an email with a date and time the potential rater could meet the researcher for training.

The first three psychology doctoral students that responded to the initial email and returned a completed form were scheduled for training with the researcher. All other psychology doctoral students who responded to the researcher's initial email received a reply from the researcher that stated there were currently enough participants and thanking them for their interest. Each rater then met individually with the researcher for a brief training in the university's main library. The research was explained, and each rater was asked to read and an informed consent form (Appendix E). Raters were given a binder with 38 forms, and the researcher reviewed the form with each rater. Raters were asked to contact the researcher if they had any questions or problems completing the forms. Raters were also asked to complete the binder within two weeks and to email the researcher to schedule an appointment to return the binder. After each training the researcher emailed the rater the Excel spreadsheet with a list of links to programs that corresponded with their binder. All three raters completed and returned the binder within two weeks.

*CPAE Standards*

Using the information collected from each program the researcher measured the curriculum of each program against the 2008 version of the CPAE standards. At the doctoral level the following nine core topical areas are suggested:

- Advanced study of adult learning (theory and research)
- Historical, philosophical foundations of adult education
- Study of leadership, including theories or organizational leadership, administration and change
- Analysis/study of the changing role of technology in adult education
- Study of issues of policy in relation to adult education
- Analysis of globalization and international issues or perspectives in adult education
- In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education
- Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)
- Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature (CPAE, 2008, pp. 7-8)

The 37 programs with a specifically named doctorate in adult education were listed randomly using a random numbers function. The curriculum for each program was evaluated to find evidence of each standard and then a value of “0” or “1” was assigned

for each standard. This process was repeated by the researcher with at least three weeks between each date of review. After two reviews each program was assigned a number between “0” and “9” to represent how many of the nine standards were found in a program’s curriculum.

### *Data Analysis*

Programs were analyzed for their organizational structure, degrees offered, and program name. The CPAE standards found in each program’s curriculum were analyzed by each standard. A one-way ANOVA was conducted to find differences in standards found by type of doctorates offered. A second one-way ANOVA was conducted to find differences in standards found by where programs were listed in which data sources. The items in the website evaluation form were ranked across program and significant correlations for agreement between raters were sought.

## CHAPTER IV

## FINDINGS

## Descriptives

*Types of Programs*

The researcher divided the final list of 44 adult education programs into the following four types: (a) programs that offer an independent doctorate; (b) programs that offer only the Ed.D.; (c) programs that offer only the Ph.D.; and (d) programs that offer both the Ed.D. and the Ph.D.

*Independent doctorate.* The first type of program, independent doctorate, offers a doctorate with no course requirements or program name specific to adult education but falls under a general doctorate in education. Seven programs fit into this category: Colorado State University, Memorial University, University of Alberta, University of British Columbia, University of Manitoba, University of New Brunswick, and the University of Regina. All of these programs offer one or more master's degrees specific to adult education and a doctorate with a course of study specific to each doctoral student, as agreed upon between the student and her advisor and/or committee. These programs were included in the list of 44 programs, but with no prescribed curricula for these doctorates and no specific identification as a doctorate in adult education, they were not included in further analyses, leaving 37 programs for the final analyses.

*Ed.D., Ph.D., and Ed.D. & Ph.D. programs.* The other types of programs used for analysis are listed in Table 1 by the type(s) of doctorate(s) offered.

Table 1

*List of Programs for Analysis*

<b>Ed.D. (10)</b>	<b>Ph.D. (15)</b>	<b>Ed.D. &amp; Ph.D. (12)</b>
Ball State Univ.	Auburn Univ.	Kansas State Univ.
Florida International Univ.	Capella Univ.	North Dakota State Univ.
National-Louis Univ.	Cleveland State Univ.	Penn State Univ.
North Carolina State Univ.	Florida Atlantic Univ.	Univ. of Calgary
Northern Illinois Univ.	Lesley Univ.	Univ. of Georgia
Regent Univ.	Michigan State Univ.	Univ. of Idaho
Teachers College, Columbia	OISE, Univ. of Toronto	Univ. of Minnesota
Univ. of Arkansas	Texas A&M Univ.	Univ. of Missouri-St. Louis
Univ. of Memphis	Texas State Univ.	Univ. of South Florida
Univ. of South Dakota	Univ. of Connecticut	Univ. of Southern Miss.
	Univ. of Oklahoma	Univ. of Wyoming
	Univ. of Tennessee- Knoxville	Walden Univ.
	Univ. of Texas-San Antonio	
	Univ. of Wisconsin- Milwaukee	
	Virginia Commonwealth Univ.	

*Program characteristics.* One program, Regent University, has a religious affiliation. Five programs offer a doctorate that is taken mostly in an online environment (Cappella University, Lesley University, University of Arkansas, the Ed.D. at the University of Calgary, and Walden University).

#### *Degrees Offered*

*Doctoral degrees.* The 37 programs offer 24 Ed.D. degrees and 29 Ph.D. degrees. The following four programs offer more than one model for a degree: North Carolina State University and Teachers College at Columbia University offer more than one model for the Ed.D., and University of Wisconsin-Milwaukee and Walden University offer more than one model for the Ph.D.

For the following six programs the doctorate is the only type of graduate degree offered: Lesley University, North Dakota State University, Regent University, University of Memphis, University of Southern Mississippi, and Walden University.

*Specialist's degrees.* Five programs also offer the specialist's degree: Auburn University, Florida Atlantic University, University of Georgia, University of Idaho, and the University of South Florida.

*Master's degrees.* Thirty-one programs also offer one or more of these three types of master's degrees: the M.A., the M.S., and the M.Ed. The M.A. is offered by 12 programs, the M.S. by nine programs, and the M.Ed. by 15 programs. Ten of the 31 programs offer more than one master's or one master's degree with different areas of study.

*Certificates.* Eleven programs offer certificates related to adult education, and four of the 11 programs offer more than one certificate.

*State certifications and licensures.* Four programs offer state certifications and licensures related to teaching adult education: University of Minnesota, University of Missouri-St. Louis, Florida Atlantic University, and Virginia Commonwealth University.

### *Organizational Structure*

*Schools and colleges.* The majority of the programs (29) are under a school, college, institute, or faculty of education. Seven programs are under a college of “Education and...” with three under “Education and Human Development,” and one each under “Education and Health Professions,” “Education and Human Services,” “Education, Health, and Human Services,” and “Education and Psychology.” One program is under a college of Arts and Sciences.

*Department.* Thirty programs are under a department (the other seven programs did not have this level in their organization). Of the thirty departments, ten have one area in the department name (educational administration or leadership – 5, doctoral education – 3, the word “studies” – 2). The majority (20 programs) have a combination of two, three, or four areas of study. The most common area of study in departments with a combination of areas in their name is educational administration or leadership (13), and “adult education” is a part of five department names.

*Program.* One program has different program names for the Ed.D. and Ph.D. (the Ed.D. in higher and adult learning and the Ph.D. in adult education leadership at Walden University), for a total of 38 possible program names for 37 programs. Twenty-eight different program names were found.

Table 2

*Program Names Grouped by Type*


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 Program Names with One Area of Study (9)
 

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Adult Education - 6

Adult Learning - 1

Adult Education Leadership - 1

Workforce Development Education - 1

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 Program Names with Two Areas of Study (15)
 

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Adult and Community Education - 1

Adult Education and Community Development - 1

Adult and Community College Education - 1

Adult and Continuing Education - 2

Adult and Higher Education - 3

Higher Education and Adult Learning - 1

Adult Education and Human Resource Development - 1

Adult Learning and Leadership - 1

Adult/Organizational Learning and Leadership - 1

Adult and Post-Secondary Education - 1

Occupational and Adult Education - 1

Workplace and Adult Learning - 1

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Table 2 (continued).

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Program Names with Three Areas of Study (3)

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Adult, Higher, and Community Education - 1

Adult, Professional, and Community Education - 1

Higher, Adult, and Lifelong Education - 1

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Program Names with a Relationship to a Larger Program (11)

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Adult Education cognate - 1

Concentration in Adult Education - 1

Adult Education emphasis -1

Adult Education specialization - 2

Adult Learning specialization - 2

Adult Learning and Teaching cognate - 1

Adult and Continuing Education Leadership specialization - 1

Leadership and Lifelong Learning specialization - 1

Post-Secondary and Adult Education specialization - 1

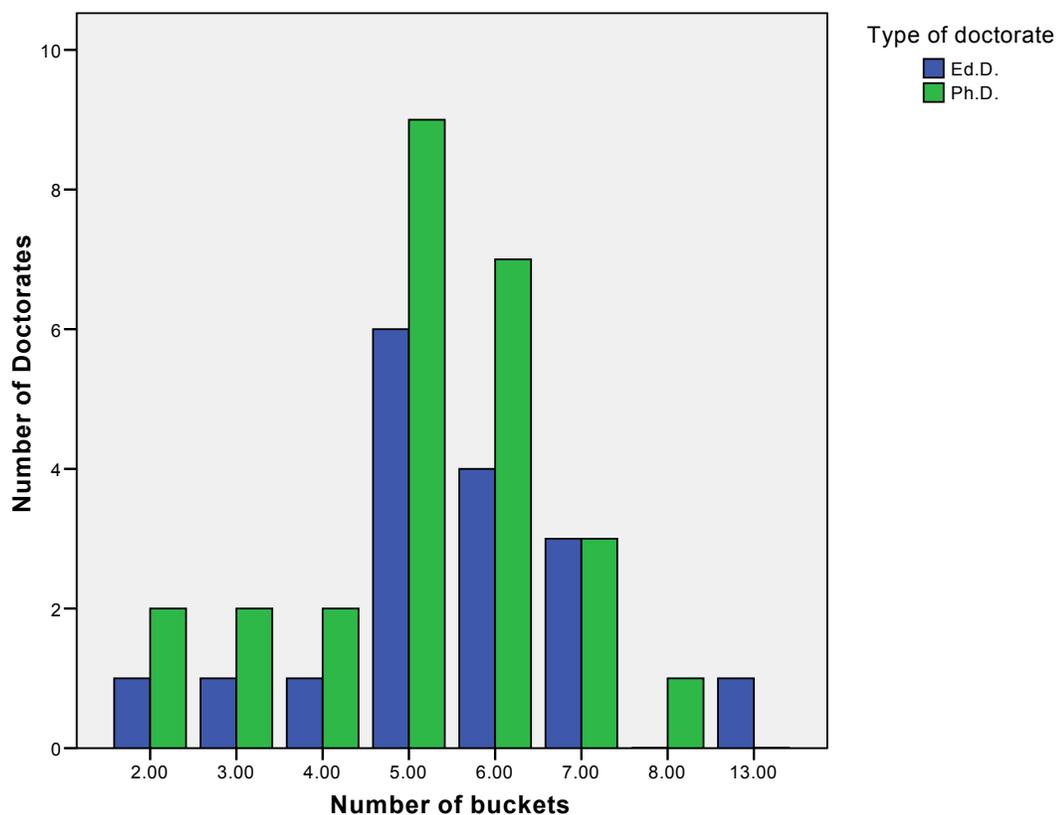
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Program names were found to have one area of study (example: adult education at Auburn University), two areas of study (example: adult education and human resource development at Florida International University), or three areas of study (example: higher, adult, and lifelong learning at Michigan State University). A fourth type of program had a name with a relationship to a larger program (example: leadership and life-long learning specialization under urban education at Cleveland State University).

The program names with “Adult Education” and “Adult Learning” could be combined, but to accurately represent each program in Table 2, names were listed as they appeared in program websites.

### *Categories of Curricula*

The curricula for 53 different doctorates (24 Ed.D. and 29 Ph.D.) were collected, and plans of study, course titles, and course descriptions were analyzed. Three different categories were identified: cohort, prescribed, and buckets. Five programs offered the Ed.D. using a cohort model. A second category similar to the cohort model was labeled “prescribed” because every course or every course except one was specified by the program. Three programs offer two Ed.D. and three Ph.D. degrees with prescribed curricula. The third category of 43 doctorates was classified as “buckets” to symbolize separate areas within a plan of study that each needed to be satisfied with various minimums of credit hours. Some programs set only a minimum number of credit hours per bucket, and other programs specified a course or courses that had to be taken to satisfy the minimum requirements for each area. Examples of buckets include core required courses, electives, research courses, dissertation hours, and cognates or specializations. As some programs had general areas of course requirements with distinct requirements within a broader area, the term “bucket” was applied to the smallest unit (course requirement) within a plan of study. Programs that offer more than one doctorate did not always have the same number of buckets for all doctorates offered; therefore frequency of buckets was grouped by type of doctorate and not by program in Figure 1. The Ph.D. generally had more buckets than the Ed.D.



*Figure 1.* Frequency of buckets by type of doctorate.

### *Coursework Requirements*

In analyzing doctoral coursework, the ten doctorates that had a cohort and prescribed curricula were not included in analysis as these curricula were created as one piece with areas of study that overlapped within courses.

*Prior coursework.* Four programs (1 Ed.D. only program, 1 Ph.D. only program, and 2 Ed.D. and Ph.D. programs) had pre-requisites if a doctoral student had not earned a master's degree in a related area of study. One program that offers the Ed.D. and Ph.D. had a pre-requisite for only the Ph.D. One Ed.D. only program had alternative plans of study based on whether or not a doctoral student had earned a master's degree in a related area of study.

*Core required courses.* Of the 43 doctorates, 11 had no required courses specific to the program (area of study). These eight programs might have a minimum number of hours in a core area of study, but no specified course or courses. These 11 doctorates represented one Ed.D. only program, four Ph.D. only programs, and three Ed.D. and Ph.D. programs.

Given the variety of program names and areas of study (Table 2), the variety of total hours in plans of study, the variety of credits allowed to transfer, and the variety of minimum number of credit hours in a core area, only the specified required courses in a core area were analyzed. The categories in Table 2 were used for this analysis, and programs' names with two areas of study and three areas of study were combined into one category for the three following categories: adult education (including adult learning) programs, programs with two or three areas of study, and programs that came under a larger program.

The first category, adult education and adult learning programs, had ten doctorates: three from three Ph.D. only programs and seven from four Ed.D. and Ph.D. programs. There was a range of two to eight core courses (median and mode of four) per doctorate with a total of 45 required courses. These were sorted into the following groups: foundations – 8, adult learning – 7, the adult learner and social context – 7, program planning and curriculum development – 6, administration and workforce education – 6, teaching methods – 5, seminars – 3, and other – 3.

The second category, programs with two or three areas of study, had 12 doctorates. Five doctorates were from Ed.D. only programs, three doctorates were from Ph.D. only programs, and four doctorates were from programs offering both the Ed.D.

and Ph.D. These 12 doctorates had a range of 1 to 9 core courses (median and mode of 5) per doctorate. Of the 68 required courses, 69% (47 courses) were related to adult education.

The third category, programs under a larger program, had ten doctorates: one from an Ed.D. only program, five from four Ph.D. only programs, and four from two programs offering both the Ed.D. and Ph.D. These ten doctorates had a range of 2 to 10 core courses (median of 6) per doctorate. Of the 63 required courses, 56% (35 courses) were related to adult education.

*Research requirements.* Programs were grouped by doctorates offered and analyzed by type of doctorate. While some programs gave general guidelines for types of courses that were recommended, most programs had specific required research courses and a minimum number of credit hours. As seen in Table 3, the Ph.D. had more requirements in credit hours and specified courses than the Ed.D.

Table 3

*Research Requirements for 43 Doctorates*

	Ed. D.		Ph. D.	
	Ed.D. only	Ed.D. & Ph.D.	Ed.D. & Ph.D.	Ph.D. only
Number of programs	7	10	11	15
Programs with no specified courses	2	1	3	4
Mean of specified courses	3	3	4	3
Range of minimum number of hours	6-17 hrs.	6-20 hrs.	9-24 hrs.	3-21 hrs.

Table 3 (continued).

	Ed. D.		Ph. D.	
	Ed.D. only	Ed.D. & Ph.D.	Ed.D. & Ph.D.	Ph.D. only
Programs with no minimum number of hours	0	0	1	1
Mean of minimum number of hours	11	11	17	12

### CPAE Standards

The researcher reviewed the curricula of the 37 programs for each of the nine CPAE standards for doctoral education. As shown in Table 4, the standards were represented in the majority of programs.

Table 4

#### *CPAE Standards Found in Doctoral Curricula*

Percentage	Frequency	Standard
94.60%	35	Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature
91.90%	34	Advanced study of adult learning (theory and research)
86.49%	32	Study of leadership, including theories or organizational leadership, administration and change
81.08%	30	Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)

Table 4 (continued).

Percentage	Frequency	Standard
78.38%	29	Historical, philosophical foundations of adult education
70.27%	26	In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education
62.16%	23	Study of issues of policy in relation to adult education
51.35%	19	Analysis of globalization and international issues or perspectives in adult education
45.95%	17	Analysis/study of the changing role of technology in adult education

This review found a program mean of 6.62 (median – 7, mode – 8, and standard deviation – 1.98), and a range of 3 to 9. All nine standards were found in the curricula of five programs (3 Ph.D. only programs and 2 Ed.D. and Ph.D. programs). A one-way ANOVA found no statistically significant difference between the type of doctorate offered (Ed.D. only, Ph.D. only, or Ed.D. and Ph.D.) and standards found ( $F(2, 34) = .320, p = .728$ ). Results by individual program are given in Appendix F, Part 3. A one-way ANOVA found no statistically significant difference between where programs were listed in which data sources (found only in Peterson’s, found only in the CPAE directory, found in both, and found in neither) and standards found ( $F(3,33) = 1.501, p = .232$ ).

#### Evaluation of Programs’ Websites

Three raters evaluated each graduate program’s website using an evaluation form developed by the researcher (Appendix C). Rater “C” was dropped due to the low

Table 5

*Rank and Means of Items on Website Evaluation Form*

Rank	Mean*	Item Number and Item
1	4.25	5. I was able to find a list of courses offered.
2	4.21	2. I understand what degrees are offered.
3	4.12	6. I understand what courses are required to earn a doctorate in this program.
4	4.05	4. I understand what the admission requirements, procedures, and deadlines are
5	3.92	14. This website appears to be current.
6	3.86	9. I found the types of contact information I would use such as email, phone, fax, or individual.
7	3.68	3. I had an understanding of this program's philosophy or mission.
8	3.59	8. I was able to learn about this program's faculty and their research interests, courses taught, and vitae.
	3.59	15. I would describe this program's website as user-friendly.
9	3.57	17. My overall experience with this website was positive.
10	3.54	1. My first impression of this website is positive.
11	3.45	13. The content of this website was not well organized. (reversed)
12	3.36	7. I could see how often courses were offered (course rotation).
13	3.21	11. This website contained information about available assistantships, fellowships, and financial aid.

Table 5 (continued).

Rank	Mean*	Item Number and Item
14	3.11	16. This website needs to be redesigned to attract prospective graduate students.
15	2.34	12. I learned about the activities of current students.
16	2.28	10. I learned about the activities of recent graduates.

\*Strongly Disagree = 1, Strongly Agree = 5

correlated ratings with the other raters. The results from raters “A” and “B” were summed across program by item and then ranked by the items’ means (items 13 and 16 were reverse coded). The items’ means ranged from 2.28 to 4.25 (Table 5).

There was a significant correlation between raters “A” and “B” for four of seventeen items using Pearson’s correlation coefficient with a significance level of .01 to account for family-wise error. As shown in Table 6, the significant correlations ranged between .817 and .424.

Table 6

*Correlations Between Raters by Item*

Item	Correlation	Sig.
1. My first impression of this website is positive.	0.321	0.049
2. I understand what degrees are offered.	0.117	0.484
3. I had an understanding of this program's philosophy or mission.	0.19	0.254
4. I understand what the admission requirements, procedures, and deadlines are.	0.329	0.044
5. I was able to find a list of courses offered.	0.424	0.008*

Table 6 (continued).

Item	Correlation	Sig.
6. I understand what courses are required to earn a doctorate in this program.	0.548	<.001*
7. I could see how often courses were offered (course rotation).	0.205	0.217
8. I was able to learn about this program's faculty and their research interests, courses taught, and vitae.	0.817	<.001*
9. I found the types of contact information I would use such as email, phone, fax, or individual.	0.18	0.28
10. I learned about the activities of recent graduates.	0.27	0.101
11. This website contained information about available assistantships, fellowships, and financial aid.	0.386	0.017
12. I learned about the activities of current students.	0.45	0.005*
13. The content of this website was not well organized.	0.029	0.863
14. This website appears to be current.	-0.037	0.827
15. I would describe this program's website as user-friendly.	0.276	0.093
16. This website needs to be redesigned to attract prospective graduate students.	0.295	0.072
17. My overall experience with this website was positive.	0.328	0.044

## CHAPTER V

### DISCUSSION

#### Data Sources

In 1967, Peterson's first published its annual guides to graduate education based on information for the academic year 1966-1967. Coincidentally, in 1965 the Higher Education Act required an institution that received federal student aid to annually submit institutional data to the federal government. These data are currently collected by the Integrated Postsecondary Education Data System (IPEDS), which is part of the National Center for Education Statistics (NCES). A conversation with a Peterson's employee (E. Gordon, personal communication, June 25, 2010) revealed that the program data published in Peterson's comes directly from NCES. With increased availability of information on university and program websites, Peterson's traditional annual multi-volume hard copy on a library's reference shelf has lost popularity. This is evidenced in the company's losing two-thirds of its employees to down-sizing and moving to smaller offices (K. Knotts, personal communication, June 29, 2010).

As Peterson's faces a changing business model, discrepancies between program information found in the 44<sup>th</sup> edition for 2010 and the information found online could be explained by the fallibility of institutional personnel reporting program information. Institutional personnel might not understand which graduate programs should be categorized as "adult education." Institutional changes between when the data was collected and publication is another possible explanation for inaccurate and missing program information.

The most recent edition of the CPAE directory of programs is two years older than the most recent edition of Peterson's, and this two year difference could account for discrepancies between these two data sources. When lists of every program that offers a doctorate from each data source were combined, 44% of programs were unique to one data source (27% exclusive to the CPAE directory and 17 % found exclusively in Peterson's). Programs included in the CPAE directory that were not included in Peterson's could be attributed to the amorphous nature of adult education. Other possible reasons might be that graduates of adult education programs become faculty in related fields who then retain their membership with CPAE, and changes in a program's focus might explain differences between Peterson's and the CPAE directory.

Professors of adult education became an invaluable third data source for this research. Posting to the CPAE listserv resulted in replies with the most current information about programs that had been closed or created. There were also programs that had not been identified by either Peterson's or the CPAE directory as offering a doctorate (program growth) or listed at all in either source. From these efforts to collect the most accurate program data came the conclusion that the CPAE should continue, strengthen, and expand their activities in graduate adult education.

#### Changes in Doctoral Education

In reviewing prior research and articles, there was one year, 1968, with two separate efforts to document what programs in North America offered the doctorate including which types of doctorate. The work of Ingham and Qazilbash (1968) and Thomas (1968) were combined to provide the most accurate picture of doctoral education in 1968 for comparison with the results of this research.

Table 7

*Doctoral Education in 1968 and 2010*

	1968	2010
Ed.D. only programs	6	10
Ph.D. only programs	5	21
Ed.D. and Ph.D. programs	11	13
Total number of programs	22	44

Although Table 7 shows a noticeable increase in the number of programs that offer only the Ph.D., it would not be accurate to simply state that the total number of programs has doubled. Two programs that offered both doctorates in 1968 were found to only offer one doctorate in 2010, one program added the other doctorate, and one program switched from one doctorate to the other. Ten of the programs from 1968 no longer exist, and four programs from 1968 still exist but have changed to the extent that they were not included in this research (See Appendix B). Accounting for these program changes, only eight programs from 1968 (36%) remain in 2010. A 36% survival rate seems dire, yet this also means that 36 programs offer doctorates in 2010 that did not in 1968. While a few of these programs existed in 1968 and offered a master's degree, the majority of programs have been created in the past four decades.

The work of Thomas (1968) and Ingham and Qazilbash (1968) also included the names of programs and departments for more comparisons. Of the eight programs found in both years, only one had the same program name (the University of Georgia).

Table 8

*Changes in Program Names from 1968 to 2010*

	1968		2010
Ball State Univ.	Leadership in Community Services	→	Adult, Higher, and Community Ed.
Michigan State Univ.	Graduate Studies in Continuing Ed.	→	Higher, Adult, and Lifelong Learning
North Carolina State Univ.	Adult Education	→	Adult and Community College Ed.
OISE, Univ. of Toronto	Dept. of Adult Ed.	→	Adult Ed. and Community Development
Teachers College, Columbia	Center for Adult Ed.	→	Adult Learning and Leadership
Univ. of British Columbia	Dept. of Adult Ed.	→	Educational Studies
Univ. of Georgia	Adult Education		Adult Education
Univ. of Wyoming	Adult Education	→	Adult and Post-Secondary Ed.

As seen in Table 8, four of the seven program names changed from “Adult Education” to “Adult Education and ...” (to more than one area of study). Looking at all programs with doctorates in 1968, 14 of the 22 (64%) had adult education as the only area of study. In this research, of the 37 programs analyzed, 19% have adult education as the only area (when independent doctorates are included, it decreases to 18%).

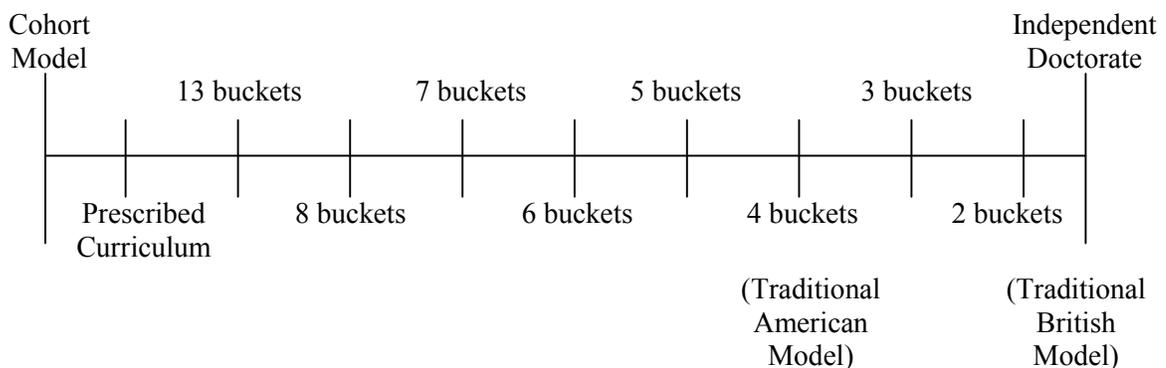
The first comment on this shift in program name changes was found in 1975 in a conference paper given by Mary Jane Even. She offered examples supporting this trend (but no documentation of all programs), and called on CPAE “to speak to this concern”

(Even, 1975, p. 5). At the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education in 1996, Shari Peterson and Joanne Provo presented a case study of the University of Minnesota combining adult education and human resource development, and at the same conference in 1999, Andrea L. Beach and Jessica T. Kovan presented on the trend of merging adult education and higher education programs. Without more historical documentation it is not possible to understand if this drop in adult education being the only area of study is due to the evolution of existing programs or if new programs offered a program with more than one area of study since their inceptions or if it is a combination of factors.

This multiplicity of the majority of program names in 2010 led to complications in the analysis of coursework. How to compare courses with multiple areas of study led to the use of categories and groupings for course analysis and the inability to incorporate all doctoral coursework into general observations about the current state of curricula. For example, for the programs with adult education as the only area of study, the core required courses, when compared to the only other study that focused on the core required courses for doctorates (the Daniel and Kasworm report in 1985), show slight changes (decrease in the number and percentage of foundations courses and increases in administration and teaching methods). But this comparison does not include the majority of programs in 2010, or if programs in the 1985 report had one or more areas of study. More historical data would be necessary to make accurate comparisons to understand changes in doctoral curricula.

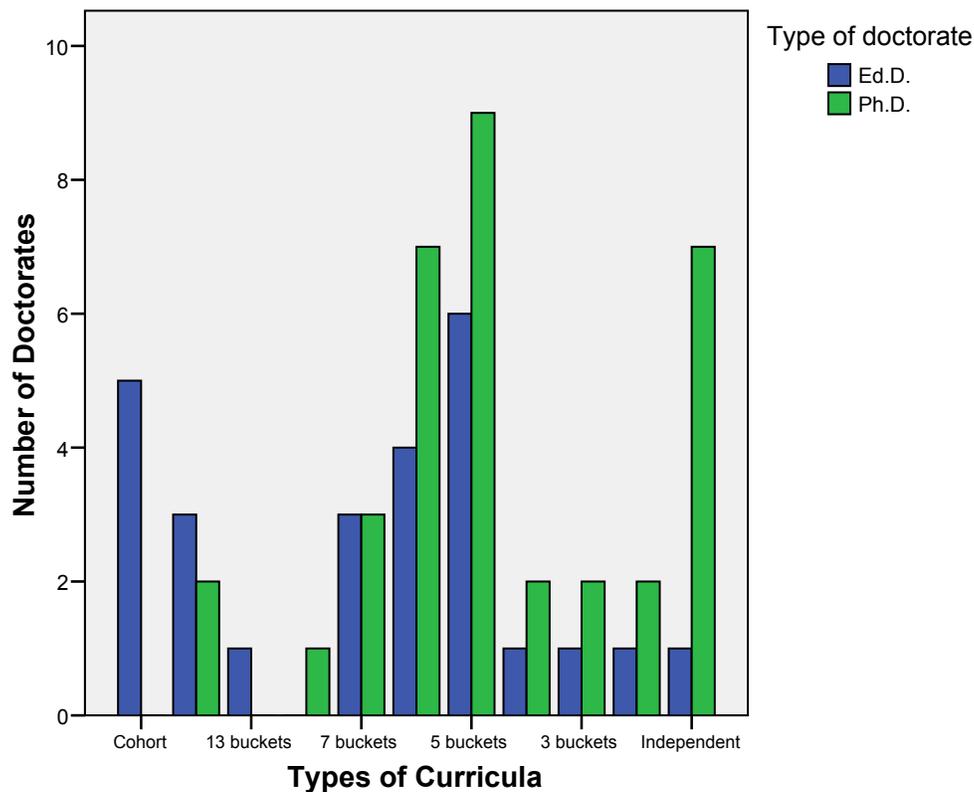
Another way to understand this current variety of curricula is with the figure of a spectrum. At the extremes of the spectrum are, on one end, the most restrictive or

prescribed types of curricula and, on the other, the independent doctorate. The labeling of multiple areas of study as “buckets” in this research are the points in between the extremes, and a doctorate with more buckets is located closer to the cohort model than a doctorate with fewer buckets, which is closer to the independent doctorate type of curricula. There was an assumption that the majority of doctorates would fall into one of three types: cohort, four buckets (or “traditional American” with four areas: core required courses, electives, research courses, and dissertation hours), and independent (or “traditional British”). The discovery of the “prescribed curriculum” (a type of curriculum close to the cohort model with all or almost all courses chosen for the doctoral student) was surprising given the nature of adult education. A prescribed curriculum seems counter-intuitive to what adult education is with its strong tradition of and association with andragogy. The number and frequency of different types was also surprising as 11 different types of curricula were identified in this research and were used to create the points on the spectrum of curricula in Figure 2.



*Figure 2. Spectrum of types of doctoral curriculum in adult education.*

To better understand the current prevalence of variety of curricula, the types of curricula from Figure 2 were used to graph the frequency of doctorates. Since some programs have more than one doctorate with more than one type of curriculum, the unit of measurement presented in Figure 3 is a doctorate and not a program. In Figure 3, one type of doctorate is dominant for each of the spectrum's extremes, and the majority of doctorates have between five and seven buckets (or areas of study) within a plan of study.



*Figure 3.* Types of curricula clustered by type of doctorate.

This majority of both Ed.D.s and Ph.D.s having more than four areas of study to be satisfied within a plan of study is another example of the variety in the current state of doctoral curricula.

These changes in doctoral education suggest a need for new work in the development of theory. The four theoretical models reviewed in chapter two were all

published within the span of one decade (Essert, 1960; Knowles, 1962; Veri, 1968, 1970). Beyond the need for more current work, there is also the issue of program change. For example, at the time of publication the three authors were at Teachers College (Columbia University), Boston University, and the University of Nebraska, but in 2010 only the program at Teachers College was still active. Also, Knowles' "role theory," which had the most influence on this research, was designed for an Ed.D. in adult education (as was Essert's model). The results of this research show that there is no longer a program in North America that only offers the Ed.D. with adult education as the sole area of study. So if the type of program that Knowles and Essert created their models for no longer exists, this would necessitate new theories for doctoral education to reflect these changes and the varieties of program names and types of curricula.

#### CPAE Standards

Thirty-seven doctoral programs were reviewed to determine if their curricula reflected the most current version of the CPAE standards for doctoral education. Course titles and descriptions were reviewed to find evidence of the nine standards, and the standards found in each program's curriculum were added for a total score. The results found a range of 3-9 for total scores, five programs had the range's minimum, and five programs had the maximum total score. A third of the programs had a mode of eight, and the mean of programs' total scores was 6.62 which could be interpreted as the majority of the standards were found to be reflected in the curricula. While the statistical analyses found no difference in total score based on what doctorates a program offers or in which data sources a program was found, three of the five programs with the lowest total scores were also the only three programs that have primarily an online presence.

Examining the results across programs by individual standards (Table 4), some conclusions can be made with the qualification that while a standard was specific, a course description might not be a perfect match. Therefore the judgment if there was evidence of the standard was the decision of the sole reviewer and accordingly is a limitation of the research. The standard with the highest frequency related to research methods coursework, which was the easiest standard to assess with research requirements separated from other requirements in a plan of study (Appendix F, Part 4). There were none of the ambiguities and varieties found in core requirements. The two standards that concerned leadership and advanced specialty courses were found in over 80% of programs, and these findings also seem to reflect the varieties of program names and department names. The two standards with the lowest rankings found in roughly half of all programs, were related to international education and the role of technology. As these are two of the newest areas of interest, an increased representation of these areas in future studies of curricula is expected.

Turning to the two prior studies that compared curricula to the earlier version of the standards (Del Gesso, 1995; Harrison, 1995) different methods of data collection were employed: phone interview (Harrison), mailed questionnaire (Del Gesso), while the present study utilized the internet. Even with these differences in methodology, the studies are comparable, and there appears to be a consistency to the representation of standards in curricula between the 1986 and 2008 versions. Whereas the two earlier studies focused on the representation of the standards only in required coursework, this more recent research looked for evidence of the standards anywhere in a program's curriculum including all courses offered with the program's prefix. This inclusiveness

may create the impression of a less stringent methodology, yet these comprehensive efforts align with the researcher's interpretation of and adherence to the language found in the standards document.

#### The Ed.D. and Ph.D.

In analyzing the three types of programs (Ed.D. only, Ph.D. only, and Ed.D. and Ph.D.) some comparisons and conclusions about the current state of the Ed.D. and the Ph.D. were made, although the varieties discovered meant generalizations by type of doctorate were difficult. The Ph.D. was more likely to have a greater number of buckets (or areas of course requirements) than the Ed.D., and the cohort model of curriculum was only offered for the Ed.D. Adult education is the sole area of study for programs that offer only the Ph.D. or the Ed.D. and Ph.D., and it is these two types of programs that have the majority of programs with a relationship to a larger program. For a program that offered both types of doctorates, typically the total number of credit hours was kept the same, and the differences between the doctorates were found in the research requirements, electives, and directions related to the dissertation (Appendix F, Part 4). The curricula and documentation collected could be characterized as reflecting the distinctions between the doctorates as found in the CPAE standards document (2008).

The report by Jain and Carl (1978) found differences between the Ed.D. and Ph.D. across all programs in two areas: "leveling" (coursework functioning as pre-requisites for a doctoral student new to adult education) and specializations. Their concept of pre-requisites or prior coursework is no longer a distinction between types of doctorates as so few programs (16%) were found to address this in their plans of study. The difference between types of doctorates by specializations is also no longer a valid

distinction given the great varieties in the curricula of both doctorates. The results of this research did agree with Jain and Carol in that distinctions between the doctorates when offered by the same program are more subtle than comparisons between programs.

### Program Websites

Adult education program websites were evaluated for transparency, defined as the degree to which someone outside a program can understand its characteristics. The rank of item means in Table 4 demonstrates an overall agreement, between two raters and across programs, that the majority of items were found on each program's website. Four of the seventeen items (24%) had a significant correlation between raters. This low percentage of significant correlations could be interpreted as a limitation of the research and could also be an issue of the reliability of the two raters. After Hans' (2001) work studying graduate program websites in family science, this is the second time graduate program websites have been evaluated across an academic discipline. As this is also the only known research to examine the role and functionality of graduate program websites in adult education, this research should be viewed as exploratory.

In addition to coordinating the work of the raters evaluating graduate program websites, the researcher also spent a great deal of time on each website collecting program information. While the researcher's potential for bias as a current graduate student at one of the 37 adult education doctoral programs precluded involvement as a rater, general impressions about the different programs and their websites were inevitable. Thus, the researcher found differences in the appearance of a program's website that influenced the impression of a program's quality and professionalism.

As a doctoral candidate who has completed coursework in a doctoral program and has conducted research in this area (Sonstrom, 2009, 2010; Sonstrom & Rachal, 2010), familiarity with curricula and course requirements is a self-described strength of the researcher. Therefore it was frustrating when a program's website did not easily list or direct a user to program information. Needed program information sometimes could be found by looking at non-program specific websites for the graduate school, graduate catalog, and registrar, but this should have been redundant to the information found on a program's website. Sometimes a program's course requirements were presented in a manner that was contradictory to information found on other university, department or college websites, or contradictory to information found at another place within the program's website. It was also not unusual for the researcher to not be able to determine what were the definitive course requirements for a program's doctorate(s). This is evidenced by the number of programs (15 or 41%) that needed to be contacted for clarification or for information (such as required courses, degree requirements, and course descriptions) that was not found on a program's website. These experiences lead to the conclusion that each program should frequently evaluate its own website to assess what impression it could make on potential students about its program and curriculum.

### Limitations

#### *The List of Programs*

The researcher's creation of criteria of three specific courses was necessary to establish which programs would be included. Consequently the decisions about which programs to include and not to include are limited by this three course criteria. The definition for "program" could also be interpreted as a limitation and bias of the

researcher in the exclusion of independent doctorates from analysis of curricula and program websites.

### *CPAE Standards*

The review of doctoral curricula for evidence of the CPAE standards was conducted by only the researcher. Although both course titles and course descriptions were analyzed, language that was brief or vague may have resulted in the researcher making an inaccurate review of, or total score for, a program's curriculum. Additionally, clarity of the websites themselves was a limitation to the review of doctoral curricula.

### *Websites*

The evaluation of program websites, including the development and modifications to a website evaluation form, was undertaken to provide a more complete or faceted picture of the current state of doctoral education in adult education. Other facets or methods, such as interviews with current doctoral students and professors might have resulted in different conclusions. The limited development of the website evaluation form (a three expert review, a pilot study of three doctoral students reviewing a single graduate program's website in three administrations, and three different doctoral students reviewing all 37 adult education program websites) is another limitation of the research. After the three raters reviewed all 37 websites, the results from the third rater were dropped due to the low correlated ratings with the other two raters, and there were a low number of significant correlations between the two retained raters. The decision to drop the third rater and the lack of inter-rater reliability between the two remaining raters are two more limitations.

## Recommendations

### *Policy*

The variety of programs and their positions within institutions calls for the leadership of an organization such as the CPAE. Increased efforts by this body could reach programs that are not currently involved with or aware of CPAE to form an organization that is more exhaustive. The continued work of the CPAE in producing documents like the 2008 standards will help guide graduate programs and capture the evolution of graduate education.

### *Future Research*

This research has identified a number of areas for future research. The adoption of CPAE standards for doctoral education should be evaluated by more than one reviewer. Reviewers with different contexts (such as professor versus doctoral student, generational differences, or different types of adult educators) would be preferable. An analysis of the master's degrees in adult education, including the six CPAE standards for master's level curricula, should also be undertaken. The total scores of CPAE standards found in doctoral and master's level curricula might also be correlated with the percentage of a program's faculty membership in CPAE or specifically designated as adult education faculty. The role of independent doctorates within the field of graduate adult education should be studied to understand this contrasting yet traditional approach to doctoral education, and the discipline of adult education would also benefit from qualitative historical research that explores the growth and change of graduate programs and the evolution of their curricula.

### *Practice*

Professors in graduate programs need to understand that their program's website is often the primary source of information used to make decisions to apply, to attend, and to remain in a graduate program. A comprehensive attitude towards website development and maintenance should make information found on other related websites redundant to the information provided by the program.

### Conclusions

Stepping back from the topic of doctoral curricula in graduate adult education programs to the broader field of adult education, the growth of both this research topic and the field are documented in AAACE's series of *Handbooks*, a decennial publication (Ely, 1948; Grabowski & Associates, 1981; Kasworm, Rose, & Ross-Gordon, 2010; Knowles, 1960; Long, Hiemstra, & Associates, 1980; Merriam & Cunningham, 1989; Smith, Aker, & Kidd, 1970; Wilson & Hayes, 2000). The *Handbooks* are regarded as representing "a consistent tradition of defining the field of adult education" (Wilson & Hayes, 2000, p. 5), and the first discussion of graduate study is found in the 1948 edition (Hallenbeck, 1948). When the role of graduate study within the broader field is analyzed across editions there is a conspicuous shift, between the 1981 and 1989 editions, from graduate study having one or more chapters to being folded into a chapter on the professionalization of field. This shift can be interpreted as parallel to the decline in the number of publications on the topic of graduate adult education (as documented in chapter two), and this shift might also be explained through understanding the connection between professionalization and graduate programs.

Admittedly, the field of adult education has been on a quest for both legitimacy and identity with as Paul Sheats characterized it “‘the continuous philosophizing’ about adult education” (Sheats, 1960, p. 553). In the 2010 edition’s chapter on professionalization Knox and Fleming wrote that graduate programs have a role in professionalization efforts, or as Wilson and Hayes asserted a decade earlier:

The logic of using academic auspices predicated on scientific investigation to develop and promote an occupation as a field is well documented...It would have been extraordinary if those looking to professionally develop the field had not chosen this course; indeed, they had no choice given that the field sought professionalization through the most traditional avenue of the modern research university. (Wilson & Hayes, 2000, p. 11)

In these writings graduate education is seen as a means towards the goal of professionalization. The most recent version and adoption of standards for graduate education by the CPAE in 2008 is not only further proof of movement towards professionalization, but in the absence of an accrediting body the standards themselves are tangible evidence of the promotion of adult education as an academic discipline.

This research has found that the current state of doctoral education in adult education is overwhelmingly characterized by the varieties of program names, types of curricula, and course requirements. The editors and authors of the “black book” wrote of the influence of other disciplines on adult education almost half a century ago, but how would they make sense of the varieties found in this research? Would they believe these findings represent an evolution or dilution of the field with so few programs offering

doctorates with adult education as the only area of study? In 1970 Houle wrote of graduate adult education:

In a sense, adult education as a graduate field is rather like sociology before the emergence of social work, or botany before the development of agriculture or forestry; fundamentals are being explored but have not been crystallized yet into fully developed professional training programs. (Houle, 1970, p. 117)

Given the amorphous nature of adult education, is a program with multiple areas of study characteristic of the inclusive nature of adult education or the price of program survival in higher education? Is a graduate program with two or more areas of study or a relationship to a larger program proof of the dilution of adult education as an academic discipline or the crystallization that Houle predicted? While some may believe in the evolution of graduate adult education programs, analyses of doctoral curricula in this study point towards a dilution of the academic discipline. With more research and interest in the doctoral curricula of the field, questions such as these can begin to be explored using the data in this study.

APPENDIX A  
PROGRAMS REMOVED

Cornell University – department has been closed

East Carolina University – master’s but no doctorate

Fielding Graduate University - no program that meets curriculum criteria\*

Florida State University – program dead

Fordham University – no program found

Louisiana State University - no program that meets curriculum criteria\*

Montana State University – master’s but no doctorate

North Central University – no program found

Nova Southeastern University – offers only a minor in adult education

Ohio State University – no program that meets curriculum criteria\*

Oklahoma University – no program that meets curriculum criteria\*

Oregon State University – master’s but no doctorate

Portland State University – no program that meets curriculum criteria\*

Rutgers University – program dead

Southwestern Baptist Theological Seminary – no program found

Syracuse University – program dead

University of Cincinnati – no program found

University of Denver – no program found

University of Guelph – no program found

University of Missouri-Columbia – no program found

University of Nebraska-Lincoln – program dead

University of North Carolina at Charlotte – no program that meets curriculum criteria\*

University of Northern Colorado – no program found

University of South Carolina – no program found

University of Wisconsin-Madison – no program that meets curriculum criteria\*

Virginia Polytechnic Institute and State University – in the process of closing

Widener University – master's but no doctorate

\* three courses: adult learning theory, program planning, and a foundations/history course

APPENDIX B  
PROBLEM SHEET

Program:

P            E/P            E

Problem

Need Course Descriptions

Contact History

Resolution

## APPENDIX C

## WEBSITE EVALUATION FORM

University: \_\_\_\_\_  
 Program's web address: \_\_\_\_\_  
 Program: \_\_\_\_\_

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Available
1. My first impression of this website is positive.	1	2	3	4	5	NA
2. I understand what degrees are offered.	1	2	3	4	5	NA
3. I had an understanding of this program's philosophy or mission.	1	2	3	4	5	NA
4. I understand what the admission requirements, procedures, and deadlines are.	1	2	3	4	5	NA
5. I was able to find a list of courses offered.	1	2	3	4	5	NA
6. I understand what courses are required to earn a doctorate in this program.	1	2	3	4	5	NA
7. I could see how often courses were offered (course rotation).	1	2	3	4	5	NA
8. I was able to learn about this program's faculty and their research interests, courses taught, and vitae.	1	2	3	4	5	NA
9. I found the types of contact information I would use such as email, phone, fax, or individual.	1	2	3	4	5	NA
10. I learned about the activities of recent graduates.	1	2	3	4	5	NA
11. This website contained information about available assistantships, fellowships, and financial aid.	1	2	3	4	5	NA
12. I learned about the activities of current students.	1	2	3	4	5	NA
13. The content on this website was not well organized.	1	2	3	4	5	NA
14. This website appears to be current.	1	2	3	4	5	NA
15. I would describe this program's website as user-friendly.	1	2	3	4	5	NA
16. This website needs to be redesigned to attract prospective graduate students.	1	2	3	4	5	NA

17. My overall experience with this website was positive.	1	2	3	4	5	NA
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## APPENDIX D

## LIST OF PROGRAMS WITH WEB ADDRESSES

Auburn University

[http://www.education.auburn.edu/academic\\_departments/eFLT/academicprograms/adult\\_highereducation/adult\\_education\\_programs.html](http://www.education.auburn.edu/academic_departments/eFLT/academicprograms/adult_highereducation/adult_education_programs.html)

Ball State University

<http://www.bsu.edu/edstudies/article/0,,49339--,00.html>

Capella University

[http://www.capella.edu/schools\\_programs/education/phd/postsecondary\\_adult\\_education.aspx](http://www.capella.edu/schools_programs/education/phd/postsecondary_adult_education.aspx)

Cleveland State University

<http://www.csuohio.edu/cehs/departments/phd/leadershiplifelong.html>

Florida Atlantic University

<http://www.leadership.fau.edu/adult1.htm>

Florida International University

<http://www2.fiu.edu/~elps/aehrd.htm>

Kansas State University

<http://coe.k-state.edu/departments/edlea/index.htm>

Lesley University

[http://www.lesley.edu/offcampus/term/nphdsoe\\_adultlearn.html](http://www.lesley.edu/offcampus/term/nphdsoe_adultlearn.html)

Michigan State University

<http://www.education.msu.edu/eAD/HALE/default.asp>

National-Louis University

[http://www.nl.edu/graduate/adult\\_education.cfm](http://www.nl.edu/graduate/adult_education.cfm)

North Carolina State University

<http://ced.ncsu.edu/lpahe/ae.php>

North Dakota State University

[http://www.ndsu.edu/education/institutional\\_analysis\\_occupational\\_and\\_adult\\_education/](http://www.ndsu.edu/education/institutional_analysis_occupational_and_adult_education/)

Northern Illinois University

<http://www.cedu.niu.edu/cahe/ahe/>

OISE, University of Toronto

<http://aecp.oise.utoronto.ca/ae/index.html>

Penn State

<http://www.ed.psu.edu/educ/adult-education>

Regent University

<http://www.regent.edu/acad/schedu/doctoral-degree-adult-education/>

Teachers College, Columbia University

<http://www.tc.columbia.edu/o&l/adulted/>

Texas A&M University

[http://eahr.tamu.edu/articles/adult\\_education](http://eahr.tamu.edu/articles/adult_education)

Texas State University

<http://www.education.txstate.edu/degrees-programs/Ph-D.html>

University of Arkansas

<http://wded.uark.edu/index.htm>

University of Calgary

<http://educ.ucalgary.ca/gder/specializations/workplace-amp-adult-learning>

University of Connecticut

<http://www.education.uconn.edu/departments/edlr/adultlearning/>

University of Georgia

<http://archive.coe.uga.edu/leap/adulted/index.html>

University of Idaho

<http://www.uidaho.edu/ed/leadershipcounseling/adultorganizationallearningandleadership>  
m

University of Memphis

<http://www.memphis.edu/lead/hiad/edd-adult-education.htm>

University of Minnesota

<http://www.cehd.umn.edu/whre/AdEd/default.html>

University of Missouri-St. Louis

<http://coe.umsl.edu/web/divisions/elaps/adult/index.html>

University of Oklahoma

[http://education.ou.edu/departments/edah\\_1/](http://education.ou.edu/departments/edah_1/)

University of South Dakota

<http://www.usd.edu/education/educational-administration/adult-and-higher-education.cfm>

University of South Florida

<http://www.coedu.usf.edu/main/departments/ache/ade/ade.html>

University of Southern Mississippi

[http://www.usm.edu/cep/esr/ae.php#ae\\_about](http://www.usm.edu/cep/esr/ae.php#ae_about)

University of Tennessee-Knoxville

[http://web.utk.edu/~edpsych/adult\\_ed/default.html](http://web.utk.edu/~edpsych/adult_ed/default.html)

University of Texas-San Antonio

[http://education.utsa.edu/prospective\\_students/doctoral/#Doctor%20of%20Philosophy%20in%20Interdisciplinary%20Learning%20and%20Teaching](http://education.utsa.edu/prospective_students/doctoral/#Doctor%20of%20Philosophy%20in%20Interdisciplinary%20Learning%20and%20Teaching)

University of Wisconsin-Milwaukee

[http://www4.uwm.edu/soe/departments/urban\\_ed/adult\\_and\\_continuing\\_education\\_leadership.cfm](http://www4.uwm.edu/soe/departments/urban_ed/adult_and_continuing_education_leadership.cfm)

University of Wyoming

<http://www.uwyo.edu/alt/>

Virginia Commonwealth University

[http://www.soe.vcu.edu/phd\\_studies/phd\\_education.html](http://www.soe.vcu.edu/phd_studies/phd_education.html)

Walden University-Ed.D.

<http://www.waldenu.edu/Degree-Programs/Doctorate/EdD-in-Education.htm>

Walden University-Ph.D.

<http://www.waldenu.edu/Degree-Programs/Doctorate/PhD-in-Education.htm>

APPENDIX E  
INFORMED CONSENT

1. Please open the link provided for each program and browse the website.
2. Use the form with the same university name and website address to answer the questions.
3. Spend approximately 10 minutes looking at the program's website.
4. Please clearly mark your choice for each item (i.e. no long ovals including more than one item).
5. If you cannot find the information related to an item, please use the "Not Available/NA" option.
6. You might find that a program is located under the umbrella of a larger program. The closest website to the degree has been selected for you. Please refer to the program's name on the third line of the form for direction. (And for one of the universities, you will be asked to review two different websites using two forms.)
7. If a website is not available or if you have any other difficulties or questions, please contact me as soon as possible.

I understand the above instructions, I have agreed to participate in this study (IRB protocol # 10051101), and I will return the completed binder no later than \_\_/\_\_/\_\_.

---

Participant Name (Print)

---

Participant Name (Signature)

Date

I have received payment of \$200 for my participation in this research.

---

Participant Signature

Date

## APPENDIX F

## PROGRAM INFORMATION

Information for each program can be found alphabetically by university name.

Part 1 - Organizational Structure

The program's university is listed first. Below the university name is the next smallest unit of the organization (school or college), followed by the department name and program name.

If a college or department name is not given, it was not found.

Part 2 - Degrees Offered

There are four columns in a table; one column for each of four types of graduate degree (master's, specialist's, Ed.D., and Ph.D.). Not every program specified the type of master's degree(s) offered (M.Ed. M.A.T., etc.), and all information found is included.

If a number is under the type of degree, this indicates more than one type of this degree is offered by the program.

Underneath the table any certificates or licensures related to adult education are listed.

Part 3 – CPAE Standards (2008)

The curriculum of each program was reviewed for each of the nine standards for doctoral education.

Incomplete and insufficient program information is noted.

A program that has an independent doctorate with no course requirements in adult education was not reviewed.

Part 4 – Course Requirements

The university name and program name are listed at the top of each page.

The course requirements for each doctorate are listed according to the information provided by programs on their websites. The language used was taken directly from each program, but the formatting was generalized.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.	•		•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	4/9

## Part 4

**Auburn University**  
Adult Education

---

**Ph.D. Course Requirements**

---

## Section I

Doctoral Seminar (These two courses are required.)

- ADED 7950 Doctoral Seminar (3)
- ADED 8970 Topics in Adult Education: Doctoral Seminar (3)

## Section II

ADED Core Courses (These seven courses are required.)

- ADED 7050 Methods of Teaching in Adult Education (3)
- ADED 7060 Curriculum and Program Planning (3)
- ADED 7600 Nature of Adult Education (3)
- ADED 7620 Concepts Programs & Resources in Adult Education (3)
- ADED 7640 Workforce Education (3)
- ADED 7650 Teaching Disadvantaged Adults (3)
- ADED 7270 Overview of Post-Secondary Education (3)

## Section III

Specialty Courses (Select two courses.)

- ADED 7910 Practicum (3)
- ADED 7970 Topics in Adult Education (3)
- EDLD 7210 Multi-Professional Leadership (3)
- EDLD 7230 Student Services Admin Post-Secondary Ed (3)
- EDLD 7240 Leadership in Legal Issues (3)
- EDLD 8230 Systemic Planning and Budgeting (3)
- EDLD 8270 Leadership in Finance and Management (3)
- EDLD 8400 Ethics for Leaders (3)
- EDLD 8480 Institutional Research and Decision Support (3)

## Part 4

**Auburn University**  
Adult Education

---

**Ph.D. Course Requirements (continued)**

## Section IV

Ed Psychology/Foundation (At least two courses are required.)

- EPSY 7400 Educational Psychology & Ed Implications (3)
- EPSY 7410 The Individual in Teaching-Learning Process (3)
- EPSY 7420 Learning Theory and Educational Practice (3)
- EPSY 7430 Motivation and Achievement (3)
- FOUN 7000 Cultural Foundations of Education (3)
- FOUN 7010 History of American Education (3)
- FOUN 7020 Social & Cultural Diversity in American Ed (3)
- FOUN 7030 Modernity, Philosophy and the Curriculum (3)
- FOUN 7040 Philosophy and Educational Research (3)

## Section V

Research Courses (Four courses are required.)

- ERMA 7200 Basic Methods in Educational Research (3)
- ERMA 7300 Design and Analysis in Education I (3)
- ERMA 7310 Design and Analysis in Education II (3)
- ERMA 8200 Assessment & Eval in Learning Organizations (3)
- ERMA 7210 Theory & Methods of Qualitative Research (3)
- ERMA 8100 Program Evaluation (3)
- ERMA 8120 Teacher Evaluation (3)
- ERMA 8200 Survey Research Methods (3)
- ERMA 8330 Non-Parametric Data Analysis in Ed (3)

## Section VI

Dissertation Hours (Minimum ten hours required.)

- ADED 8990 Research and Dissertation (1-10)

Total Hours Required – 90

Total Transfer Hours (typically 30 hours from Master's coursework)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.		•	

Certificate: College and University Teaching

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Ball State University**  
Adult, Higher, and Community Education

---

**Ed.D. Course Requirements**

## Foundational (Core) Courses (15 hours)

- EDAC 631 Adult & Community Education (3)
- EDHI 610 Issues in Higher Education (3)
- EDAC 655 Continuing Education for Professionals (3)
- EDAC 697 The Grant Process and Research (3)

And at least one of the following courses:

- EDAC 700 Advanced Seminar in Adult and Community Education (3)
- EDHI 700 Seminar in Higher Education (3)

## Research Requirements (17 hours)

- EDPSY 640 Methodology of Educational and Psychological Research (3)
- EDPSY 641 Statistical Methods and Educational Psychological Research (3)
- EDAC 710 Research Seminar in Adult, Higher, and Community Education (3)
- ID 705 Research Colloquium (2)

Plus six more hours of research courses. Students are encouraged to take a mixture of quantitative and qualitative courses, such as:

- EDCUR 660 Ethnographic Research in Education (3)
- EDCUR 671 Evaluation of Educational Programs (3)

## Adult and Community Education Concentration (18 hours or 24 hours)

Students are strongly encouraged to complete courses marked by asterisks. Directed electives, chosen from this list, are to be determined between the student and doctoral committee. Up to six credits from the Higher Education Concentration can be used in the Adult and Community Education Concentration.

- EDAC 629 Psychology of Adult Adjustment (3)
- EDAC 632 Organizing Adult and Community Education Programs (3)
- \* EDAC 634 The Adult as a Learner (3)
- \* EDAC 635 Strategies for Teaching Adults (3)
- EDAC 638 Program Planning in Community and Adult Education (3)
- EDAC 644 Collaborative Learning in Adult, Higher, and Community Education (3)
- EDAC 646 Working with Volunteers in Community Agencies (3)
- EDAC 648 The Community Educator (3)
- EDAC 681 Managing Community Education (3)

## Part 4

**Ball State University**  
Adult, Higher, and Community Education

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**Ed.D. Course Requirements (continued)**

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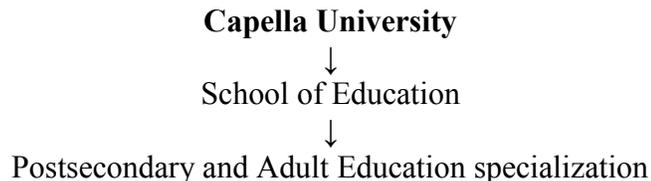
- EDAC 698 Seminar in Adult and Community Education (3-6)
- EDAC 699 Internship in Adult and Community Education (2-4)
- \* EDAC 780 Advanced Seminar in Managing Lifelong Education (3)
- EDCUR 660 Ethnographic Research in Education (3)
- EDCUR 671 Evaluation of Educational Programs (3)
- EDCUR 675 Evaluation of Educational Personnel to Strengthen Curriculum (3)
- EDCUR 680 Staff Development to Strengthen Curriculum (3)
- EDCUR 700 Seminar in Curriculum and Staff Development and Evaluation (3)
- EDFON 610 Women, Gender, and Education (3)
- EDFON 660 Comparative Education (3)

## Cognate Requirements (24 or 30 hours)

Students will complete two cognates (minors) of 15 hours or more, or one cognate of 24 hours or more. Nine hours of each 15-hour cognate must be completed at Ball State; or 12 hours of a 24-hour cognate must be completed at Ball State. Cognates are available in all areas in which Ball State offers graduate degrees... A student whose concentration is Adult and Community Education can use Higher Education as a cognate... The faculty member on the student's doctoral committee who represents the cognate area, cooperatively with the student, sets the expectations for the cognate courses and the cognate examination.

## Dissertation (10 hours)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.			•

Certificate: College Teaching

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Capella University**  
Postsecondary and Adult Education specialization

---

**Ph.D. Course Requirements**

Total Program: 120 quarter credits

\* This course has a prerequisite.

Core Courses (each course 4 quarter credits unless noted)

- ED8002 – Foundations of Theory and Practice in Doctoral Studies
- ED8112 – Educational Research Methods
- ED8119 – Advanced Practicum in Research Design \*

Specialization Courses (each course 4 quarter credits unless noted)

- ED7311 – Theory and Methods of Teaching Adults
- ED7312 – Teaching Adults
- ED7712 – Classroom Assessment in Education
- ED7590 – Critical Thinking in Adult Education
- ED7314 – International and Multicultural Perspectives in Postsecondary and Adult Education
- ED7310 – Evaluating the Effectiveness of the Educational Process
- ED7716 – Faculty Leadership
- ED8444 – Higher Education Curriculum Development and Teaching Strategies
- ED9919 – Doctoral Comprehensive Examination \*
- ED9920 – Dissertation Courseroom \* (non-credit)
- ED9921 – Dissertation Research 1\* - 5 quarter credits
- ED9922 – Dissertation Research 2\* - 5 quarter credits
- ED9923 – Dissertation Research 3\* - 5 quarter credits
- ED9924 – Dissertation Research 4\* - 5 quarter credits

Thirteen Elective Courses (each course 4 quarter credits unless noted)

Recommended elective courses

- ED7580 – Theory and Development of Multiple Intelligences
- ED7690 – Critical Skills for Facilitating Online Learning
- ED5312 – Strategies for Building Online Learning Communities
- ED7700 – Learning Theory and the Education Process
- ED7703 – Student Development, Challenges, and Successes
- ED7711 – Course Design and Development
- ED7713 – Student Advising and Retention

Part 4

**Capella University**  
Postsecondary and Adult Education specialization

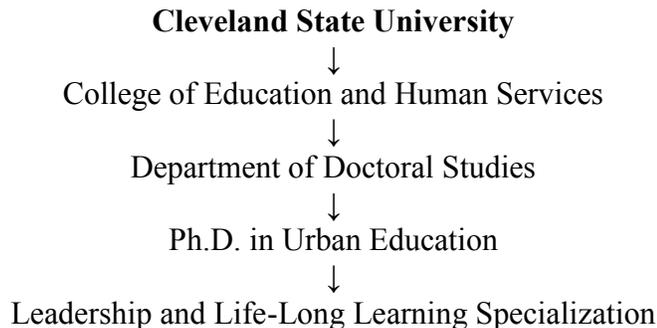
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**Ph.D. Course Requirements (continued)**

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- ED8111 – The Historical and Social Foundations of Education
  - ED7800 – Grant Writing for Higher Education
  - ED5315 – Adult Development and Learning
  - ED5311 – The Collaborative Nature of Adult Education
  - ED8122 – Statistics for Educational Research I\*
  - ED8123 – Statistics for Educational Research II\*
  - ED8117 – Advanced Qualitative Research Methods\*
  - ED8600 – Effective Online Course Design, Delivery, Facilitation, and Assessment
- OR
- Choose any graduate courses.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.(2)			•

Certificate: Adult Learning and Development

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Cleveland State University**  
 Leadership and Life-Long Learning Specialization under Urban Education

---

**Ph.D. Course Requirements**

Required Pre-requisite (if not taken previously)

- ALD 607 Adult Education in a Changing Society  
 (Should be taken during the first year or summer before second year)

Core seminars (22 credits)

- EDU 803 The Life Cycle: Development and Learning (4)
- EDU 805 Cultural Foundations of Education I: Social Perspectives (4)
- EDU 806 Cultural Foundations of Education II: Race and Ethnicity (2)
- EDU 809 Urban Education: Organizational Change and Development (4)
- UST 716 Systems and Processes of Policy Development (4)
- UST 800 Urban Theory I (4)

Research Core (14 credits)

- EDU 800 Advanced Research Design and Measurement (3)
- EDU 801 Inferential Statistics and Hypothesis Testing (3)
- EDU 807 Introduction to Qualitative Research in Education (4)
- EDU 808 Advanced Qualitative Research (4) OR
- EDU 802 Qualitative Research

Specialization in Leadership and Life-Long Learning (20 credits)

- ALD 800 Leading Continuing Education for Professionals (4)
- ALD 801 Adult Learning Theory and Research (4)
- ALD 700 Multicultural Foundations of Urban Adult Education (4)
- ALD 802 Advanced Seminar in Adult Learning & Development (4)
- ALD 889 ALD Research Seminar and Proposal Writing (4)

Specialization Electives (at least 4 credits)

Students choose, in consultation with advisors, at least four additional credit hours in the areas of adult learning and development, human resource development, planning/budgeting, leadership, and professional ethics.

Dissertation in the area of specialization (15 credits minimum)

- EDU 895 Dissertation Research (before approved prospectus)
- EDU 899 Ph.D. Dissertation (after approved prospectus)

## Part 1



## Part 2

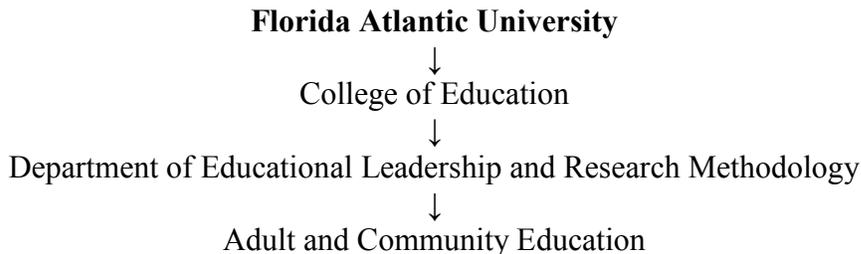
Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

Certificate: Adult Learning and Development

---

\*Interdisciplinary/Independent Doctorate

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.	•		•

Adult Education Certification (State of Florida)

## Part 3

\*\*incomplete/insufficient information

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**Florida Atlantic University**  
Adult and Community Education

---

**Ph.D. Course Requirements**

## Leadership Foundation (6-18 hours)

- ADE 6381 Leadership I – Adult Learning and Assessment\* (3)
- EDS 6100 Leadership 2 – Theory & Assessment\* (3)
- EDA 6103 Leadership 3 – Administrative Processes\* (3)
- EDA 6205 Leadership 4 – Education Management\* (3)
- EDA 7106 Leadership 5 – Reframing Organizations (3)
- EDA 7931 Leadership 6 – Seminar in Leadership (3)

## Professional Knowledge (18 hours)

- ADE 5185 Adult-Community Education in a Changing Society\* (3)
- ADE 6184 Program and Curriculum Development for Adults\* (3)
- ADE 6265 Organization and Administration of Adult Education\* (3)
- ADE 6930 Seminar in Adult Education\* (3)
- ADE 7930 Advanced Seminar in Adult Education (at least 2 seminars required)
  - Comparative Adult Education (3)
  - Self-directed Learning (3)
  - Adult Development (3)
  - Resource Development in Adult/Com Education/HRD (3)
  - Distance Education for Adult Learners (3)
- EDA 7905 Directed Readings in Adult Education (3-9)

\*Students are required to meet the master's level requirements. Pre-requisites may be used in place of electives with advisor's approval.

## Electives (9 hours)

Three electives that are related to each other in an area of interest. See Specialization note below. Must be approved by advisor.

## Part 4

**Florida Atlantic University**  
Adult and Community Education

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**Ph.D. Course Requirements (continued)**


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 Experiential Component (12 hours)

- EDA 6905 Organized Travel/Study (3)
- EDA 6925 Administrative Externship (3)
- EDA 6941 Internship/Exchange (6)
- EDA 7905 Directed Conferences, International Study, Grantmanship, or Prof. Writing (3)
- EDA 7943 Field Project I (3)
- EDA 7944 Field Project II (3)
- EDA 7940 Internship/Exchange (3)

## Research Foundation (12-15 hours)

- EDA 6415 Introduction to Qualitative Inquiry (3)
- STA 7114 Advanced Statistics (3)
- EDA 7912 Advanced Research (literature review) (3)
- EDF 7482 Advanced Educational Research (proposal) (3)
- EME 6426 Administrative Applications of Technology (3)

## Dissertation (20 hours)

- EDA 7980 Dissertation

Total: 77-83 hours

Specializations: Students must select 9 hours in one of the following specializations. Specializations may also be pursued through choices of topics in the advanced seminars, directed readings, electives, and experiential courses

## Adult Education

- ADE 6265 Org & Adm ADE\*\*
- ADE 6194 Aging Cons & Prog
- ADE 6196 Edu for Excep Adults
- ADE 5185 Adult-Com Ed Chang Soc
- EDA 7943 Field Project

## Part 4

**Florida Atlantic University**  
Adult and Community Education

---

**Ph.D. Course Requirements (continued)**

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## Community Education

- ADE 6265 Org & Adm of ADE\*\*
- EDA 6300 School/Com Leadership
- EDA 5931 Grants and Resource Dev
- ADE 5185 Adult-Com Ed Chg Soc
- EDA 7930 Sem Ed Adm
- EDA 7943 Field Project

## Technology

- EME 6403 Tele App in Ed
- EME 6209 Advan Prod
- CAP 5011 Multimed Design
- EDG 6355 Instruct Prog Dev
- EME 6051 Ed Media & Tech
- EME 6601 Instruct Design
- EDA 7943 Field Project

## College Teaching

- EDH 6305 Imp of Inst in Coll
- EDH 6065 Hist/Phil of Higher Ed
- EDA 6125 Comm Coll Curr
- EDA 7943 Field Project

## Human Res Devel/Org Leadership

- EDA 5931 Workplace Learning
- EDA 5931 Org Learning
- MAN 6206 Org Beh
- MAN 4140 Hum Res Dev
- EDA 7943 Field Project

\*\*Required courses for those specialization areas.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.		•	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	6/9

## Part 4

**Florida International University**  
 Adult Education and Human Resource Development

---

**Ed.D. Course Requirements**

## Plan of Study Example #1: Master's Not in AE/HRD

## AE/HRD Component (24 hours minimum)

This component includes 15 hours of required courses and 9 hours of selectives. The selective courses may be chosen from the list of ADE-prefixed courses in the Graduate Catalog. The required courses:

- ADE 5386 Individual Learning and Adult Education (3)
- ADE 5387 Organizational Learning and Human Resource Development (3)
- ADE 5383 Instructional Analysis and Design in AE/HRD (3)
- ADE 6180 Organizational and Community Processes in AE/HRD (3)
- ADE 7772 Review of Research in AE/HRD (3)
- ADE Selectives (9)

## Research and Statistics (9 hours minimum)

The research and statistics component includes 6 hours of required courses and 3 hours of selectives. If you have not taken an introductory or foundations of research course in your master's program, you must complete EDF 5481, Foundations of Educational Research, prior to enrolling to enrolling in the following doctoral research courses. The required courses:

- EDF 6472 Educational Research Methodology: Introduction to Data Analysis (3)
- EDF 6486 Advanced Data Analysis in Quantitative Educational Research (3)

One selective course may be chosen from the following:

- EDF 7403 Data Analysis in Multivariate Educational Research (3)
- OR
- EDF 6475 Qualitative Foundations of Educational Research (3)

## Cognate Component (3 hours minimum)

Cognate courses are selected to complement your preparation in AE/HRD, to deepen the expertise in the master's degree area of study, or to broaden or deepen skills in understanding from related disciplines.

## Dissertation (24 hours minimum)

## Part 4

**Florida International University**  
 Adult Education and Human Resource Development

---

**Ed.D. Course Requirements (continued)**

## Plan of Study Example #2: Master's in AE/HRD

The assumption of this example is that the participant previously has completed the following courses or equivalents in his or her AE/HRD master's degree program: ADE 5386, 5387, 5383, and 6180. This component includes two parts: 12 hours of required courses and 6 hours of selectives. The 12 hours of required credit equal 4 courses. The required courses must include ADE 7772 Review of Research in AE/HRD and any 3 courses from the following list:

## AE/HRD Component (18-24 hours minimum)

- ADE 6260 Management of AE/HRD Programs (3)
- ADE 6286 Instructional Development and Implementation (3)
- ADE 6186 Comprehensive Program Evaluation in AE/HRD (3)
- ADE 6476 Computer Based Training (3)
- ADE 6674 Trends and Issues in AE/HRD (3)
- ADE 7475 Comparative Systems, Strategies, and Materials for AE/HRD (3)
- ADE 7571 Consulting as an AE/HRD Process

The 6 hours of selective courses may be chosen from the list of ADE-prefixed courses in the FIU Graduate Catalog.

## Research and Statistics (9 hours minimum)

The research and statistics component includes 6 hours of required courses and 3 hours of selectives. If you have not taken an introductory or foundations of research course in your master's program, you must complete EDF 5481, Foundations of Educational Research, prior to enrolling in the following doctoral research courses. The required courses:

- EDF 6472 Educational Research Methodology: Introduction to Data Analysis (3)
- EDF 6486 Advanced Data Analysis in Quantitative Educational Research (3)

One selective course may be chosen from the following:

- EDF 7403 Data Analysis in Multivariate Educational Research (3)
- OR
- EDF 6475 Qualitative Foundations of Educational Research (3)

Part 4

**Florida International University**  
Adult Education and Human Resource Development

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**Ed.D. Course Requirements (continued)**

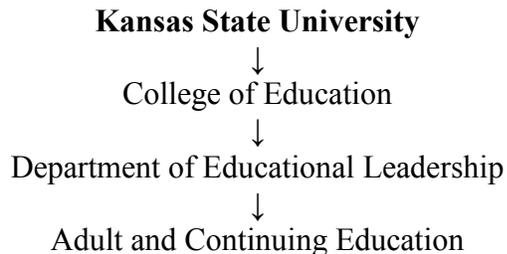
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Cognate Component (9 hours minimum)

Cognate courses may be selected to further complement preparation in AE/HRD, to deepen expertise in the master's degree area of study, or to broaden or deepen skills and understanding from AE/HRD related disciplines. The IIIDE (International Intercultural Development Education) specialization requires 18 credits hours, minimum.

Dissertation (24 hours minimum)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.		•	•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Kansas State University**  
Adult and Continuing Education

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**Ed.D. Course Requirements**

---

94 credit hours

**\*Required Courses****A. Required Academic Core Courses (15 hours)**

- EDACE 780 Introduction to Adult Education\* (3)
- EDACE 790 Characteristics of the Adult Learner\* (3)
- EDACE 818 Social Foundations of Adult Education\* (3)
- EDACE 830 Program Planning in Adult Education\* (3)
- EDACE 847 Adult Learning and Motivation\* (3)

**B. Foundations of Education (9 hours)**

Ed.D. students are required to take 9 hours of the following foundations courses or their equivalent. Courses must be approved by the Ed.D. Supervisory Committee.

- EDACE 916 Foundations of Adult of Education\* (3)
- EDACE 886 Sem: Historical and Philosophical Analysis of Education (3)  
OR
- EDCIP 910 Multicultural Curriculum Programming (3) OR
- EXCEP 912 Psychological Bases of Educational Thought and Practice (3)
- EDACE 937 Organization and Administration of Adult Education (3)
- EDACE 986 Advanced Seminars in Adult Education (3)

**C. Research Courses (Minimum of 9 hours)**

- EDCEP 816 Research Methods\* (3)
- EDCEP 817 Statistical Methods in Education (3)
- EDCEP 917 Experimental Design in Educational Research (3)
- EDLEA 838 Qualitative Research in Education (3)

## Part 4

**Kansas State University**  
Adult and Continuing Education

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**Ed.D. Course Requirements (continued)**

D. Elective Courses (Select electives appropriate to the area of emphasis that satisfy the minimum 94 credit hours for the program.)

- EDACE 750 Women, Education and Work (3)
- EDACE 786 Topics: Adult Education Summer Institute (3)
- EDACE 786 Topics: Diversity in the Workplace (3)
- EDACE 786 Topics: Innovative Instructional Strategies (3)
- EDACE 786 Topics: Adult Learners with Disabilities (3)
- EDACE 815 Introduction to Community Educational Development (3)
- EDACE 820 Principles of Teaching Adults (3)
- EDACE 825 Theory & Practice of Continuing Education (3)
- EDACE 850 Self-Directed Learning (3)
- EDACE 860 Innovative Higher Education Programs for Adults (3)
- EDACE 865 Principles of Workplace Learning (3)
- EDACE 875 Program Evaluation (3)
- EDACE 880 Significant Literature in Adult Education (3)
- EDACE 886 Sem: Adults in Career & Life Transitions (3)
- EDACE 886 Sem: Human Resource Development Policy (3)
- EDACE 886 Sem: Trends & Issues in Adult Education (3)
- EDACE 886 Sem: Trends & Issues in Human Resource Development (3)
- EDACE 986 Advanced Seminar in Adult Education (3)
- EDCI 832 The Role, Organization, and Function of Community Colleges (3)

E. Experiential and Individualized Courses (0-6 hours)

- EDACE 733 Practicum in Adult and Continuing Education (3)
- EDACE 775 Readings in Adult and Continuing Education (1-3 hours)
- EDACE 795 Problems in Adult and Continuing Education (1-3 hours)

F. Clinical Experience (12 hours)

- EDACE 991 Internship/Clinical Experience\* (12)

Doctoral Research (minimum of 16 hours)

- EDACE 999 Doctoral Research\* (16)

## Part 4

**Kansas State University**  
Adult and Continuing Education

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**Ph.D. Course Requirements**

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90 credit hours

## \*Required Courses

## A. Required Academic Core Courses (15 hours)

- EDACE 780 Introduction to Adult Education\* (3)
- EDACE 790 Characteristics of the Adult Learner\* (3)
- EDACE 818 Social Foundations of Adult Education\* (3)
- EDACE 830 Program Planning in Adult Education\* (3)
- EDACE 847 Adult Learning and Motivation\* (3)

## B. Required 900 Level Doctoral Courses (9 hours)

- EDACE 916 Foundations of Adult Education\* (3)
- EDACE 937 Organization and Administration of Adult Education\* (3)
- EDACE 986 Advanced Seminars in Adult Education\* (3)

## C. Required Research Courses (9 hours minimum)

- EDCEP 816 Research Methods\* (3)
- EDCEP 817 Statistical Methods in Education\* (3)
- EDCEP 917 Experimental Design in Educational Research\* (3)
- EDLEA 838 Qualitative Research in Education (3)

(Ph.D. students commonly take 6-12 hours of additional research-related coursework as part of the program.)

## Part 4

**Kansas State University**  
Adult and Continuing Education

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**Ph.D. Course Requirements (continued)**

D. Elective Courses (Select electives appropriate to the area of emphasis that satisfy the minimum 90 credit hours for the program.)

- EDACE 750 Women, Education and Work (3)
- EDACE 786 Topics: Adult Education Summer Institute (3)
- EDACE 786 Topics: Diversity in the Workplace (3)
- EDACE 786 Topics: Innovative Instructional Strategies (3)
- EDACE 786 Topics: Adult Learners with Disabilities (3)
- EDACE 815 Introduction to Community Educational Development (3)
- EDACE 820 Principles of Teaching Adults (3)
- EDACE 825 Theory & Practice of Continuing Education (3)
- EDACE 850 Self-Directed Learning (3)
- EDACE 860 Innovative Higher Education Programs for Adults (3)
- EDACE 865 Principles of Workplace Learning (3)
- EDACE 875 Program Evaluation (3)
- EDACE 880 Significant Literature in Adult Education (3)
- EDACE 886 Sem: Adults in Career & Life Transitions (3)
- EDACE 886 Sem: Human Resource Development Policy (3)
- EDACE 886 Sem: Trends & Issues in Adult Education (3)
- EDACE 886 Sem: Trends & Issues in Human Resource Development (3)
- EDACE 940 Adult Development Theory (3)
- EDCI 832 The Role, Organization, and Function of Community Colleges (3)

E. Experiential and Individualized Courses (0-6 hours)

- EDACE 733 Practicum in Adult and Continuing Education (3)
- EDACE 775 Readings in Adult and Continuing Education (1-3 hours)
- EDACE 795 Problems in Adult and Continuing Education (1-3 hours)
- EDACE 991 Internship in Adult and Continuing Education (3-6 hours)

F. Doctoral Research (30 hours minimum)

- EDACE 999 Doctoral Research (30)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
			•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	3/9

## Part 4

**Lesley University**  
 Adult Learning Specialization under Educational Studies

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**Ph.D. Course Requirements**

## Phase I (21 credits)

Phase I of the program requires that a student complete a minimum of 15 credits of advanced graduate study. This study includes several required courses in research methodology and participation in an interdisciplinary seminar. An essential feature of Phase I in the residency model is the student's responsibility, under the supervision of a senior advisor and building on the doctoral study plan submitted with the application, to formulate a research question and written plan for beginning inquiry, including the sociocultural perspective standard. In addition, students complete a residency requirement by participating in peer learning groups.

Area of Study: Philosophy, History, and Theory of Adult Learning and Development (ALD)

- EAGSR 8102 Interdisciplinary Seminar I: Nature of Inquiry (3)
- EAGSR 8104 Interdisciplinary Seminar II (3)
- EAGSR 7004 Adult Learning and Development (ALD) (3)
- EAGSR 7999 Independent Study: Domain Specific Content (ALD) (6)
- EAGSR 9151 Doctoral Study: ProSeminar (0)
- EAGSR 7101 Quantitative Methods I: Statistics for Research (3)
- EAGSR 7103 Qualitative Research Methods I (3)

## Phase II: Doctoral Study (24 credits)

In Phase II, the student completes the major academic requirements of the degree. In this phase, a student must complete the remaining 24 of the 45 total credits of substantive coursework and study, including the sociocultural perspective requirement and a residency requirement. The culminating experience in Phase II is the completion of a written qualifying examination evaluated by the faculty members on the student's doctoral study committee.

Area of Study: Research

- EAGSR 7104 Qualitative Research Methods II (3)
- EAGSR 7999 Independent Study – Advanced Research (pilot study) (3)

## Part 4

**Lesley University**  
Adult Learning Specialization under Educational Studies

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**Ph.D. Course Requirements (continued)**

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Area of Study: Program Development, Assessment, and Evaluation (PDA&E)

- EAGSR 7105 Program Planning and Development (PDA&E) (3)
- EAGSR 6003 Program Evaluation (PDA&E) (3)
- EAGSR 7999 Independent Study – Domain-Specific Content (PDA&E) (3)
- EAGSR 9151 Doctoral Study: ProSeminar (0)

Area of Study: Leadership & Community (L&C)

- EAGSR 7106 Leadership in an Adult Learning Context (3)
- EAGSR 7999 Independent Study – Domain-Specific Content (L&C) (6)
- EAGSR 9151 Doctoral Study: ProSeminar (0)

Phase III: Dissertation (0 credits)

Upon successful completion of Phase II, a student is advanced to Phase III, or dissertation status. In this final phase, a student undertakes the writing of a doctoral dissertation that represents an original contribution to the field of educational studies and adult learning. This work is completed under the guidance of a dissertation committee. Phase III requires approval of the dissertation prospectus and doctoral thesis by the faculty members of the dissertation committee and an oral defense of the dissertation. In addition, the program requires that each student participate in a public presentation of the dissertation research before graduating.

- EAGSR 9151 Doctoral Study: ProSeminar (0)

Total Required Credits: 45

## Part 1

**Memorial University of Newfoundland**

Faculty of Education



Ph.D. Studies

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Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

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\*Independent Doctorate

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.			•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Michigan State University**  
Higher, Adult, and Lifelong Education

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**Ph.D. Course Requirements**

Students in the HALE doctoral program will enroll in a minimum of 45 credit hours, not including at least 24 dissertation research credit hours.

## Core Courses (15 credits)

- EAD 960 Proseminar in Postsecondary Education (3)
- EAD 970 Organization and Administration in Postsecondary Education (3)
- EAD 968 Teaching, Learning, and Curriculum in Postsecondary Education (3)
- EAD 967 Policy Development and Analysis in Postsecondary Education (3)
- EAD 966 Students in Postsecondary Education (3)

## Required Inquiry Courses (12-13 credits)

- CEP 930 Educational Inquiry (3)
- CEP 932 Quantitative Methods in Educational Research (3)
- A 900-level course in advanced qualitative methods approved by the student's guidance committee (3-4)
- EAD 995 Research Practicum in Educational Administration (3) This course is to be taken after the student has completed the three inquiry courses referenced above.

## EAD Electives (9 credits)

Nine additional credits in 800-level Educational Administration courses or above which deal with issues of postsecondary education.

## Cognate (9 credits)

Courses taken in an outside department reflecting a deepening study within a particular disciplinary focus that complements the student's HALE coursework. The cognate adds another theoretical lens through which to examine one's research agenda. Cognate selections are typically 900-level courses.

## Dissertation Research

A minimum of 24 credits is required.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.(3)		•	

Certificates: Adult Education-Administration, Adult Education-Facilitating Adult Learning, Adult Literacy and Teaching, and Learning in Community Colleges (4)

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	
Total	3/9

## Part 4

**National-Louis University**  
Adult and Continuing Education

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**Ed.D. Course Requirements**

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## Summer/Year 1

- ACE 600 Introduction to the Adult Education Doctoral Program (3)
- ACE 601 Advanced Seminar: Critical Reflection and Critical Thinking (3)
- ACE 602 Life History and Adult Education (3)

## Fall/Year 1

- ACE 603 Advanced Adult Development and Learning (3)
- ACE 604 Adult Education: Core Concepts and Processes (3)
- ACE 605A Reflective Practice Seminar I (3)

## Spring/Year 1

- ACE 610 Research Methods in Adult Education (3)
- ACE 620 Understanding Adult Education Practice (3)
- ACE 605B Reflective Practice Seminar II (3)

## Summer/Year 2

- ACE 640 Research: Critical Engagement Project Proposal Seminar (6)

## Fall/Year 2

- ACE 650 Research: Literature Review Seminar (3)
- ACE 655 Philosophy of Adult Education (3)
- ACE 605C Reflective Practice Seminar III (3)

## Spring/Year 2

- ACE 660 Research: Critical Engagement Project Methodology (3)
- ACE 661 Educating in a Social and Political Context (3)
- ACE 605D Reflective Practice Seminar IV (3)

Part 4

**National-Louis University**  
Adult and Continuing Education

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**Ed.D. Course Requirements (continued)**

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Summer/Year 3

- ACE 670 Research: Advanced Data Collection and Analysis (3)
- ACE 605E Reflective Practice Seminar V (3)

Fall/Year 3

- ACE 699A Dissertation: Critical Engagement Project I (6)

Spring/Year 3

- ACE 699B Dissertation: Critical Engagement Project II (6)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S., M.Ed.		2	

Certificates: Community College Teaching, E-Learning

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**North Carolina State University**  
 Adult and Community College Education

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**Ed.D. Course Requirements - Raleigh**

## 1. Core Courses (15 hours – to be taken at the beginning of the program)

## A. Doctoral Orientation

- EAC 711 Reflective Practice and Research Inquiry (3)  
 Taken in the first year of study

## B. Programming and Evaluation

- EAC 703 Programming Process in Adult & Higher Education (3)

## C. Foundations

- EAC 710 Adult Education: History, Philosophy, Contemporary Nature  
 (3)

## D. Teaching and Learning

- EAC 759 Adult Learning Theory (3)

## E. Organization and Administration

- EAC 712 The Change Process in Adult Education (3)

## 2. Specialization (12 hours)

Courses will be identified and selected with your advisor

## 3. Research Competency (12 hours)

Students will be expected to take a minimum of 12 hours in research inquiry, design, and/or methodology courses. As a prerequisite, all students will be expected to either have had an introductory research inquiry course within the last seven years or will be expected to take EAC 511 (Introduction to Research in Adult and Higher Education) or equivalent as the first course in their research sequence. This introductory inquiry course will not count toward the 12 hours of doctoral level research hours.

Doctoral students will be expected to have identified their dissertation research problem, research inquiry method, conceptual framework as well as started their literature review during the early to mid-portion of their coursework. The desire of the department is for students to develop their skills and knowledge towards becoming thoughtful, self-directed researchers who pursue critical practitioner-scholar inquiry.

## Part 4

**North Carolina State University**  
 Adult and Community College Education

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**Ed.D. Course Requirements – Raleigh (continued)**

For the required minimum of 12 hours, each student will be expected to take 3 semester hours of statistics (in their early coursework) and then select 9 semester hours from one of the two research paradigms (quantitative or qualitative).

## I. Statistics (Add one of the following) (3 hours)

- ST 507 Statistics for the Behavior Sciences I – OR add –
- ST 508 Statistics for Behavioral Science II – OR add –
- ST 511 Equivalent statistics course as approved by your chair.

II. Research Focus (Please select A or B to reflect your dissertation research method)  
(9 hours)

## A. Quantitative Research Dissertation Focus

## 1. Introductory Quantitative Course

- SOC 711 Research Methods in Sociology (3)
- PA 515 Research Methods and Analysis (3) Equivalent course as approved by chair OR, if individuals are doing survey research, they can consider
- EAC 720 Use of Secondary Survey Data in AHE (3)

## 2. Advanced Quantitative Course – to include research design, advanced research analyses, or related course(s) as approved by chair

## 3. Other Quantitative Course (i.e., quantitative proposal development course)

- EAC 803 Research Seminar in Adult and Higher Education, as one option

## B. Qualitative Research Dissertation Focus (9 hours)

## 1. Introductory Qualitative Course

- EAC 785 Qualitative Research in AHE (3) – OR – Equivalent course approved by chair

## 2. Qualitative Inquiry, Collection Strategies, or Qualitative Analysis course. Course or research project as directed and approved by chair

- EAC 795 Qualitative Data Collection & Analysis

## 3. Advanced Qualitative Course

- EAC 790 Advanced Qualitative Research Design (3)

## Part 4

**North Carolina State University**  
Adult and Community College Education

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**Ed.D. Course Requirements – Raleigh (continued)**

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## 4. Interdisciplinary Component (9 hours)

Students will be expected to pursue nine hours of interdisciplinary work outside the department.

## 5. Dissertation Component (12 hours)

- EAC 895 Dissertation Research (12)

## Part 4

**North Carolina State University**  
 Adult and Community College Education

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**Ed.D. Course Requirements – Charlotte Cohort**

(This is a tentative listing, subject to change based upon availability of faculty and of related needs of the cohort program.)

## Foundations – Core (15 hours)

- EAC 711 Reflective Practices in Adult and Community College Education (3)
- EAC 710 Adult Education: History, Philosophy, Contemporary Nature (3)
- EAC 759 Adult Learning Theory (3)
- EAC 703 Programming Process in Adult & Higher Education (3)
- EAC 712 The Change Process in Adult Education (3)

## Specialization &amp; Interdisciplinary (21 hours)

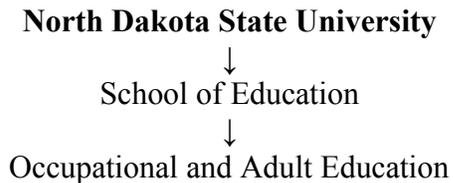
- EAC 701 Administrative Concepts and Theories (3)
- EAC 704 Leadership in Higher Education (3)
- EAC 778 Community College and Two Year Postsecondary (3)
- EAC 787 Organizational Theories and Concepts in Higher Education (3)
- EAC 795 Special Topic: Workforce Education and Development (3)
- EAC 778 or EAC 749 Higher Education Law or Finance (3)
- EAC xxx Interdisciplinary course (3) (TBD)

## Research Inquiry (12 hours)

- ST 507 Statistics for the Behavioral Sciences I (3)  
 Students will select either the qualitative or the quantitative tract of three courses for nine hours of coursework.

## Dissertation (12 hours) and Preliminary Examination (3 hours)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
		•	•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	3/9

## Part 4

**North Dakota State University**  
Occupational and Adult Education

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**Ed.D. Course Requirements**

Total Minimum Credit Hours Required 90 credits

\* required course

1. Courses which address research goal(s)research – Total of 20 credits required

- \* Educ 702 Statistics in Educational Research or an equivalent if not been taken previously (3)
- \* Educ 703 Research, Measurement, and Program Evaluation if not been taken previously (3)
- Educ 707 Foundations of Educational Research (3)
- Stats 725 Applied Statistics (3)
- \* Educ 719 Planning and Conducting Needs Assessments (3)
- Educ 745 Program Evaluation Research (3)
- \* Educ 749 Case-based Educational Research and Statistics (3)
- Educ 771 Structural Equation Modeling Fundamentals (3)
- \* Educ 776 Qualitative Research and Program Evaluation (3)
- \* Educ 779 Quantitative and Survey Research (3)
- Educ 783 Computer Data Management and Decision Making (2)

2. Courses which address career goals – Total of 20 credits required

- Educ 717 Adult Learning (2)
- Educ 721 Assessment Techniques for Educational Institutions (3)
- \* Educ 723 Diversity and Educational Policy (3)
- Educ 725 Institutional Analysis Techniques (3)
- Educ 727 Higher Education Law (3)
- Educ 728 Instructional Technology for Teaching and Learning (3)
- Educ 729 Organization & Administration Telecommunications Technologies (2)
- Educ 740 Financing Higher Education (3)
- Educ 741 Higher Education Student Affairs and Enrollment Management (3)
- Educ 746 Institutional Quality Control (3)
- Educ 763 Education and Training for Business and Industry (3)
- Educ 767 Organization and Administration of Higher Education (3)
- Educ 769 Politics and Policy in Education (3)
- Educ 772 Curriculum and Instruction Development (2)
- Educ 780 Instructional Models (3)
- Educ 782 Supervisory and Administrative Theory (2)

## Part 4

**North Dakota State University**  
Occupational and Adult Education

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**Ed.D. Course Requirements (continued)**

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- Educ 785 Organization and Administration of Career and Technical Education (4)
- \* Educ 787 Issues in Education (2)
- Educ 794 Practicum/Internship or Field Experience (2)

## 3. Courses that address capstone seminar – Total of 3 credits required

- Educ 790 Graduate Seminar: Education

## 4. General Courses from Master's Degree or equivalent

The advisory committee has authority to approve up to a maximum of 30 credit hours from a Master's degree or equivalent. Forty (40) hours may be allowable if candidate has multiple graduate degrees.

## 5. Dissertation Credits

- Educ 799 Doctoral Dissertation 15 credits

## Part 4

**North Dakota State University**  
Occupational and Adult Education

---

**Ph.D. Course Requirements**

Total Minimum Credit Hours Required 90 credits

\* required course

1. Courses which address research goal(s)research – Total of 20 credits required

- Educ 702 Statistics in Educational Research or an equivalent if not been taken previously (3)
- Educ 703 Research, Measurement, and Program Evaluation if not been taken previously (3)
- Educ 707 Foundations of Educational Research (3)
- Stats 725 Applied Statistics (3)
- Educ 719 Planning and Conducting Needs Assessments (3)
- Educ 745 Program Evaluation Research (3)
- Educ 749 Case-based Educational Research and Statistics (3)
- Educ 771 Structural Equation Modeling Fundamentals (3)
- Educ 776 Qualitative Research and Program Evaluation (3)
- Educ 779 Quantitative and Survey Research (3)
- Educ 783 Computer Data Management and Decision Making (2)

2. Courses which address career goals – Total of 20 credits required

- Educ 717 Adult Learning (2)
- Educ 721 Assessment Techniques for Educational Institutions (3)
- \* Educ 723 Diversity and Educational Policy (3)
- Educ 725 Institutional Analysis Techniques (3)
- Educ 727 Higher Education Law (3)
- Educ 728 Instructional Technology for Teaching and Learning (3)
- Educ 729 Organization & Administration Telecommunications Technologies (2)
- Educ 740 Financing Higher Education (3)
- Educ 741 Higher Education Student Affairs and Enrollment Management (3)
- Educ 746 Institutional Quality Control (3)
- Educ 763 Education and Training for Business and Industry (3)
- Educ 767 Organization and Administration of Higher Education (3)
- Educ 769 Politics and Policy in Education (3)
- Educ 772 Curriculum and Instruction Development (2)
- Educ 780 Instructional Models (3)
- Educ 782 Supervisory and Administrative Theory (2)

## Part 4

**North Dakota State University**  
Occupational and Adult Education

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**Ph.D. Course Requirements (continued)**

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- Educ 785 Organization and Administration of Career and Technical Education (4)
- \* Educ 787 Issues in Education (2)
- Educ 794 Practicum/Internship or Field Experience (2)

## 3. Courses that address capstone seminar – Total of 3 credits required

- Educ 790 Graduate Seminar: Institutional Analysis

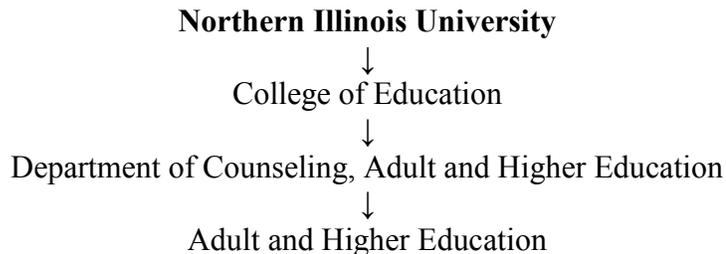
## 4. General Courses from Master's Degree or equivalent

The advisory committee has authority to approve up to a maximum of 30 credit hours from a Master's degree or equivalent. Forty (40) hours may be allowable if candidate has multiple graduate degrees.

## 5. Dissertation Credits

- Educ 799 Doctoral Dissertation 15 credits

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.		•	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**Northern Illinois University**  
Adult and Higher Education

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**Ed.D. Course Requirements**

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## Deficiencies

Students who have a master's degree in an area other than adult continuing education will be required to take CAHA 500 [The Nature of Adult and Higher Education] and CAHA 501 [Adult Learning: Maturity through Old Age] as deficiency courses. These courses do not count toward the 63 semester hour minimum required in the doctoral program of study.

## Common Requirements (15 hours minimum)

Course work constituting the common requirements in research methodology, learning and development, and socio-cultural analyses. Students will complete course work in areas such as research design, statistics, historiography, philosophical methods, and ethnographic techniques. The structure of educational systems refers to general foundational courses, usually in education, such as the historical, philosophical, or social foundations of education. The individual in an educational setting refers to courses from psychology or educational psychology.

At least 9 semester hours must be in research methodology, not including ETR 520 [Introduction to Educational Research] or its equivalent. These requirements may not be met through independent study.

## Major Field of Study (18 hours minimum)

Adult and higher education (CAHA) course work, excluding dissertation hours.

## Cognate (Courses outside CAHA)

A cognate is a cluster of courses taken outside of adult and higher education in a professional area such as human resource management, public administration, English as a second language, or gerontology.

A typical doctoral program includes a minimum of 9 semester hours of course work in other colleges within the university. These credits may be taken within the common requirements or the cognate.

## Dissertation Research and Dissertation (15-30 hours)

- CAHA 799 (15-30 hours)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed., M.A.			•

Certificate: Sustainability, Community Healing and Peacebuilding, Adult Training and Development, and Leadership Coaching

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

Part 4

**Ontario Institute for Studies in Education, University of Toronto**  
Adult Education and Community Development

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**Ph.D. Course Requirements**

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Six half-courses, at least four at the 3000-level

Of the six half-courses degree requirement, students must complete the following:

- AEC3102H: Doctoral Thesis Course in Adult Education (Pass/Fail)
- One research methods course (listed with 'RM' in course title)

At least four half-courses (including AEC3102H) must be taken within Adult Education & Community Development. Additional courses can be developed through any OISE or University of Toronto graduate department, pending permission from the student's faculty advisor and the host department.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.		•	•

Certificate: Distance Education, Family Literacy, and HRD/Workplace Learning

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**Pennsylvania State University**  
Adult Education

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**D.Ed. Course Requirements**

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Advanced Standing (30 credits)

May be earned from previous master's degree or previous grad courses taken at PSU-approved institutions.

Adult Education core courses (9 credits)

- ADTED 460 Introduction to Adult Education
- ADTED 510 Historical and Social Issues in Adult Education
- ADTED 542 Perspectives on Adult Learning Theory

At least 12 credits from Adult Education 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 members.

Adult Education electives (12 credits)

Supporting Area(s) within Penn State (15 elective credits)

Research Methods courses (9 credits)

A grad-level basic stats course; a course exploring qualitative designs and methods (ADTED 550); and a course exploring quantitative designs and methods. It is expected that students would develop additional research skills during the dissertation phase.

Doctoral thesis/dissertation (15 credits)

- ADTED 600/610 (15)

Total Credits: 90

## Part 4

**Pennsylvania State University**  
Adult Education

---

**Ph.D. Course Requirements**

Prerequisites - ADTED 460 (3) (or equivalent)

Adult Education core courses (9 credits)

- ADTED 508 Globalization and Lifelong Learning
- ADTED 510 Historical and Social Issues in Adult Education
- ADTED 542 Perspectives on Adult Learning Theory

At least 6 credits from Adult Education and at least 9 credits from one or more supporting areas outside of the program. Determined by academic advisor in consultation with student and doctoral committee members. [See “Emphasis Areas” below]

Adult Education electives (6-9 credits)

Supporting Area(s) within Penn State (6-9 credits)

Research Methods courses (18 credits)

A grad-level basic stats course; a course exploring qualitative designs and methods (ADTED 550); and a course exploring quantitative designs and methods; advanced level research design/methods courses that augment the skills the student needs to conduct her dissertation research—these may include Research Topics, Independent Studies and/or Thesis Research (ADTED 594, ADTED 596 and/or ADTED 600/610); and a capstone course (ADTED 594).

Doctoral thesis/dissertation (no course credits)

Total Credits: 48

Emphasis Areas in the Ph.D. Program

There are 4 emphasis areas in the Ph.D. program in Adult Education at Penn State:

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

Part 4

**Pennsylvania State University**  
Adult Education

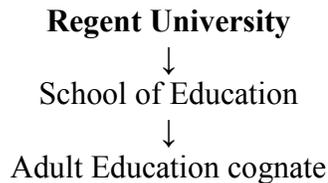
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**Ph.D. Course Requirements (continued)**

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Each emphasis area has a minimum course requirement of 15 credits. Nine (9) of the 15 credits may be taken in Adult Education and six (6) from one or more supporting area(s) outside of the program. Alternatively, six (6) of the 15 credits may be taken in Adult Education and nine (9) from one or more supporting area(s) outside the program. The decision is made by the student's academic advisor in consultation with the student and her/his doctoral committee.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
		•	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	
Total	3/9

## Part 4

**Regent University**  
Adult Education cognate

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**Ed.D. Course Requirements**

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60 credit hours

## First Semester – Summer

- EDUC 700 Online Orientation (0)
- EFND 705A Residency (2)
- UNIV LIB Information, Research, and Resources (0)
- EFND 706 Christian Worldview for Educators (3)

## Year 1 – Fall

- EFND 702 Research Design & Analysis (3)
- EFND 707 Advanced Study of Worldview (3)

## Year 1 – Spring

- EFND 701 Advanced Human Learning & Motivational Development (3)
- EFND 722 Educational Statistics (3)

## Year 1 – Summer

- EADM 703 Advanced Theory & Practices of Leadership, Organizational Development & Educational Administration (3)
- EADM 705 Effective Communication & Conflict Resolution (3)
- EFND 705B Residency (2)

## Year 2 – Fall

- EDCO 801 Strategic Planning and Program Evaluation (3)
- ESDL 727 Supervision and Professional Development (3)

## Year 2 – Spring

- EADM 706 Legal, Ethical & Professional Issues in Education (3)
- ESDL 710 The Adult Learner (3)

## Part 4

**Regent University**  
Adult Education cognate

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**Ed.D. Course Requirements (continued)**

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## Year 2 – Summer

- EFND 705C Residency (2)\*
- ESAE 810 Teaching & Learning: Theory and Research in Adult Development (3)
- ESAE 820 Program Planning for Adult Learners (3)

\*Comprehensive Exams are required and will be given on-campus during the EFND 705C Residency. Students who pass comprehensive exams will continue on to the dissertation phase of the program with EFND 906A.

## Year 3 – Fall

- EFND 906A Dissertation (5)

## Year 3 – Spring

- EFND 906B Dissertation (5)

## Year 3 – Summer

- EFND 906C Dissertation (5)

## Dissertation Continuation

- EFND 907 Dissertation Continuation (3)\*

\*Students who have not defended their dissertation by Year 3 – Summer must register for EFND 907 each semester that they extend the dissertation phase.

## Part 1

**Teachers College, Columbia University**  
 ↓  
 Department of Organization and Leadership  
 ↓  
 Adult Learning and Leadership

## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A., Ed.M.		2	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**Teachers College, Columbia University**  
Adult Learning and Leadership

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**Ed.D. Course Requirements**

\* Prerequisite for many ORL Psych courses

## A. Core Level 1 – Required Courses (14 credits)

- ORLD 4800 Workshop in Community Building (1)
- ORLD 4050 Introduction to Adult and Continuing Ed (3)
- ORLD 4051 How Adults Learn (3)
- ORLD 5057 Adult Learning & Ed: Theory and & Practice (3)
- ORLD 4053 Facilitating Adult Learning (3)
- ORLD 7500 Dissertation Proposal Seminar (1)

## B. Core Level 2 – Additional 21 Credits – a minimum of 3 credits in Each Category

## 2) Leadership (3)

- ORLD 4800 Leadership and the Biographical Method \*/+ (3)
- ORLJ 5005 Leadership & Supervision (3)
- ORLD 5819 Workplace Learning Institute: Emotional Intelligence (1-3)
- Alternative/Transfer

## 3) Strategy &amp; Management (3)

- ORLD 5054 Strategy & Development as Learning Process (3)
- ORLJ 4002 Functions of Organization (3)
- Alternative/Transfer

## 4) Group Dynamics (3)

- ORLD 5819 Workplace Learning Institute: Group Coaching Workshop (1-3)
- ORL 5362 Group Dynamics: A Systems Perspective (3)
- ORLJ 5017 Small Group Intervention (3)
- Alternative/Transfer

## 5) Human Resource Development (3)

- ORLJ 5003 Human Resource Management (3)
- ORLD 5062 Human Resource Development (3)
- Alternative/Transfer

## 6) Organizational Behavior (3)

- ORLJ 4005 Organizational Psychology\* (3)
- ORLJ 5014 Organizational Dynamics & Theory (2-3)
- ORLA 4010 Organizational Behavior & Change (3)
- ORLJ 5045 Organizational Dynamics & Theory (3)

## Part 4

**Teachers College, Columbia University**  
Adult Learning and Leadership

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**Ed.D. Course Requirements (continued)**

- ORLJ 5106 Psychological Aspects of organizations (3)
- ORLJ 5819 Workplace Learning Inst.-Social Intelligence (1-3)
- Alternative/Transfer

## 7) Technology (3)

- MSTU 4022 Telecomm. And Distance Learning (3)
- MSTU 5521 Instructional Design of Ed Tech (3)
- Alternative/Transfer

C. Core Research – Additional 18 credits in research – Other research courses in other departments can be substituted

## 8) Research + (18)

- ORL 4009 Understanding Behavioral Research (3)
- ORL 5521 Intro. To Research Methods in Ed (3)
- HUDM 4120 Basic Concepts in Statistics (3)
- ORLD 5550 Research on Organizational Learning (3-4)
- HUDM 4122 Probability & Statistical Inference (3)
- ORLD 5552 Evaluation Methods (3)
- ORLD 4800 Critical Literature Reviews (2)
- ORLD 6500 Qualitative Res: Design & Data Collection (3)
- ORLD 6501 Qualitative Res: Qualitative Data Analysis (3)
- ORLD 7900 Directed Dissertation Research (3)
- ORLD 8900 Directed Dissertation Research (3)
- Alternative/Transfer

+ Please note that Ed.D. students must take a course in understanding research (can be waived) and must take TWO courses in Statistics; doctoral students also need one course in data gathering and one in data analysis

D. Concentration Requirement – Additional 15-18 credits – at least 3 credits in each category and 9-12 in category one.

## 1) Adult Development, Learning Theory, &amp; Applications (9-12)

- ORLD 4500 Advanced Practicum in Facilitation (3)
- ORLD 5819 Workplace Learning Inst.: Cultural Intell. (1-3)
- ORLD 4815 Developing Critical Thinkers + (1)
- ORLD 4827 Fostering Transformative Learning (2-3)
- ORLD 4828 Imagination, Authenticity, Transfer of Lrng (2-3)
- ORLD 4844 Helping Adults Learn + (1)
- ORLD 4850 Discussion as a Way of Teaching + (1)

## Part 4

**Teachers College, Columbia University**  
Adult Learning and Leadership

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**Ed.D. Course Requirements (continued)**

- ORLD 5815 Critical Theory and Adult Learning (1)
  - Alternative/Transfer
- 2) Systems Learning Theory (3)
- ORLD 5061 The Learning Organization (3)
  - ORLD 4500 Democratic Practice as Learning Opportunities (3)
  - ORLD 5550 Research on Organizational Learning (3-4)
  - Alternative/Transfer
- 3) Program Development & Evaluation (3)
- ORLD 5053 Developing & Managing Adult Lrng Programs (3)
  - ORLD 5552 Evaluation Methods
  - Alternative/Transfer
- 4) Conflict Resolution (3)
- ORLJ 5148 Managing Conflicts in Orgs (3)
  - ORLJ 5340 Practicum in Conflict Resolution (3)
  - ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)
  - Alternative/Transfer

+ = Please note courses customarily offered as for P/F (e.g. those offered through CEO & I) must be taken for a grade to fulfill the core & concentration requirements. Students can take up to 4 courses (12 credits) as pass/fail

## E. Elective Concentration Coursework (19-24)

You can take any of the above courses beyond your point requirement as electives

(total...90 credit minimum)

## Part 4

**Teachers College, Columbia University**  
Adult Learning and Leadership

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**Ed.D. Course Requirements - AEGIS**

AEGIS curriculum – 51 points

First Year (22 points)

Summer (Three week session)

- ORLD 6800 Sec. 1 Workshop in adult education: Life history (2)
- ORLD 6902 Pro-seminar in adult education (3)
- ORLD 6918 Sec. 1 Introduction to research (3)

Fall

- ORLD 6908 Sec. 1 Adult education/learning: Theory and practice (3)
- ORLD 6800 Sec. 2 Workshop in adult education: Literacy/ABE (1)
- ORLD 6918 Sec. 2 Advanced research (3)

Spring

- ORLD 6800 Sec. 3 Workshop in adult education: Learning society (1)
- ORLD 6903 Sec. 1 Qualitative research (3)
- ORLD 6906 Sec. 1 Program development (3)

Second Year (26 points)

Summer (Three week session)

- ORLD 6908 Advanced seminar: Leadership in adult education (3)
- ORLD 6908 Sec. 2 Adult Development (3)
- ORLJ 5340 Basic practicum in conflict resolution (3)

Fall

- HUD 4120 Methods of empirical research (3)
- ORLD 6914 Learning communities I (face-to-face) (2)
- ORLD 6918 Sec. 3 Advanced research (3)

Spring

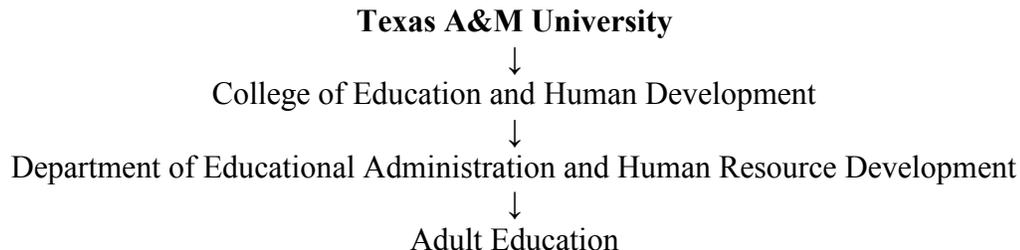
- ORLD 6800 Workshop in Adult Ed.: Technology in organizations (1)
- ORLD 6908 Sec. 3 Workplace and Organizational Learning (3)
- ORLD 6915 Learning communities II (virtual)
- ORLD 6918 Sec. 4 Advanced research (3)

Third Year (3 points)

Summer (Three week session)

- ORLD 6800 Workshop in adult education: Capstone (1)
- ORLD 6916 Learning communities III (face-to-face) (2)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.			•

Certificate: College Teaching

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**Texas A&M University**  
Adult Education**Ph.D. Course Requirements**

## Adult Education Core Courses (18 hours)

- EHRD 616 Methods of Teaching Adults
- EHRD 630 Adult Learning
- EHRD 631 Foundations of Adult Education
- EHRD 642 Program Development in Adult Education
- EHRD 689 Administration of Adult Education Programs
- EHRD 689 Adult Education, Globalization, and Social Justice

## Adult Education Electives (12 hours)

- EHRD 633 Adult Literacy
- EHRD 636 Working with Adult Groups
- EHRD 638 Issues of Adult Education
- EHRD 647 Education for the Older Adult
- EHRD 670 Women and Education
- EHRD 684 Professional Internship
- EHRD 685 Directed Studies

## Electives from Related Field (12 hours)

## Research Core Courses (18 hours)

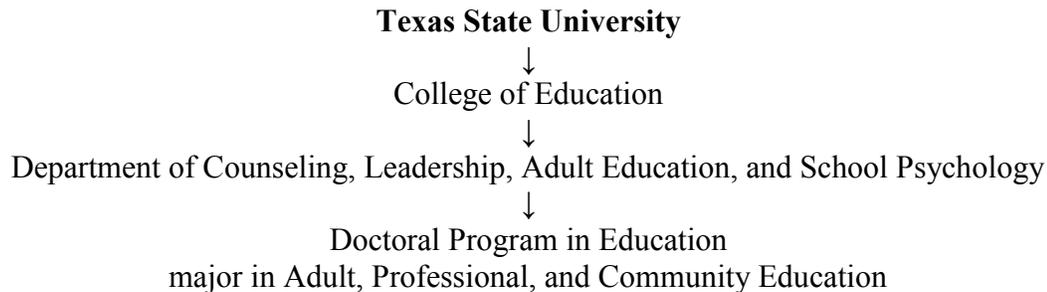
- EHRD 651 Models of Epistemology & Inquiry in EHRD
- EHRD 690 Theory of EHRD Research-Statistics I
- EHRD 690 Theory of EHRD Research-Statistics II
- EHRD 655 Qualitative Research
- OR
- EDAD 690 Theory of EDAD Research-Naturalistic Inquiry

## Advanced methodology courses (6 hours)

- EDAD 623 Advanced Fieldwork Analysis
- EHRD 656 Narrative Analysis
- EHRD 657 Life History Research
- EDAD 690 Theory of EDAD Research-Proposal Preparation
- EHRD 690 Theory of EHRD Research-Literature Review
- EHRD 690 Theory of EHRD Research-Statistics III, Research Design

## Dissertation Research (12 hours)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.			•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	6/9

## Part 4

**Texas State University**  
Adult, Professional, and Community Education

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**Ph.D. Course Requirements**

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## Core Courses (18 hours)

- ED 7311 Educational Philosophy in a Social Context
- ED 7364 Team Development in Education
- ED 7312 Leadership and Organizational Change
- ED 7315 Models of Inquiry: Understanding Epistemologies
- ED 7113/ED 7313 Advanced Studies in Adult Learning and Development
- ED 7513/ED 7314 Community Development for Educators

## Adult, Professional, and Community Education Concentration Courses (12 hours)

- ED 7321 Historical Foundation and Contemporary Issues in Lifelong Learning
- ED 7322 Human Resource and Professional Development
- ED 7323 Community/Organizational Leadership and Management
- ED 7324 Problems and Strategies in Program Planning Seminar

## Directed Applied Study (3 hours)

- ED 7341 Directed Applied Study

## Research Courses (9 hours)

- \*ED 7351 Beginning Quantitative Research Design and Analysis
- \*ED 7352 Beginning Qualitative Design and Analysis

\*The two courses listed above are required for 6 hours of Research Courses. The remaining 3 hours can be selected from the following two research courses.

- ED 7353 Intermediate Quantitative Research Design and Analysis
- ED 7354 Intermediate Qualitative Design and Analysis

## Electives (9 hours)

## Dissertation (12 hours minimum)

## Part 1

**University of Alberta**

Faculty of Education



Doctoral Programs

## Part 2

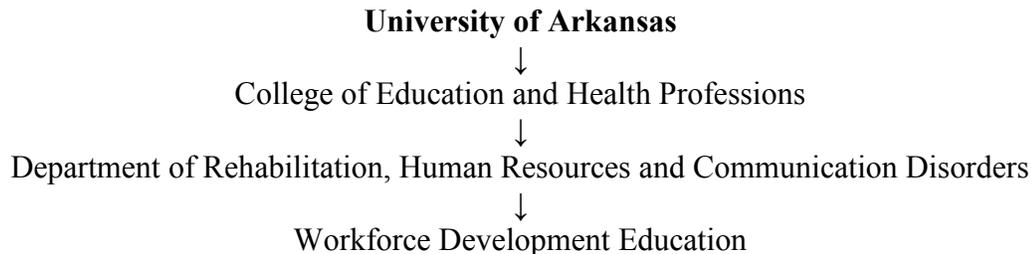
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Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.		•	•

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\*Independent Doctorate

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.		•	

## Part 3

CPAE Standards (2008)	
J. Advanced study of adult learning (theory and research)	•
K. Historical, philosophical foundations of adult education	•
L. Study of leadership, including theories or organizational leadership, administration and change	•
M. Analysis/study of the changing role of technology in adult education	•
N. Study of issues of policy in relation to adult education	
O. Analysis of globalization and international issues or perspectives in adult education	
P. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
Q. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
R. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	7/9

## Part 4

**University of Arkansas**  
Workforce Development Education

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**Ed.D. Course Requirements**

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## Courses in Research and Statistics (33 hours)

- ESRM 5013 Research Methods in Education (3) (Web)
- ESRM 6403 Educ Stat & Data Processing (3) (Web)
- WDED 6313 Fundamentals of Research in WDED (3) (Web)
- WDED 6323 WDED Qualitative Research Design (3) (Web)
- WDED 6333 WDED Quantitative Research Design (3) (UAF)
- WDED 700v Dissertation (18) (Web)

## Core Courses in Workforce Development Education (33)

- WDED 6113 Nontraditional Student (3) (Web)
- WDED 6123 Adult Learner: The Later Years (3) (Web)
- WDED 6133 Learning & Teaching Theories (3) (Web)
- WDED 6213 Training in the Workplace (3) (Web)
- WDED 6223 Organization Development (3) (Web)
- WDED 6233 Learning Organization (3) (Web)
- WDED 6513 Leadership Models & Concepts (3) (Web)
- WDED 6523 Curriculum Design (3) (Web)
- WDED 6533 Adult Literacy (3) (Web)
- WDED 6543 Program Planning & Evaluation (3) (Web)
- WDED 6563 Ethical & Legal Issues (3) (Web)

## Cognate and Supporting Field Electives

Master's courses should be transferred into the doctoral program. The courses should be selected through discussion with the student's major advisor. Students who have not had prior coursework in adult education or human resource development should also take the following courses:

- WDED 5513 Principles of Adult Learning
- WDED 5213 Foundations of Adult Education OR
- WDED 5313 Foundations of Human Resource Development

## Part 1

**University of British Columbia**

Faculty of Education



Educational Studies

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Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A., M.Ed.(2)			•

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\*Independent Doctorate  
(Please see next page)

### **Ph.D. Course Requirements**

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#### Doctoral Seminar and Colloquium.

There are three required courses in the PhD program. The first doctoral seminar (EDST 601A) is designed to help beginning students become familiar with the department, policies and procedures related to doctoral studies, and for an examination of critical theoretical traditions and conceptual problems in the social sciences as applied to education.

The second doctoral seminar (EDST 601B) exposes students to positivist, interpretive, historical, and philosophical methods, and a deep understanding of current methodological issues and debates. The third doctoral seminar (EDST 602) integrates the learning from the first two seminars: helping students with their scholarly writing; and preparing for their comprehensive exams and thesis proposals. In both the fall and winter, an evening departmental colloquium is held that all doctoral students are expected to attend.

The colloquia involve broad-ranging discussions of issues related to research and scholarship and their implications for educational practice. Coursework in Specialization Students in the Ph.D. program are expected to take courses in their specialization so that they are familiar with current theory and research. Courses are selected in consultation with an advisor or program advisory committee.

Courses in the student's specialization should be completed in the first year of the program.

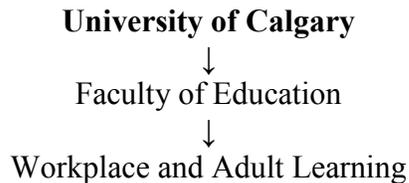
#### Other Coursework

Ph.D. students typically take additional courses to give them the breadth and depth of understanding of contemporary educational theories. Doctoral study is oriented toward the thesis research, but relevant coursework beyond the student's specialization is recommended.

#### Research Methods

Ph.D. students are expected to be familiar with the various methods used in contemporary educational research and to become master the particular methods relative to their research. Developing proficiency in research methods normally requires enrolling in available courses and reading widely in the research methods literature. Before research proposals are approved, students are expected to demonstrate that they have acquired the knowledge and skills necessary to successfully carry out their research plan.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A., M.Ed.		•	•

## Part 3

\*\*incomplete/insufficient information

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

**University of Calgary**  
Workplace and Adult Learning

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**Ed.D. Course Requirements**

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The Ed.D. off-campus is primarily web-based with some face-to-face courses. Normally, students take their face-to-face courses at the beginning of their first and second year in program by attending classes at the University of Calgary campus, offered over two weeks in July. The on-campus experience is important in order to acquaint students with the program philosophy and to build a strong academic community. The rest of the program is completed primarily online.

Ed.D. off-campus students are normally required to take a total of four full-course equivalents (eight half-courses), including:

- EDER 719.04 Doctoral Orientation (face-to-face at the Uof C campus, each July) in first year
- EDER 700 Seminar for First-year Ph.D./Ed.D. students (full course) – in first year
- One or both of EDER 701.01 Qualitative Research (half course) and EDER 701.02 Quantitative Research (half-course)
- 3-4 additional half-courses, normally from a student's Specialization area

Note: While all students follow the above program, the program may be modified (with the exception of EDER 700 and one research course which are required), after consideration of a student's academic and professional background, subject to the approval of the student's supervisor and the Graduate Program Director or Associate Dean. Please consult with your supervisor if you have questions about your program requirements.

**University of Calgary**  
Workplace and Adult Learning

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**Ph.D. Course Requirements**

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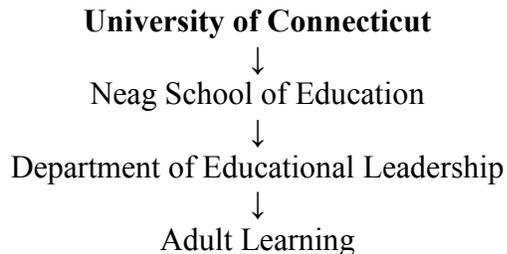
A) A minimum of one and one half full-course equivalents, including EDER 700 (a full-course equivalent), is required of all doctoral students during their first year of program. The remaining required half-course is normally a course in research methods suited to the students' area of research.

In addition to the above described required courses, certain Specializations normally require a doctoral level Specialization specific course...

B) Additional graduate courses or seminars are determined by the supervisor in consultation with the student. The number of required courses required for program completion must be approved by the Associate Dean of the Division and be finalized no later than the beginning of the second year of the program.

Graduate courses from other departments, faculties, or universities may fulfill part of the degree requirements in the Graduate Programs Office with the approval of the supervisor. If student wishes to take courses in other departments, faculties, or universities, the unit in question should be contacted for permission to take the course. The student should ensure that the Office of Graduate Programs in Education receives written confirmation.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.			•

Certificate: Adult Learning

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	4/9

## Part 4

**University of Connecticut**  
Adult Learning

---

**Ph.D. Course Requirements**

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## Adult Learning Program Core Courses (18 credits)

- EDLR 5201 Influences on Adult Learning
- EDLR 5202 Workplace Learning
- EDLR 5203 The Brain, Experience, and Adult Learning
- EDLR 5204 Organizational Learning
- EDLR 5205 Professional Development
- EDLR 6201 Strategic Applications of Adult Learning Principles

## Adult Learning Program Electives (6-9 credits)

- EDLR 5206 Development of Programs for Adult & Human Resource Education
- EDLR 5207 Methods of Facilitating Adult Learning
- EDLR 5099 Independent Study
- EDLR 6092 Practicum

## Research Courses (9 credits minimum)

- EDCI 6000 Qualitative Methods in Educational Research
- EDLR 6052 Qualitative Methods in Educational Research II
- EDCI 6005 Advanced Methods of Qualitative Research
- EPSY 5605 Quantitative Methods in Research I
- EPSY 5607 Quantitative Methods in Research II

## Adult Learning Program Required Proposal Development Courses (6 credits)

- EDLR 6050 Research Designs in Educational Leadership
- EDLR 6051 Research Methods in Educational Leadership

## Graduate School Required Doctoral Dissertation Research credits (15 credits minimum)

- GRAD 6950 Doctoral Dissertation Research

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed. (4)	•	•	•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**University of Georgia**  
Adult Education

---

**Ed.D. Course Requirements – Gwinnett Cohort**

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The program consists of 49 required credits in four areas.

## Adult Education Core (18 semester hours)

- Reflective Practice
- Adult Learning Theory and Research
- Program Development in Adult Education
- Adult Education Administration
- Leading Change in the Workplace and Adult Education Organizations
- Race & Gender in the Workplace

## Specialization Area (9 semester hours)

Students will take three courses designed to foster enhanced expertise in their chosen specialization area. The program offers two areas of specialization (Adult Education Leadership or Human Resource and Organization Development). Courses will be finalized after an assessment of the cohort in order to optimize the learning for those in the program.

## Research Methods (15 semester hours)

- Research Course I
- Research Course II
- Research Course III
- Research Course IV
- Evaluation Program and Project Evaluation

## Final Project (Dissertation) (7 semester hours)

Students will take one course designed to support work on the proposal for the action research project/dissertation.

Students will also register for an additional 4 credits of independent research and work on the action research project/dissertation under the direction of the student's Major Professor.

## Part 4

**University of Georgia**  
Adult Education

---

**Ph.D. Course Requirements**

## Adult Education Core (15 semester hours)

- EADU 8020 Adult Education in Social Context (3)
- EADU 9020 Adult Learning Theory and Research (3)
- EADU 9030 Program Planning Theory and Research in Adult Education (3)
- EADU 8010 History and Philosophy of Adult Education (3)  
or
- EADU 8190 Human Resource Development (3)
- EADU 8620 Adult Education Administration (3)  
or
- EADU 8200 Theory and Practice of Educational Change (3)

## Electives (18 semester hours)

Courses should be selected through discussion with the student's major professor. A full listing of adult education courses is available online. This includes 9 semester hours of EADU courses and 9 semester hours of other courses.

## Research Methods (12 semester hours)

12 semester hours; At least one statistics course and one course not in statistics.

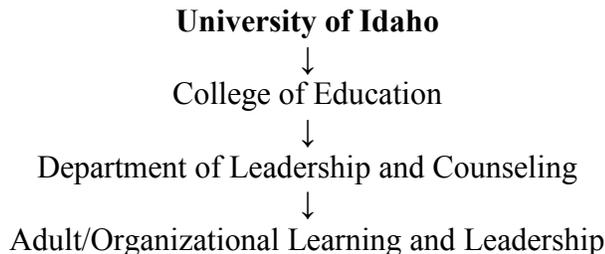
## Research in Adult Education (12 semester hours)

- EADU 9601 Foundations of Adult Education Research (3)
- EADU 9630 Critique of Literature in Adult Education (3)
- EADU 9640 Prospectus Development in Adult Education (3)
- EADU 9602 Research Practices in Adult Education (3)

## Post Candidacy Courses (10 semester hours)

After formal admission to candidacy, a student must register for a minimum of 10 hours of credit while completing the dissertation to be eligible to graduate. At least 3 hours of this credit must be EADU 9300.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.	•	•	•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	6/9

## Part 4

**University of Idaho****Adult/Organizational Learning and Leadership emphasis under Education**

---

**Ed.D. Course Requirements**

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Major Core (18 credits) (All classes are 3 credit hours unless noted)

- AOLL 510 Foundations of Human Resource Development
- AOLL 575 Strategies for Facilitating Adult Learning
- AOLL 574 Adult & Transformational Learning
- AOLL 581 Theory, Practices, and Challenges of Leadership
- AOLL 560 Career Development and Organizations
- AOLL 526 Instructional Design and Curriculum
- AOLL 528 Program Planning, Development, and Evaluation
- CTE 507 The Future of Education and Work

Doctoral Core (6 credits)

- AOLL 591 AOLL 612, AOLL 613 Doctoral Seminar I, II, III (Doctoral Seminars are 1 credit each)
- AOLL 668 Writing for Publication

Options (6 credits)

Adult Learning:

- AOLL 573 Adult Learners: Foundations and Characteristics
- AOLL 501 Foundations of Adult Basic Education

Human Resource Development:

- AOLL 577 Organizational Development
- AOLL 583 Organizational Leadership

Workforce Education:

- CTE 472 Teaching and Learning in Occupational Education
- CTE 551 Principles and Philosophy of Professional-Technical & Technology Education

Practicum, Directed Study, Internship, Professional Practice (0-6 credits)

Cognate or Supporting Area (18 hours)

These credits are generally transferred directly from an existing Master's Degree.

Part 4

**University of Idaho**  
Adult/Organizational Learning and Leadership emphasis under Education

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**Ed.D. Course Requirements (continued)**

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Research (15 credits)

- AOLL 570 Introduction to Research in Workforce Education
- ED 571 Introduction to Quantitative Research
- ED 574 Introduction to Qualitative Research
- ED 584 Intermediate Quantitative Analysis in Education, OR
- ED 589 Designing and Conducting Qualitative Research

Doctoral Preliminary Examination and/or Project

Dissertation (18-21 credits)

- AOLL 600 Doctoral Research and Dissertation

Degree Total – 78-84 credits

Students may transfer in a maximum of 12 graduate hours completed at other accredited universities with graduate programs.

## Part 4

**University of Idaho**Adult/Organizational Learning and Leadership emphasis under Education

---

**Ph.D. Course Requirements**

---

Major Core (18 credits) (All classes are 3 credit hours unless noted)

- AOLL 510 Foundations of Human Resource Development
- AOLL 575 Strategies for Facilitating Adult Learning
- AOLL 574 Adult & Transformational Learning
- AOLL 581 Theory, Practices, and Challenges of Leadership
- AOLL 560 Career Development and Organizations
- AOLL 526 Instructional Design and Curriculum
- AOLL 528 Program Planning, Development, and Evaluation
- CTE 507 The Future of Education and Work

Doctoral Core (6 credits)

- AOLL 591 AOLL 612, AOLL 613 Doctoral Seminar I, II, III (Doctoral Seminars are 1 credit each)
- AOLL 668 Writing for Publication

Options (6 credits)

Adult Learning:

- AOLL 573 Adult Learners: Foundations and Characteristics
- AOLL 501 Foundations of Adult Basic Education

Human Resource Development:

- AOLL 577 Organizational Development
- AOLL 583 Organizational Leadership

Workforce Education:

- CTE 472 Teaching and Learning in Occupational Education
- CTE 551 Principles and Philosophy of Professional-Technical & Technology Education

Practicum, Directed Study, Internship, Professional Practice (0-6 credits)

Cognate or Supporting Area (18 hours)

These credits are generally transferred directly from an existing Master's Degree.

Part 4

**University of Idaho**  
Adult/Organizational Learning and Leadership emphasis under Education

---

**Ph.D. Course Requirements (continued)**

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Research (18 credits)

- ED 571 Introduction to Quantitative Research
- ED 574 Introduction to Qualitative Research
- ED 584 Intermediate Quantitative Analysis in Education, OR
- ED 589 Designing and Conducting Qualitative Research
- ED 587 or 590 Advanced Qualitative or Quantitative Research
- Research Electives

Doctoral Preliminary Examination and/or Project

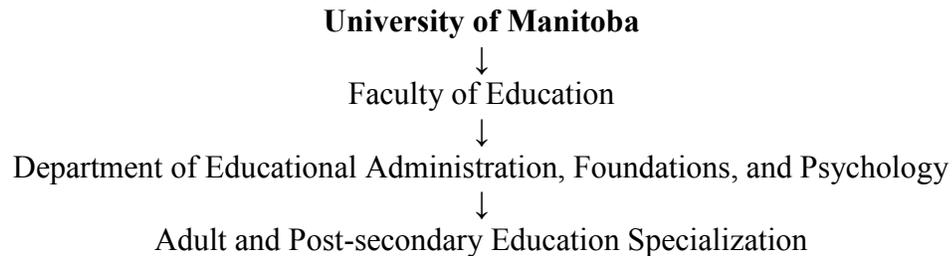
Dissertation (18-21 credits)

- AOLL 600 Doctoral Research and Dissertation

Degree Total – 78-84 credits

Students may transfer in a maximum of 12 graduate hours completed at other accredited universities with graduate programs.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

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\*Independent Doctorate  
 (Please see next page)

Part 4

**University of Manitoba**  
Adult and Post-secondary Education specialization under Education

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**Ph.D. Course Requirements**

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“These programs must contain 24 credit hours or 8 courses: 2 advanced courses in methodology, 4 core subject area/content courses which include a doctoral tutorial and usually 2 auxiliary courses that inform the research. A solid rationale is developed for the program by the advisor with the collaboration of the student and the committee members with a justification of how these courses will allow the student to be successful in the project that they have described.”

Email from Professor Marlene Atleo

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
		•	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**University of Memphis**  
concentration in Adult Education under Higher and Adult Education

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**Ed.D. Course Requirements**

## Required Courses in Major (42-45 hours including research)

- LEAD 8001 Educational Leadership in Organizations (3)
  - LEAD 8412 Historical & Policy Perspectives (3)
  - LEAD 8003 Policy Oriented Research (3)
- Prerequisites: EDPR 8541, EDPR 8542, LEAD 8001, HIAD 8412

- LEAD 8500 Adult Learning & Leadership (3)
  - HIAD 8403 Research in Higher & Adult Education (3)
- Prerequisites: HIAD 8415, EDPR 8541 & 8542, and 1 additional research course appropriate to dissertation

- HIAD 8510 Overview of Adult Education (3)
- HIAD 8415 IT Trends & Issues (3)
- HIAD 8541 College Teaching (3)
- HIAD 8542 Comparative & International HIAD (3)
- HIAD 8530 Continuing Professional Education (3)
- Elective (3)
- Elective (3)

## Research Courses (9-12 hours)

- EDPR 8541 Statistical Methods Applied to Educ. I (3)
- EDPR 8542 Statistical Methods Applied to Educ. II (3)
- Required \*\* (3)

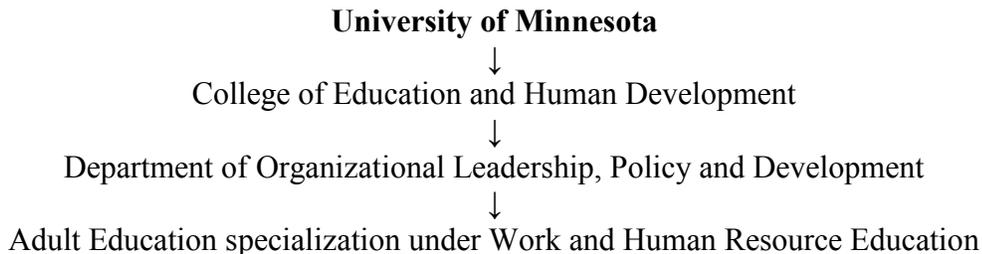
\*\* Research course to be approved by your advisor and appropriate to your dissertation research.

## Dissertation (9 hours minimum)

- LEAD 9000 Dissertation (9)

Total (minimum) 54 credit hours

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A., M.Ed.		•	•

Certificate: Adult Education  
 Adult Basic Education Licensure

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**University of Minnesota**Adult Education specialization under Work and Human Resource Education

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**Ed.D. Course Requirements**

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## General Aspects (16 credits minimum)

- WHRE 8141 History and Philosophy of Work and Human Resource Education (3)
- WHRE 8142 Comparative Systems in Work and Human Resources Education (3)
- Electives (at least 10 credits)

## Specialization (28 credits minimum to include):

## Core

- WHRE 5001 Survey of HRD and Adult Education (3)
- AdEd 5101 Strategies for Teaching Adults (3)
- AdEd 5102 Perspectives of Adult Learning and Development (3)
- AdEd 5103 Designing the Adult Education Program (3)
- WHRE 8001 Advanced Theories in HRD and Adult Education (3)
- HRD 5301 Organization Development (3)
- Electives (at least 10 credits)

## Research (10 credits minimum)

- WHRE 8915 Ethics and Responsible Research (1)
- WHRE 8990 Research Seminar (1 credit, only 1 credit will count toward the research requirement)

## Plus one of the following:

- WHRE 8912 Quantitative Research (3)
- CI 8913 Interpretive Research (3)
- CI 8914 Critical Science Research (3)

One course in statistics is required.

## Electives

Electives (as necessary to total 60 course credits)

## Field Study (24 credit minimum)

- WHRE 8888 Thesis Credit: Doctoral (1-24 credits)

## Part 4

**University of Minnesota**Adult Education specialization under Work and Human Resource Education

---

**Ph.D. Course Requirements**

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## General Aspects (16 credits minimum)

- WHRE 8141 History and Philosophy of Work and Human Resource Education (3)
- WHRE 8142 Comparative Systems in Work and Human Resources Education (3)
- Electives (at least 10 credits)

## Specialization (18 credits minimum)

## Core

- WHRE 5001 Survey of HRD and Adult Education (3)
- AdEd 5101 Strategies for Teaching Adults (3)
- AdEd 5102 Perspectives of Adult Learning and Development (3)
- AdEd 5103 Designing the Adult Education Program (3)
- WHRE 8001 Advanced Theories in HRD and Adult Education (3)
- HRD 5301 Organization Development (3)

## Research (16 credits minimum)

- WHRE 8915 Ethics and Responsible Research (1)
- WHRE 8990 Research Seminar (1 credit, only 1 credit will count toward the research requirement)

## Plus one of the following:

- WHRE 8912 Quantitative Research (3)
- CI 8913 Interpretive Research (3)
- CI 8914 Critical Science Research (3)

Electives to total 16 credits may be selected from the above list or other research courses including statistics.

## Electives (as necessary to total 60 course credits)

## Thesis Credits (24 credit minimum)

- WHRE 8888 Thesis Credit: Doctoral (1-24 credits)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed. (2)		•	•

Adult Basic Education Certification

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

Part 4

**University of Missouri-St. Louis**  
Adult Education

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**Ed.D. Course Requirements**

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Foundations (12 hours)

Research Methods (12 hours)

- ED REM 6735 Statistical Analysis for Education Research
- ED REM 6750 Advanced Research Design in Education
- ED REM 7771 (471) Quantitative Research Methods I
- ED REM 7781 (481) Qualitative Methods in Educational Research I

Major Specialization (21-39 hours, including Internship: 3-9 hours)

Minor Specialization (12-18 hours)

Common Seminars:

- EDUC 7050 (entry)
- EDUC 7950 (exit)

Part 4

**University of Missouri-St. Louis**  
Adult Education

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**Ph.D. Course Requirements**

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Foundations (9-12 hours)

Research Methods (15-18 hours)

- ED REM 6735 Statistical Analysis for Education Research
- ED REM 6750 Advanced Research Design in Education
- ED REM 7771 (471) Quantitative Research Methods I
- ED REM 7781 (481) Qualitative Methods in Educational Research I

Select either ED REM 7772 (Quantitative II) or 7782 (Qualitative II) depending on the topic and methodology anticipated for the dissertation

Major Specialization (21-27 hours, 16 hours in residence)

Minor Specialization (12-15 hours)

Research Internship (6-9 hours)

Exit Course:

- EDUC 7950

Foreign Language Proficiency or 6 hours of “tool” courses

## Part 1

**University of New Brunswick**



Faculty of Education



Doctoral Studies in Education

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Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

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\*Independent Doctorate

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

## Part 3

\*\*incomplete/insufficient information

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

**University of Oklahoma**  
Adult and Higher Education

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### **Ph.D. Course Requirements**

The minimum credit hour requirement for the Ph.D. in Adult and Higher Education is 95. This number is inclusive of credit hours gained in a student's master's degree program (this has no time limit) or any post-master's work not enveloped in a degree (these credits can be accepted as long as they are no older than five years). Potentially up to 44 credit hours may be considered contingent on the student's career objective and the best judgment of the student's doctoral committee. The required credit hours can consist of courses in the program area and outside, practica, independent studies, research tools, and dissertation hours. Learning opportunities and experiences not covered by coursework but are judged to be necessary for the student's development will be covered in residency requirements.

#### Research Proficiency Requirements

Minimum research proficiencies consist of the following: (1) an introduction to doctoral study in Adult and Higher Education, including an introduction to both naturalistic and positivist research, library resources, various writing styles and other logistical considerations; (2) proficiency in both qualitative methods of research and data analysis techniques; (3) proficiency in quantitative methods and data analysis techniques; and (4) a prospectus development seminar. A minimum of 21 hours is required to establish minimum proficiency in these four areas. All research-related credits count toward the minimum 95 hours required for a doctorate in the department.

1. The introduction to doctoral study may be fulfilled by completing one of the following (3 hours):

- (a) EDAH 5043, Introduction to Research in Adult and Higher Education, or
- (b) EDFN, EDAH, or EACS 6970 Pro Seminar

2. The Qualitative Research Methods and Data Analysis may be fulfilled by completing 2 of the following courses (6 hours):

- EDAH 6970 Naturalistic / Qualitative Research (Qual I)
- EDS 6970 Naturalistic / Qualitative Research (Qual II)
- ANTH 5213 Ethnographic Methods
- ANTH 5543 Research Design
- EDS 6973 Documentary and Narrative Research
- EDS 6933 Naturalistic and Qualitative Research in Education
- EIPT 6043 Qualitative Research Methods
- EIPT 6083 Qualitative Research Methods II
- COMM 5313/SOC 5313 Qualitative Research Methods
- COMM 5323/SOC 5323 Advanced Qualitative Research

## Part 4

**University of Oklahoma**  
Adult and Higher Education

---

**Ph.D. Course Requirements (continued)**

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3 (a). The Quantitative Research Methods competency requirement may be fulfilled by completing one of the following courses (3 hours).

- EIPT 6033 Research Methods in Education
- PSY 5043 Quantitative Methods in Evaluation Research
- SOC 5293 Advanced Method of Social Research
- COMM 5003 Quantitative Research Methods

3 (b). The Quantitative Data Analysis competency requirement may be fulfilled by completing one of the following sequences:

Sequence A

EIPT 5023 Quantitative Data Analysis I

EIPT 6023 Quantitative Data Analysis II

EIPT 6063 Applied Multivariate Statistics in Educational Research (This course is not required in this sequence. If taken, the student may, with the advisor's approval, take one course fewer from requirement 2 or 3a listed above.)

Sequence B

PSY 5003 Psychological Statistics I

PSY 5013 Psychological Statistics II

Sequence C

PSC 5913 Introduction to Analysis of Political and Administrative Data

PSC 5933 Intermediate Analysis of Political Data

4. Prospective Development Seminar in EDAH, EACS, or EDFN 6970

## Part 1

**University of Regina**  
 ↓  
 Faculty of Education  
 ↓  
 Ph.D. Program in Education

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 Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.Ed.			•

Certificate: Adult Continuing Education Training, Human Resource Development

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\*Independent Doctorate  
 (Please see next page)

Part 4

**University of Regina**  
Education

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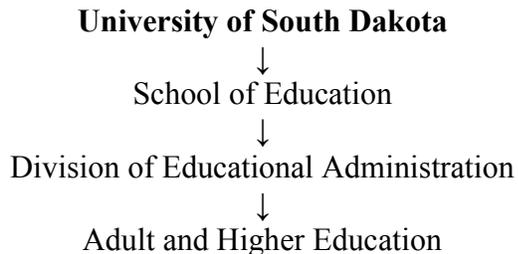
**Ph.D. Course Requirements**

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Program Requirements

- ED 920 Advanced Studies in Education (3)
- ED 910 Seminar in Contemporary Issues in Education (3)
- Two of the following (6): (one must be from area of concentration):
  - EADM 940 Administrative Theory, Analysis and Practice
  - EC&I 924 Issue in Curriculum Theory
  - ED 925 Issues in Epistemological Foundations of Education
  - EPSY 950 Advanced Studies in Human Development
  - EAHR 930 Learning in the Workplace
  - EAHR 931 The Relationship Between Adult Education and Society
- 3 electives (800-level or 900-level courses) (9)
- ED 901 Thesis (39 credit hours)
- Total: 60 credit hours

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.		•	

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**University of South Dakota**  
Adult and Higher Education

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**Ed.D. Course Requirements**

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The Doctor of education degree requires a minimum of 90 hours of graduate credit, of which at least 60 must be earned beyond the master's degree.

Major Area Coursework (minimum required 45):

Required Courses/AHED Core (12 credits)

- AHED 701 Adult Learning Theory (3)
- AHED 710 Sociology of Adult Education (3)
- AHED 720 Principles of Postsecondary Education (3)
- AHED 752 College & University Administration (3)

Required Courses/Doctoral core (27 credits)

- EDAD 801 Theory in Educational Administration (3)
- EDAD 810 Research in Educational Administration (3)
- EDAD 820 Human Resources Administration (3)
- EDAD Dissertation Seminar in EDAD (3)
- AHED 898D Dissertation in AHED (15)

AHED Electives (minimum 6 credits)

Supporting Coursework (15 credits beyond master's degree) (minimum required 15):

- EDER 762 Statistical Analysis in Education I (3)
- EDER Additional/Advanced Statistics Course (3)

Foundation Course (3 credits)

- EDFN 710 History of Education (3) OR
- EDFN 720 Philosophy of Education (3) OR
- EDFN 740 Comparative Education (3) OR
- EPSY 741 Advanced Educational Psychology (3)

Support Area Electives (3-15)



## Part 4

**University of South Florida**  
Adult Education

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**Ed.D. Course Requirements**

## Adult Education Core Requirements (13 credits)\*

- ADE 7388 Adult Development and Learning (3)
- ADE 7930 Beginning Doctoral Seminar (4)
- ADE 7947 Advanced Internship: Adult Education (3)
- EVT 7761 Research Seminar in Vocational, Tech. & Adult Ed. (3)
- OR Faculty approved courses

\*ADE 6080 Foundations of Adult Education (4) is a pre-requisite to doctoral study for students who do not have a master's degree in adult education.

## Adult Education Specialized Core Courses Specialization Core (9 credits – Select Option I, II, or III)

Students must take the core of courses listed under the specialization of choice or receive approval from their program of studies committee to take other courses. For those who have not earned a master's degree in adult education, the continuing education and human resource development specialization is the only specialization choice available

## I. Continuing Education and HRD Specialization

- ADE 6197 Adult Basic Education (4)
- ADE 6198 Effective Continuing Education for Professional Groups (3)
- ADE 6389 Adult Learning and Cognitive Styles (3)
- ADE 6570 International Adult Education (3)
- ADE 7076 Continuing Ed in the Community College and Higher Ed (3)
- ADE 7676 Human Resource Development Policy Seminar (3)
- ADE 7937 Selected Topics in Adult Education (3)

OR

## II. Career &amp; Workforce Development Specialization

- EVVT 6661 Current Trends (3)
- EVT 7066 Foundations and Philosophy of Vocational-Tech. Ed. (3)
- EVT 7267 Voc and Adult Ed Program Planning and Implementation (3)

OR

## III. Community College and Higher Education Specialization

- EDH 6051 Higher Education in America (3) OR
- EDH 6061 The Community College in America (3)
- EDH 7225 Curriculum Development in Higher Education\*\* (3)
- EDH 7636 Organizational Theory and Practice in Higher Education (3)

## Part 4

**University of South Florida**  
Adult Education

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**Ed.D. Course Requirements (continued)**

\*\*EDH 7225 cannot be used to fulfill the community college and higher education specialization and the curriculum component. If this course is used to fulfill the curriculum component another course would have to be chosen to help fulfill the community college and higher education specialization.

## Curriculum Component (3 credits)

The curriculum component is satisfied by successfully completing one of the following courses:

- ADE 7169 Instructional Development (3) OR
- EDG 7667 Analysis of Curriculum (3) OR
- EDG 7692 Issues in Curriculum and Instruction (3) OR
- EDH 7225 Curriculum Development in Higher Education\*\* (3)

\*\*EDH 7225 cannot be used to fulfill both the community college and higher education specialization core and the curriculum component. If this course is used to fulfill the curriculum component another course would have to be chosen to help fulfill the community college and higher education specialization.

## Research and Measurement Core (7-12 credits)\*\*\*

- EDF 7408 Statistical Analysis for Educational Research II (4)

Select one of the following for the additional course:

- EDF 7410 Design of Systematic Studies in Education (4)
- EDF 7437 Advanced Educational Measurement I (3)
- EDF 7484 Statistical Analysis for Educational Research III (4)
- EDF 7493 Systems Approaches for Program Planning, Eval and Develop. (4)
- EDF 7477 Qualitative Research in Education Part I (4) AND
- EDF 7478 Qualitative Research in Education Part II (4)

\*\*\*EDF 6407 Statistical Analysis for Educational Research I or its equivalent is a pre-requisite to doctoral study for students who did not have this course in their master's degree program.

## Part 4

**University of South Florida**  
Adult Education

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**Ed.D. Course Requirements (continued)**

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## Psychological and Social Foundations (6-8 credits)

The psychological and social foundations component of the doctoral program should consist of one social foundations and one psychological foundations course. Courses that fit particularly well with an adult education program of studies include:

## Psychological Foundations Choices

- EDF 7145 Cognitive Issues in Instruction (4)
- or approved alternative

## Social Foundations Choices

- EDF 6883 Issues in Multicultural Education (4)
- EDF 7530 History of Higher Education in the United States (3)
- EDF 7934 Seminar in Social Foundations of Education (4)
- or approved alternative

## Post Candidacy Core (24 credits)

- ADE 7980 Dissertation: Doctoral (24)

## Part 4

**University of South Florida**  
Adult Education

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**Ph.D. Course Requirements**

## Adult Education Core Requirements (7 credits)\*

- ADE 7930 Beginning Doctoral Seminar (4)
- ADE 7388 Adult Learning & Development (3)

\*ADE 6080 Foundations of Adult Education (4) is a pre-requisite to doctoral study for students who do not have a master's degree in adult education.

Specialization in Adult Education (18 credits – Select from one or multiple sequences)  
At least 12 hours must be at 7000 level.

## Organization, Administration &amp; Leadership Sequence

- ADE 6160 Program Management (3)
- ADE 7268 Leadership in Adult Ed., Cont. Ed, & HRD (3)
- ADE 7269 Org. & Adm. Of Adult Ed, Cont. Ed, & HRD (3)

## Continuing Education &amp; HRD Sequence

- ADE 6198 Effective Continuing Education for Professional Groups (3)
- ADE 7076 Continuing Ed in Community College & Higher Ed (3)
- ADE 7676 HRD Policy Seminar (3)

## Adult Education Sequence

- ADE 6070 Learning for Change (3)
- ADE 6389 Adult Learning and Cognitive Styles (3)
- ADE 6570 International Adult Education (3)

## Adult Education Electives

## Research &amp; Measurement Requirements (11-16 credits)

- EDF 6407 Statistical Analysis for Educational Research I (4)
  - EDF 7408 Statistical Analysis for Educational Research II (4)
- and select one of the following:
- EDF 7410 Design of Systematic Studies in Education (4) OR
  - EDF 7437 Advanced Educational Measurement I (3) OR
  - EDF 7484 Statistical Analysis for Educational Research III (4) OR
  - EDF 7493 System Approach for Prog Planning Eval & Develop (4) OR
  - EDF 7477 Qualitative Research in Education Part I (4) AND
  - EDF 7478 Qualitative Research in Education Part II (4)

## Part 4

**University of South Florida**  
Adult Education

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**Ph.D. Course Requirements (continued)**

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## Curriculum Course Requirements (3 credits)

Select one of the following for the additional course:

- EDG 7667 Analysis of Curriculum (3) OR
- EDG 7692 Issues in Curriculum and Instruction (3) OR
- EDH 7225 Curriculum Development in Higher Education (3) OR
- ADE 7169 Instructional Development (3)

## Psychological &amp; Social Foundations Requirements (7-8 credits)

## Psychological Foundations

- EDF 7145 Cognitive Issues in Instruction (4)
- or approved alternative

## Social Foundations

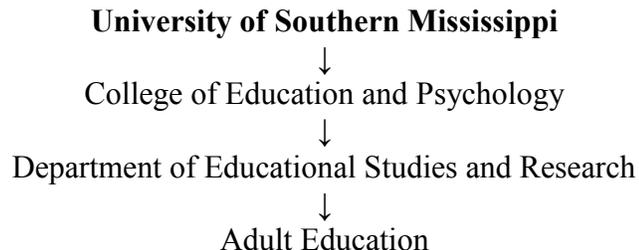
- EDF 6883 Issues in Multicultural Education (4)
- EDF 7530 History of Higher Education in the United States (3)
- or approved alternative

## Cognate Courses (12 credits)

## Dissertation (24 credits)

- ADE 7980 Dissertation: Doctoral (24)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
		•	•

Certificate: Adult Education

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	6/9

## Part 4

**University of Southern Mississippi**  
Adult Education

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**Ed.D. Course Requirements**

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Total Program: 72 Semester Hours

## Adult Education Core (12 hours)

- ADE 601 Foundations of Adult Education
- ADE 607 Program Planning and Curriculum Development in Adult Education
- ADE 640 Methods and Materials in Adult Education
- ADE 676 The Adult Learner

## Adult Education Electives (21 hours)

ADE prefixed courses (May substitute REF 604 [Foundations in American Education] for 3 hours) (Only one from ADE 590, 692, 791, or 792 [Special Problems courses]; Cannot include ADE 797 [Independent Study and Research])

## Research Core (12 hours)

- REF 601 Educational Research: Interpretations and Applications
- REF 602 Introduction to Educational Statistics
- REF 761 Experimental Design
- REF 762 Advanced Regression Analysis

## Open Electives (12 hours)

## ADE Electives Encouraged

## Dissertation Support (3 hours)

- REF 889 The Dissertation Process

## Dissertation (12 hours)

- ADE 898 Dissertation

## Part 4

**University of Southern Mississippi**  
Adult Education

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**Ph.D. Course Requirements**

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Total Program: 72 Semester Hours

## Adult Education Core (12 hours)

- ADE 601 Foundations of Adult Education
- ADE 607 Program Planning and Curriculum Development in Adult Education
- ADE 640 Methods and Materials in Adult Education
- ADE 676 The Adult Learner

## Adult Education Electives (21 hours)

ADE prefixed courses (May substitute REF 604 [Foundations in American Education] for 3 hours) (Only one from ADE 590, 692, 791, or 792 [Special Problems courses]; Cannot include ADE 797 [Independent Study and Research])

## Research Core (21 hours)

- REF 601 Educational Research: Interpretations and Applications
- REF 602 Introduction to Educational Statistics
- REF 761 Experimental Design
- REF 762 Advanced Regression Analysis
- REF 824 Advanced Experimental Design
- REF 830 Multivariate Analysis in Educational Research
- REF 889 The Dissertation Process

## Research Electives\* (6 hours)

- REF 770 [Evaluation Design and Methodology], 712 [Computer Applications in Educational Research], 720 [Measurement in Educational Research], 792 (Action Research, Factor Analysis, Lab Teaching, Qualitative Research, Structural Equation Modeling, and others)  
\* Requires ADE instructor approval

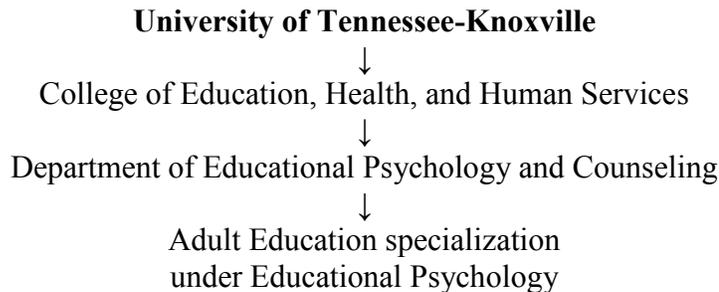
## Dissertation Support (3 hours)

- REF 889 The Dissertation Process

## Dissertation (12 hours)

- ADE 898 Dissertation

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S.			•

## Part 3

\*\*\*Curriculum currently under revision

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	
D. Analysis/study of the changing role of technology in adult education	
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	5/9

## Part 4

**University of Tennessee-Knoxville**  
 Adult Education specialization under Educational Psychology

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**Ph.D. Course Requirements**


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The Ph.D. concentration in Educational Psychology consists of a minimum of 80 hours of study beyond the Master's' degree. Coursework consists of a minimum of 56 hours and a minimum of 24 dissertation hours. Because it is expected that students enter the program with different needs, interests, and backgrounds, there is considerable flexibility in the courses selected to fulfill the concentration requirement. The Ph.D. concentration in Educational Psychology consists of a minimum of 15 hours that should not be limited to courses in adult education. These hours should be selected from the following courses:

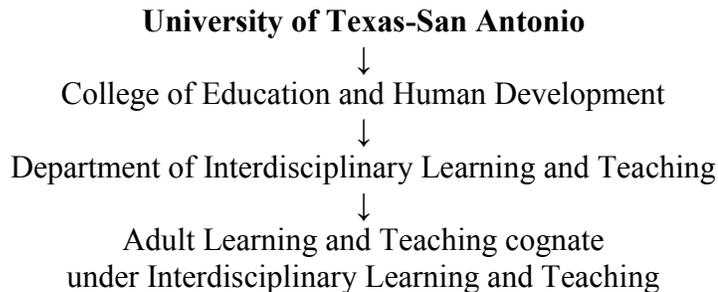
- EP 460 Self-Management in Helping Professions
- EP 510 Psychological Theories of Human Development Applied to Education
- EP 513 Reflective Practice in Education and Psychology
- EP 515 Educational Applications of Behavioral Theories of Learning
- EP 521 Program Development and Operations in Adult Education
- EP 522 Adult Development
- EP 525 Characteristics of Adult Learners
- EP 529 Facilitating Adult Learning
- EP 530 Methods of Collaborative Inquiry
- EP 550 Statistics and Research Design: Conceptual
- EP 574 Facilitating Group Change
- EP 662 Applied Research Design
- EP 671 Mediated Learning Theory
- EP 673 Collaborative Learning

The Ph.D. specialization in Adult Education includes a minimum of 12 credit hours, selected in conjunction with the student's doctoral committee. Typically courses are selected from the following:

- EP 504 Special Topics in Adult Education
- EP 520 Survey of Adult Education
- EP 521 Program Development and Operations in Adult Education
- EP 522 Adult Development
- EP 525 Characteristics of Adult Learners
- EP 527 Controversies in Adult Education
- EP 529 Facilitating Adult Learning
- EP 620 Seminar in Adult Education
- EP 621 Advanced Seminar in Program Planning
- EP 622 Advanced Seminar in Adult Development

**Note:** Courses taken to fulfill the concentration requirements may not also be included under the specialization.

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.			•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	8/9

## Part 4

**University of Texas-San Antonio****Adult Learning and Teaching cognate under Interdisciplinary Learning and Teaching**

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**Ph.D. Course Requirements**

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A. Research Method Courses (12 semester credit hours required). Survey of qualitative and quantitative methods, and mixed-methods research designs.

- ILR 7643 Advanced Research on Instruction
- ILT 7013 Overview of Research Design for Instructional Inquiry  
AND
- 6 semester credits of approved research methods courses selected from within the College of Education and Human Development

B. Core Courses (18 semester credit hours required):

- ILT 7003 Exploration of Interdisciplinary Learning and Teaching
- ILT 7133 Perspectives and Approaches to Interdisciplinary Learning & Teaching
- ILT 7143 Internship (Research and Teaching)
- ILT 7153 Interdisciplinary Learning and Teaching in Sociocultural Contexts
- ILT 7633 Multiple Perspectives on Learning and Teaching
- ILT 7733 Evaluation of Research

C. Cognate Courses (18 semester credit hours required):

Students select a cognate area in academic disciplines/fields related to research interests. Courses are selected from graduate offerings throughout the University and students must meet prerequisites for enrollment.

D. Doctoral Research Seminar and Doctoral Dissertation (12 semester credit hours required):

- ILT 7893 Doctoral Research Seminar in Interdisciplinary Learning and Teaching
- ILT 7983 Doctoral Dissertation (repeated for a minimum of 9 semester credit hours)

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.S. (6)			2

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

## Part 4

**University of Wisconsin-Milwaukee****Adult and Continuing Education Leadership specialization under Urban Education**

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**Ph.D. Course Requirements**

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## Urban Education Doctoral Seminars (minimum 9 credits)

- EDUC 701 – Urban Education Issues
- AD LDSP 801 – Urban Education: Administrative Leadership
- EDUC 901 – Advanced Seminar in Urban Education

## Research Design and Methodology (minimum 15 credits)

- ED PSY 724 Educational Statistical Methods II (prerequisite is ED PSY 624 and ED PSY 626)
- AD LDSP/CURRINS 729 – Qualitative Research and Field Studies in Education Settings
- At least nine credits of additional advanced level coursework (800 or above) from either a qualitative or quantitative track

## Minor

In a related discipline that supports the student's program of studies.

- Option A: 8 or more credits in a single department outside the School of Education.
- Option B: 6 or more credits in each of two departments, with at least one department outside of the school.

The specialization in Adult and Continuing Education Leadership consists of a minimum of 30 graduate credits excluding dissertation credits. Twenty-one (21) must be taken after admission. The credits are to be distributed as follows:

## Required Courses (15 credits)

- AD LDSP 798 – Topics in Human Resource Development
- AD LDSP 827 – Adult and Organizational Learning
- AD LDSP 867 – Continuing Education in the Professions
- AD LDSP 897 – Philosophy and History of Adult Education
- AD LDSP 967 – Urban Adult Education

## Electives (15/30 credits)

- AD LDSP 757 – Principles & Foundations of Adult Education
- AD LDSP 767 – Program Planning in Adult Education
- AD LDSP 777 – Leadership in Multicultural Organizations
- AD LDSP 787 – Administration of Adult Education Programs

## Part 4

**University of Wisconsin-Milwaukee****Adult and Continuing Education Leadership specialization under Urban Education**

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**Ph.D. Course Requirements - Oshkosh**

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## Doctoral Seminars (9 credits)

- EDUC 701 – Urban Education Issues (3)
- AD LDSP 801 – Urban Education: Administrative Leadership (3)
- EDUC 901 – Advanced Seminar in Urban Education (3)

Research Methods (16 credits) – Student may need to take additional research courses based on dissertation topic

- ED PSY 624 – Educational Statistical Methods I (3)
- ED PSY 626 – Workshop in Computerized Analysis of Educational Data (1)
- ED PSY 724 Educational Statistical Methods II (3)
- AD LDSP 729 – Qualitative Research and Field Studies in Education Settings (3)
- AD LDSP 829 – Advanced Qualitative Research (3)
- EDL 786\* - Applied Research [UW Oshkosh Course] (3)

## Adult and Continuing Education Specialization (30 credits total)

## Required Courses (15 credits)

- AD LDSP 798 – Seminar in Human Resource Development (3)
- AD LDSP 827 – Seminar in Adult and Organizational Learning (3)
- AD LDSP 867 – Seminar in Continuing Education in the Professions (3)
- AD LDSP 897 – Seminar in Philosophy and History of Adult Education (3)
- AD LDSP 967 – Seminar in Urban Adult Education (3)

## Electives (15 credits)

- AD LDSP 710 – Organizational Change and Team Leadership (3)
- AD LDSP 737 – Distance Education for Adults (3)
- AD LDSP 777 – Leadership in Multicultural Organizations
- EDL 763\* - Understanding/Facilitating Learning in Adulthood [UWO Course] (3)
- EDL 766\* - Program Development and Evaluation [UWO Course] (3)

## Part 4

**University of Wisconsin-Milwaukee**Adult and Continuing Education Leadership specialization under Urban Education

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**Ph.D. Course Requirements – Oshkosh (continued)**

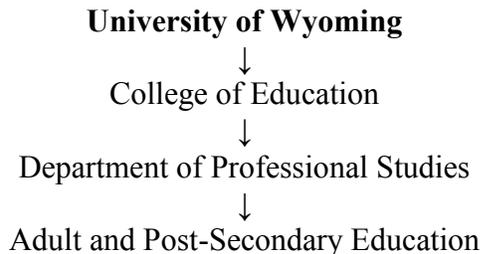
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Minor in Higher Education Administration (12 credits)

- AD LDSP 711 – Organization and Governance in Higher Education Administration (3)
- AD LDSP 778 – Introduction to Student Personnel Services (3)
- AD LDSP 900 – Role of the Professoriate in Higher Education (3)
- EDL 762\* - Nontraditional Postsecondary Education [UWO Course] (3)

\*Indicates total of 12 credits that can be counted on the student's program of study at UWM

## Part 1



## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.A.		•	•

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	•
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	•
F. Analysis of globalization and international issues or perspectives in adult education	•
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	•
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	9/9

## Part 4

**University of Wyoming**  
Adult and Post-Secondary Education

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**Ed.D. Course Requirements**

ADED Prerequisites for program (15 hours)

(Courses, or equivalents, may already be completed under Master's work and transferred in)

- ADED 5020 Survey of Adult Education (3)
- ADED 5050 Learning Theories for Education (3)
- ADED 5260 Education Issues in Race, Class and Gender (3) OR
- ITEC 5070 Trends in Ethical, Legal and Social Issues (3)
- ADED 5610 Planning and Evaluation of Instructional Systems (3)
- ITEC 5160 Instructional Design (3)

Program Knowledge Base (27 hours)

Learning & Instruction

- ADED 5890 Seminar: Advanced Learning Theory OR
- EDCI 5870 Seminar: Research and Praxis
- ITEC 5560 Design/Development of Instructional Systems
- ITEC 5070 Ethical Issues in Instruction

Professional Discourse

- ADED 5710 International Comparative Education
- ADED 5510 Adult Ed Movement
- EDCI 5600 Diversity in Education (College Requirement)

Leadership & Policy Studies

- ITEC 5550 Theory of Change
- ADED 5890 Seminar Leadership and Policy Studies
- ADED 5990/5880 Supervised Internship or Special Problems or other Professional Experience (2-3)

Dissertation (Problem Based) (6 hours)

- ADED 5990 Dissertation

Research & Professional Writing (9 hours – as determined by Program of Study)

- EDRE 5530 Intro to Research (3) OR
- EDRE 5550 Action Research (3)
- Additional 6 credit hours of Advanced Research

## Part 4

**University of Wyoming**  
Adult and Post-Secondary Education

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**Ed.D. Course Requirements (continued)**

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Additional Hours/Electives (6 hours minimum – determined by program of study)

## Adult Learning

- ITEC 5320 Introduction to Visual Literacy

## Practice

- ADED 5240 Teaching Adults
- ADED 5660 Community College

## Foundations

- ITEC 5020 Technology and Distance Education
- EDRE 5660 Research Proposal Writing (3) (College requirement)

## Specialties

- ADED 5440 Information Technology
- ADED 5680 Issues in Higher Education
- ITEC 5510 Instructional Telecommunications

## Part 4

**University of Wyoming**  
Adult and Post-Secondary Education

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**Ph.D. Course Requirements**

ADED Prerequisites for program (15 hours)

(Courses, or equivalents, may already be completed under Master's work and transferred in)

- ADED 5020 Survey of Adult Education (3)
- ADED 5050 Learning Theories for Education (3)
- ADED 5260 Education Issues in Race, Class and Gender (3) OR
- ITEC 5070 Trends in Ethical, Legal and Social Issues (3)
- ADED 5610 Planning and Evaluation of Instructional Systems (3)
- ITEC 5160 Instructional Design (3)

Core courses (9 hours)

- EDAD 5870 Introduction to Doctoral Studies (3)
- CNSL 5900 College Teaching (3) OR
- EDCI 5810 Writing for Publication (3) OR
- EDRE 5660 Proposal Writing (3) OR
- EDCI 5730 Learning and Cognition (3) OR
- EDCI 5600/EDEX 5600 Diversity OR
- EDAD 5720 Change Agent OR
- ITEC 5550 Theory of Change

Program Knowledge Base (27 hours)

Learning & Instruction

- ADED 5890 Seminar: Advanced Learning Theory OR
- EDCI 5870 Seminar: Research and Praxis
- ITEC 5560 Design/Development of Instructional Systems
- ITEC 5070 Ethical Issues in Instruction

Professional Discourse

- ADED 5710 International Comparative Education
- ADED 5510 Adult Ed Movement
- EDCI 5600 Diversity in Education (College Requirement)

Leadership & Policy Studies

- ITEC 5550 Theory of Change
- ADED 5890 Seminar Leadership and Policy Studies
- ADED 5990/5880 Supervised Internship or Special Problems or other Professional Experience (2-3)

## Part 4

**University of Wyoming**  
Adult and Post-Secondary Education

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**Ph.D. Course Requirements (continued)**

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Dissertation (Theoretical Based) (12 hours)

- ADED 5990 Dissertation

Research &amp; Professional Writing (15 hours – as determined by Program of Study)

- EDRE 5530 Intro to Research (3) OR
- EDRE 5550 Action Research (3)
- Additional 12 credit hours of Advanced Research

Additional Hours/Electives (6 hours minimum – determined by program of study)

## Adult Learning

- ITEC 5320 Introduction to Visual Literacy

## Practice

- ADED 5240 Teaching Adults
- ADED 5660 Community College

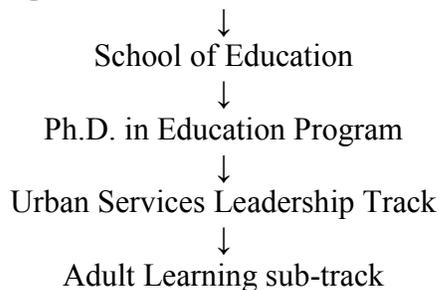
## Foundations

- ITEC 5020 Technology and Distance Education

## Specialties

- ADED 5440 Information Technology
- ADED 5680 Issues in Higher Education
- ITEC 5510 Instructional Telecommunications

## Part 1

**Virginia Commonwealth University**

## Part 2

Degrees Offered			
Master's	Ed.S.	Ed.D.	Ph.D.
M.Ed.			•

## Adult Literacy Certification

## Part 3

CPAE Standards (2008)	
A. Advanced study of adult learning (theory and research)	•
B. Historical, philosophical foundations of adult education	
C. Study of leadership, including theories or organizational leadership, administration and change	•
D. Analysis/study of the changing role of technology in adult education	•
E. Study of issues of policy in relation to adult education	
F. Analysis of globalization and international issues or perspectives in adult education	
G. In-depth analysis of social, political and economic forces that have shaped the foundations and discourse within adult education	
H. Advanced specialty courses relevant to unique program and faculty strengths (e.g. continuing professional education, workplace learning, social movement learning)	•
I. Appropriate depth of qualitative or quantitative research methodology coursework to support dissertation research and ability to utilize existing literature	•
Total	5/9

## Part 4

**Virginia Commonwealth University**Adult Learning sub-track under Urban Services Leadership track under Education

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**Ph.D. Course Requirements**

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The program curriculum is organized into five components.

## Foundation Component (6 hours minimum)

- EDUS 702: Foundations of Educational Research & Doctoral Scholarship I
- EDUS 703: Foundations of Educational Research & Doctoral Scholarship II

## Research Component (12 hours minimum)

...Students are required to demonstrate competency in areas of research methodology and statistics appropriate to doctoral level study, including EDUS 660 and STAT 508 or the equivalent, prior to enrolling for courses in this component. EDUS 660 or STAT 508 may be used for one's restrictive elective but not for the research elective.

- STAT/SOCY 608: Statistics for Social Research
- EDUS 710: Educational Research Design
- EDUS 711: Qualitative Methods and Analysis
- Advanced Research Elective

## Concentration Component (18 hours minimum)

- ADLT 7xx: Seminar in Readings in Adult Learning (required)
- ADLT 601: The Adult Learner (required)  
Students who have already completed ADLT 601 may take another substitute course
- Other courses to be determined by faculty advisor

## Externship (3 hours minimum)

## Dissertation Component (9 hours minimum)

- EDUS 890: Dissertation Seminar (3)
- EDUS 899: Dissertation Research (6)



## Part 4

**Walden University**  
Specialization in Higher Education and Adult Learning under Education

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**Ed.D. Course Requirements**

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Completion Requirements – 54 minimum semester credit hours

- Foundations course (6 semester credits)
- Applied Research (6 semester credits)
- Core courses (24 semester credits)
- Project Study (6 semester credits)
- Doctoral study intensive (a minimum of 12 semester credits)

## Semester 1

- EDUC 8100 Foundations: Higher Education and Adult Learning (6)

## Semester 2

- EDUC 8101 How Adults Learn: Theory and Research (6)

## Semester 3

- EDUC 8102 Applied Research in Education (6)

## Semester 4

- EDUC 8103 Designing and Assessing Learning Experiences (6)

## Semester 5

- EDUC 8104 Facilitating Adult Learning (6)

## Semester 6

- EDUC 8105 Adult Learning: Trends, Issues, Global Perspectives (6)

## Semester 7

- EDUC 8106 Project Study: Research in Practice (6)
- EDUC 8080 Doctoral Study Companion

## Semester 8

- EDUC 8090 Doctoral Study Intensive (6)

## Semester 9

- EDUC 8090 Doctoral Study Intensive (6)

## Part 4

**Walden University**  
Specialization in Adult Education Leadership under Education

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**Ph.D. Course Requirements – KAM-Based Format**

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Completion Requirements – 96 total quarter credit hours

- Foundation courses (12 credits)
- Core KAMs (Knowledge Area Module) (24 credits)
- Specialized KAMs (24 credits)
- Research sequence (16 credits)
- Dissertation and oral presentation (20 credits)

Foundation Courses

- EDUC 8110 Development of the Scholar-Practitioner (4)
- EDUC 8111 Principles of Social Change (4)
- EDUC 8112 Social Change in Education (4)

KAM II: Principles of Human Development

- SPSF 8210 Breadth: Theories of Human Development (4)
- EDUC 8224 Depth: Current Research in Human Development and Adult Education (4)
- EDUC 8234 Application: Professional Practice, Human Development, and Adult Education (4)

KAM III: Principles of Organizational and Social Systems

- SBSF 8310 Breadth: Theories of Organizational and Social Systems (4)
- EDUC 8324 Depth: Current Research on Social Systems and Adult Education (4)
- EDUC 8334 Application: Professional Practice, Social Systems, and Adult Education (4)

Core Research Sequence

- RSCH 8100D Research Theory, Design and Methods (4)
- RSCH 8200D Quantitative Reasoning (4)
- RSCH 8300D Qualitative Reasoning (4)

Part 4

**Walden University**  
Specialization in Adult Education Leadership under Education

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**Ph.D. Course Requirements – KAM-Based Format (continued)**

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Specialized KAMs

KAM V: Principles of Adult Education

- EDUC 8514 Breadth: Interdisciplinary Foundations and Theory in Adult Education and Learning (4)
- EDUC 8524 Depth: Current Research in Adult Education and Learning(4)
- EDUC 8534 Application: Professional Practice in Adult Learning (4)

KAM VI: Critical Issues for Adult Education Leaders

- EDUC 8614 Breadth: Principles fro Adult Education Leaders (4)
- EDUC 8624 Depth: Current Research in Program Planning and Delivery (4)
- EDUC 8634 Application: Professional Practice for Adult Education Leaders (4)

Advanced Research Courses – Choose one course

- RSCH 8250 Advanced Quantitative Reasoning and Analysis (4)
- RSCH 8350 Advanced Qualitative Reasoning and Analysis (4)
- RSCH 8450 Advanced Mixed Methods Reasoning and Analysis (4)

Dissertation

- EDUC 9000 Dissertation (20)

## Part 4

**Walden University**  
Specialization in Adult Education Leadership under Education

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**Ph.D. Course Requirements – Mixed-Model Format**

Completion Requirements – 96 total quarter credit hours

- Foundational courses (12 credits)
- Core courses (24 credits)
- Specialized KAMs (24 credits)
- Research courses (16 credits)
- Dissertation and oral presentation (20 credits)

## Foundation Courses

- EDUC 8110 Development of the Scholar-Practitioner (4)
- EDUC 8111 Principles of Social Change (4)
- EDUC 8112 Social Change in Education (4)

## Core Courses

- EDUC 8113 The Learner Across the Lifespan (4)
- EDUC 8114 Learning and Instruction (4)
- EDUC 8115 Assessment and Accountability in Education (4)
- EDUC 8116 Leadership in a Global Society (4)
- EDUC 8117 Educational Organizations and Contexts (4)
- EDUC 8118 Innovation and Change in Education (4)

## Specialized KAMs

## KAM V: Principles of Adult Education

- EDUC 8514 Breadth: Interdisciplinary Foundations and Theory in Adult Education and Learning (4)
- EDUC 8524 Depth: Current Research in Adult Education and Learning(4)
- EDUC 8534 Application: Professional Practice in Adult Learning (4)

## KAM VI: Critical Issues for Adult Education Leaders

- EDUC 8614 Breadth: Principles fro Adult Education Leaders (4)
- EDUC 8624 Depth: Current Research in Program Planning and Delivery (4)
- EDUC 8634 Application: Professional Practice for Adult Education Leaders (4)

Part 4

**Walden University**  
Specialization in Adult Education Leadership under Education

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**Ph.D. Course Requirements – Mixed-Model Format (continued)**

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Core Research Sequence

- RSCH 8100D Research Theory, Design and Methods (4)
- RSCH 8200D Quantitative Reasoning (4)
- RSCH 8300D Qualitative Reasoning (4)

Advanced Research Courses – Choose one course

- RSCH 8250 Advanced Quantitative Reasoning and Analysis (4)
- RSCH 8350 Advanced Qualitative Reasoning and Analysis (4)
- RSCH 8450 Advanced Mixed Methods Reasoning and Analysis (4)

Dissertation

- EDUC 9000 Dissertation (20)

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