The Department of Educational Leadership
DOCTOR OF PHILOSOPHY
ADULT/COMMUNITY EDUCATION

The Department of Educational Leadership's mission is to prepare and support leaders in public and private educational institutions at all levels and in the educational units of other organizations. The **Adult/Community Education Doctoral** program through its concentrations in human resource development, college teaching, community education, and adult education serves individuals preparing for leadership positions in education programs for adults in a wide variety of settings: universities and community colleges, business and industry, health and social service agencies, and public and private schools. The program provides broad experiences that allow leaders to bring many different perspectives to bear on the organizational problems and opportunities which confront them in practice. Completion of this degree meets the requirements for State of Florida certification in adult education administration for those meeting the other requirements: three years of teaching and a professional certificate. State of Florida Administrative Rule 6A-4.008

ADMISSION
Admission requirements are found in the University catalog, Department brochure, and/or website www.leadership.fau.edu.

CONCEPTUAL FRAMEWORK
For graduates of programs in the Department of Educational Leadership in the College of Education at Florida Atlantic University to be informed, ethical, and capable reflective decision-makers, the Department of Educational Leadership believes that:

- Foundational knowledge of leadership will develop Informed Practitioners
- Professional knowledge of leadership will develop Ethical Decision-Makers
- Experiential knowledge in leadership will lead to Reflective, Capable Professionals

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. For the Department of Educational Leadership, informed reflective decision-makers require underlying knowledge, which is provided through the core courses offered by the department.

The Foundational Knowledge Base includes the basic tenets and principles upon which a field of study is based. In the Department of Educational Leadership, leadership forms the foundation for all programs. The Department focuses its foundational knowledge base on the following leadership knowledge domains.

Leadership - Leadership is a relationship between leaders and followers who work together toward common goals to effect change in an ethical way. Leaders continually organize to ensure that goals are accomplished. They (a) set and seek to achieve goals, (b) find resources, (c) adapt to their environment, (d) maintain cohesiveness within the system, and (e) preserve a unique system of values and work flow. Leaders must develop their own minds in systems terms and see their organizations holistically, so they may transfer knowledge from one setting to another. They must develop skills and a capacity to envision the future and be able to find opportunities within and without their organizations.

Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. For the Department of Educational Leadership, ethical reflective decision-makers require professional knowledge, which is provided through the professional knowledge courses specific to each program area.

The Professional Knowledge Base is the technical knowledge, specialized skills, and ethical standards used to function in the professional workplace. The knowledge base for the Adult/Community Education Program is organized around four domains: Professional Attitudes; Historical, Social, and Philosophical Context; Adult Learning and Development; and, Organization and Administration of Adult Programs.

Professional Attitudes - The academic preparation of individuals for careers in adult education is based on three professional attitudes that will be reflected in practice: (a) commitment to lifelong, reflective, self-directed learning as a vehicle for continuous personal and professional enhancement; (b) respect for all learners, regardless of gender, ethnicity, race, or differing ability; and, (c) commitment to high ethical and moral standards of professional practice.

Historical, Social, and Philosophical Context - An understanding of adult education as a field of study, a discipline, and a social movement is based in its historical, philosophical, and social foundations. Learners develop an understanding of the history of adult, community, and continuing education. They examine the social context of adult education: the past, present, and predicted future factors impacting practice. Finally, an examination of philosophical approaches to adult education and their roots in learning theory prepares learners to develop a philosophical base for their own research and practice.

Adult Learning and Development - Learners will become grounded in the psychological, social, cultural, and physiological aspects of adult learning and development. They will explore (a) characteristics of adult learners (including age-related changes), (b) theories of adult development, (c) participation studies and theories, (d) learning styles research, and (e) pivotal concepts such as self-direction and critical reflection. Learners will examine theory-building and social, political, and ethical issues in adult education, arriving at implications for research and practice.

Organization and Administration of Adult Programs - Adults and community educators must be prepared to organize and administer the diversity of programs within our society which serve adult learners. By reflecting on approaches to administrative theory, practice and the contexts in which they have been found to be effective, learners develop a foundation for their own administrative practice. They examine a variety of critical skills and processes concurrently with site visits to operating programs in order to gain both a theoretical and a practical perspective. Topics include selection and development of faculty and staff, processes in the determination of program content and the evaluation of programs, legal and ethical considerations, budgeting and finance, and marketing and public relations.

Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. For the Department of Educational Leadership, capable reflective decision-makers require experiential knowledge, which is provided through the experiential courses specific to each program area.

Experiential Learning implies the concept that elements of a professional's education will be gained from a practical approach in a real-world situation. It is based on the belief that insights gained through a job, internship, volunteer work, or course field work will enhance academic studies and

the professional's critical reflection skills in thinking and acting upon his/her talents, aspirations, and the needs of the work setting. Experiential learning also helps the professional in setting academic, career and personal goals.

DOCTOR OF PHILOSOPHY - ADULT/COMMUNITY EDUCATION • Program Design			
Leadership Foundation	*ADE 6381 Leadership 1 - Adult Learning & 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	Total 6-18 hours
Professional Knowledge	*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	Total 18 hours
Electives	3 electives that are related to each other in an area of interest.	9	
	See Specialization note below. *Must be approved by advisor*		Total 9 hours
Experiential Component	EDA 6905 Organized Travel/Study	3	
	EDA 6925 Administrative Externship	3	
	EDA 6941 Internship/Exchange	6	
	EDA 7905 Directed Conferences, International Study, Grantsmanship,or Prof. Writing	3	
	EDA 7943 Field Project I	3	
	EDA 7944 Field Project II	3	
	EDA 7940 Internship/Exchange	3	Total 12 hours
Research Foundation	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	
			Total 12-15 hours
Dissertation	EDA 7980 Dissertation	20	
			Total 20 hours
Grand Total			Total 77-83 hours

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

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	Community Education	Technology	College Teaching	Human Res Devel/Org Leadership
ADE 6265 Org & Adm ADE** ADE 6194 Aging Cons & Prog ADE 6196 Edu for Excep Adults ADE 5185 Adult-Com Ed Chg Soc EDA 7943 Field Project	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	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	EDH 6305 Imp of Inst in Coll EDH 6065 Hist/Phil of Higher Ed EDA 6215 Com Coll Curr EDA 7943 Field Project	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
Notes:

1. **Students MUST use FAU email address upon acceptance into any program. For more information please visit:**
http://www.fau.edu/aboutfau/email_policy.html

2. EXPERIENTIAL COMPONENT
   All doctoral students must take 12 hours of experiential education. An internship is required unless the student has extensive ACE/HRD leadership experience. The three-hour internship requires 75 contact hours and 25 non-contact hours. The six-hour internship requires 150 contact hours and 50 non-contact hours.