EDUCATIONAL PSYCHOLOGY & RESEARCH PHD ADULT LEARNING CONCENTRATION HANDBOOK

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THE UNIVERSITY OF TENNESSEE KNOXVILLE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING

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Welcome to the Program!

On behalf of the Ph D Adult Learning Concentration faculty, I warmly welcome you to our learning family! The Adult Learning Concentration in Educational Psychology and Research (EPR) PhD Program in the Department of Educational Psychology and Counseling (EPC) is designed for people interested in working with adult learners in a number of settings, such as, higher education, workplace learning, community-based organizations, or any other settings where adults can be found learning. The program has a rich history dating back nearly five decades. It is characterized by students who come from varied professional and personal backgrounds, are intellectually curious, and supportive of the community of students. In interactive courses, students explore how adults learn and develop through an understanding of research, theory, and reflective practice. With a degree in Educational Psychology and Research, our graduates use their knowledge of adult learning to advance their careers in such areas as college teaching, university faculty, adult basic education teachers, leaders in non-profit organizations, training and organizational development consultants, nurse educators, and more.

This handbook is intended to orient you as you begin your program. It provides guidance and references that will help you navigate successfully through your graduate experience. I hope that you will frequently refer to this guide as you progress through your program.

You may also want to visit our program website. Go to the EPC website at www.epc.utk.edu and click on degree programs (Educational Psychology and Research, then Adult Learning concentration) to keep up-to-date with departmental and program news. Additionally, please also check the graduate website at https://gradschool.utk.edu/. It is to your benefit and in your best interest to become familiar with the rules, regulations, and procedures involved in being a graduate student here at UTK.

I am excited to have you in our program! Our faculty members and I look forward to co-learning and collaborating with you in the future.

Sincerely yours,

Dr. Qi Sun
Associate Professor & Program Coordinator,
the Adult Learning Concentration in Educational Psychology and Research PhD Program
Department of Educational Psychology and Counselling

The Adult Learning PhD Concentration in EPR Program

The Adult Learning concentration in the Educational Psychology and Research (EPR) PhD Program at the University of Tennessee, Knoxville aims to provide a balance between theory and practice. The focus of the program is on helping to develop professionals who can work effectively with adult learners in a wide range of settings and under a host of situations. This internationally recognized graduate program offers learning experiences that prepare individuals to work with a diverse range of adult learners, preparing them to live and work in an increasingly globalized knowledge societies, and more culturally sensitive environments.

The Adult Learning Concentration in the EPR program prepares students for careers as scholars and practitioners who work with adult learners in a wide range of settings. The program consists of (1) continuous research or inquiry, (2) courses and professional experiences in educational psychology and other related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) other learning and developmental experiences tailored to individual needs and career goals. Each student works closely with an advisor and a faculty committee who help guide students through the entire process of doctoral study.

General Goals

The PhD concentration in Adult Learning in EPR Program is designed to help participants:

- Better understand adult learning in terms of its theoretical and conceptual underpinnings as well as its operation in practical situations;

- Be further prepared for the increasingly changing demands of professional life and personal enrichment;

- Enhance knowledge and skills in assisting adult learners with global visions;

- Broaden ideas and competency to live and work within a knowledge society, and

- Learn skills in order to make contributions to the areas of adult learning and educational psychology through presentations and publication of original research.

Key Features

The PhD concentration in Adult Learning in EPR Program is grounded in several key qualities:

- **Inquiry and reflection** in the context of a learning community are at the heart of the Adult Learning program. A learning community forms when students engage with each other and with faculty in scholarly activities that contribute to the body of knowledge about adult learning and one's own professional practice.

- **Experience**, interests, and abilities of students are valued and considered in the application process and are woven throughout the Adult Learning program of study. Many students in the program are employed or engaged with adult learners in a wide variety of contexts and/or settings. Their professional experiences contribute to a deeper understanding of the link between theory and practice.

- **Support.** Faculty and fellow students provide guidance and support throughout the doctoral program. Advanced students are a valuable resource for newer students. Faculty and students often collaborate on projects and research; this work frequently leads to presentations at national and international conferences and publications in professional journals.

- **Flexibility.** Students have the option to participate in Adult Learning on a full-time or part-time basis. Either way, the program flexibility meets diverse needs of doctoral students. Courses are offered in evenings, on weekends, and online to serve a wide variety of student needs.

Learning Outcomes

Successful graduates of the Adult Learning PhD concentration tend to have high aptitude for research as well as an understanding of what consists of effective practice with adult learners.
This program is built around the following learning outcomes:

- **Academic Knowledge**: Students will demonstrate a deep understanding of education psychology and related fields and a broad understanding of various methods of inquiry in educational psychology. In addition, they will demonstrate competence in several methods of inquiry (qualitative, quantitative, and mixed methods) and the ability to successfully guide their own scholarship.

- **Practical Competence**: Students will demonstrate an ability to work effectively with adult learners in various settings. They will be able to plan, implement, administer, and evaluate programs for adult learners.

- **Reflective Inquiry**: Students will demonstrate the ability to engage in critical thinking and reflection, both in terms of scholarship and practice.

- **Democratic Commitment**: Students will demonstrate in their scholarship and practice a commitment to diversity and an understanding of the complex process of democracy and a commitment to pursue this process with a focus on access to quality education for all learners in their own professional work.

- **Professional Engagement**: Students will demonstrate deep intellectual engagement with education, particularly the field of adult education as an area of scholarly inquiry. In doing so students will belong to and participate in national/international scholarly

associations and make evident benefits and contributions that result from these memberships.

Program Faculty & Staff

Qi Sun, EdD
**Associate Professor &
Program Coordinator**
519 Bailey Education Complex
1126 Volunteer Blvd.
Knoxville, TN 37996-3452
865-974-5403
qsun8@utk.edu
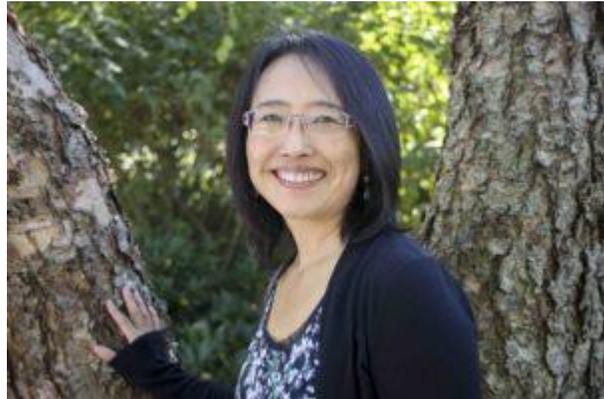
I am delighted to have joined the learning community at UT Knoxville in fall of 2016. Originally from China, I came to UT from Laramie, Wyoming and DeKalb, Illinois. For the past 14 years, I have served on the faculty of the Adult Learning and Technology Program and then the Adult and Post-Secondary Education Program at the University of Wyoming. Currently, I serve as the Coordinator of *the Adult Learning PhD Concentration* of the EPR Program in the EPC department and a faculty member of this and the *Adult Education* (MS) program. Prior to professorship in higher education, I held an administrator position in the Adult Education Department of the Ministry of Education of China. Besides, I have been involved in working with international agencies including UNESCO and UNFPA.

Over the years, my research interests have extended into several related tracks: adult learning, adult development, and transformative learning; comparative and international adult education, Confucian educational philosophy, non-Western and cross-cultural teaching and learning; teaching adults and work-based learning; lifelong learning/lifelong education, learning societies and learning cities.

I enjoy teaching and learning together with my adult co-learners. I have designed courses that help infuse global vision and international perspectives through comparative lenses. I have been advocating for learning from *the Rest* not just from *the West*. Through my research and teaching, I call that education and learning should promote not only lifelong learners but also life wide learners, not only national citizens but also global citizens with holistic development especially cultural competency.

My goal of mentoring is to help each of my adult learners succeed. At my former institution, I chaired and successfully graduated nine (9) doctoral (PhD. and Ed D.) and over 60 masters' students. I also served as graduate faculty and a member on graduate committees that graduated over 70 students both at doctoral and master levels. Some of these graduates have now become leaders in our field.

I am also actively engaged in my professional organizations. Currently, I have served (for five years) as Co-Editor of *Adult Education Quarterly* (AEQ), the international journal of research and theory and Co-Chair of the International and intercultural SIG of the Commission of Professor of Adult Education (CPAE/AAACE). I've Chaired of Asian Diaspora Preconference of Adult Education Research Conference (AERC) since 2013 expanding its scope for learning from

East and West and East and Rest. I am also on Review Board for several journals including *Adult Learning*, *Journal of Transformative Education*, and *Comparative Education Review, Higher Education, Skills and Work-Based Learning,* and *Dialogues in Social Justice: An adult Education Journal.*

I am married to my wonderful husband who also holds a doctorate in adult and higher education, we have a daughter and a son. Our daughter is a college student, our son goes to high school, and we learn a lot from our children. In our free time, we enjoy nature and beauty around, traveling, and being with friends. I look forward to having meaningful learning experience with each of you through your graduate program.

Research Interests

- Adult learning and development
- Transformative learning,
- International and comparative education
- Cross-culture and non-western perspectives on teaching, learning, and knowing
- Educational philosophy for modern adult education
- Lifelong education/learning and learning society, learning city, and organizational learning

Ralph G. Brockett, PhD
Professor
530 Bailey Education Complex
1126 Volunteer Blvd.
Knoxville, TN 37996-3452
865-974-2227

I have been on the faculty at UT since 1988. I teach graduate courses in adult education, adult learning, and research methods. My major scholarly interests are in the areas of self-directed learning, ethics in adult education, and the study of the adult education field. I received my PhD (Adult Education) from Syracuse University and my MEd (Counseling) and BA (Psychology) degrees from the University of Toledo.

Previously, I was on the faculty at Montana State University and Syracuse University, and worked in continuing education for health and human services professionals. I am on the board of the International Society for Self-Directed Learning, am past chair of the Commission of Professors of Adult Education, and have served on the board of the American Association for Adult and Continuing Education. In addition, I am a past editor-in-chief of *New Directions for Adult and Continuing Education* and co-editor of *Adult Learning*, and have served on the editorial boards of four journals. Among my books are *Teaching Adults: A Practical Guide for New Teachers* (2015)*, The Profession and Practice of Adult Education (Updated edition*) (2007, with S Merriam), *Toward Ethical Practice* (2004, with R. Hiemstra), and *Self-Direction in Adult*

Learning: Perspectives on Theory, Research, and Practice (1991, with R. Hiemstra). I received the Malcolm Knowles Memorial Self-Directed Learning Award in 2004 and was inducted into the International Adult and Continuing Education Hall of Fame in 2005.

I live in Knoxville, TN with my wife Mary, a retired teacher, and our dogs, Sadie and Rex. Among my personal interests are music, travel, and history, especially history of the U.S. Presidents.

Research Interests

- Self-Directed Learning
- Adult Learning and Development
- Teaching Adults
- Ethics in Adult Education
- Adult Education as a Field of Study and Practice

Mitsunori Misawa, PhD
Associate Professor
521 Bailey Education Complex
1126 Volunteer Blvd.
Knoxville, TN 37996-3452
865-974-5440
mmisawa@utk.edu

Much of my scholarly work examines the positionality of agents (faculty, students, and administrative staff) alongside policies in adult and higher education using learning theories and sociocultural concepts such as Critical Theory, Feminist Theory, Critical Race Theory, and Queer Theory to understand how agents influence each other's educational experiences and determine the ways in which adult and higher education institutions can more effectively serve diverse populations in contemporary society.

Prior to working at UT Knoxville, I served as a graduate faculty member and the director of the Center for the Study of Higher Education at the University of Memphis. I was also an assistant professor at the University of Georgia where I taught a doctoral qualitative research methods course. Additionally, I worked as a training director and a policy researcher at Central State Hospital where I trained medical doctors, nurses, and administrators on state and federal policies and developed and conducted a couple of the quantitative and mixed methods policy research studies.

Research Interests

- Adult bullying and incivility

- Intersectionality of race, gender, and sexual orientation
- Learners in adult, higher, and continuing professional education
- Positionality in social justice research and practice
- Professionalism

Christine Tidwell
Administrative Support Assistant III
Program Associate
511 Bailey Education Complex
1126 Volunteer Blvd.
Knoxville, TN 37996-3452
865-974-3103
ktidwell@utk.edu

I have worked at UT since 2003 and with the Department of Educational Psychology & Counseling since 2008. I provide the departmental support for two PhD programs, Adult Learning and Learning, Design, and Technology, as well as the department's two online Masters programs, Instructional Technology and Ed Psych Online. I am now also a graduate of the department's Master's program in Instructional Technology.

I live in Maryville, TN with my boyfriend and three cats. When I can find free time between work and studies, I like to bake, draw, paint, read, and I've recently taken up Tai Chi.

Program Curricula

Characteristics

The Adult Learning PhD Concentration in Educational Psychology Program is built upon three foundations to help students become well-rounded professionals. These include educational psychology foundations, learning and development, research and scholarship.

- **Educational foundations** are focused on the socio-cultural analyses of educational psychology as they relate to your area of interest. Foundations also include the philosophical and historical perspectives that shaped our field over time. Further, relevant theories and rationales from international and global perspectives that influence past, present, and even future research and inquiry in the field also form educational foundations of the program study.

- **Learning and development** includes conceptual analyses of human development, learning theories, principles, practices, and/or models from both Western and non-Western perspectives that apply to knowledge or skills acquisition in the program.

- **Research and scholarship** involves advanced work in research necessary for understanding, analyzing, and interpreting data and research design. This area also focuses on skills and expertise in conducting, synthesizing, and disseminating original research.

Requirements

Basic Core Courses (21 credit hours)
EDPY	520	Survey of Adult Education (3)
EDPY	521	Program Planning in Adult Education (3)
EDPY	522	Adult Development (3)
EDPY	523	Adult Learning in Social Context (3)
EDPY	525	Adult Learning (3)
EDPY	529	Facilitating Adult Learning (3)
EDPY	539	International and Comparative Adult Education (3)

Advanced Core Courses (13 credit hours)
EDPY 601 - Professional Seminar (1)
EDPY 625 - Advanced Seminar in Adult Learning (3)
EDPY 622 - Advanced Seminar in Adult Education (3)
EDPY 630 - Proseminar in Adult Learning (6)

Research Methods (15 credit hours)
Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional research related courses as approved by the student's advisor.

Electives (12 credit hours)

Students, in consultation with their advisor, must select four courses that complement their professional focus.

EDPY 504   Special Topics
EDPY 507   Survey of Educational Psychology
EDPY 519   Writing for Professional Publication
EDPY 524   Learning in the Workplace
EDPY 527   Ethical Issues in Adult Education
EDPY 538   Non-Western Perspective on Teaching and Learning

Dissertation (24 credit hours)

Total Credit Hours (85 minimum)

[1] The alternative residency was approved as a feature of the doctoral program in Collaborative Learning in 1996 and modified in 2004. The original residency requirements that served as part of the former Ed.D. major in Education called for students to enroll in six to nine credit hours of coursework each semester for six consecutive semesters, including summer terms. When the major changed to a Ph.D. in Education and later to Educational Psychology and Research, this alternative residency was modified to include two consecutive semesters of nine hours of coursework, consistent with the university's traditional residency requirement. However, a ruling by the Graduate School allows graduate students to use two consecutive semesters of nine credit hours of dissertation research (600) credit to satisfy the traditional residency.

Residency Requirement

Students are expected to complete a full-time residency requirement at some point during the program. This requirement consists of enrollment in 9 credit hours of coursework for two consecutive semesters.

Use of Prior Earned Credits (Master degree and doctoral courses taken elsewhere)

Students who enroll in the Adult Learning PhD concentration come from a wide variety of undergraduate and masters degree majors and even other doctoral programs. Therefore, some students may have taken courses that may be credited into the Adult Learning concentration. Requests to use prior earned credits in your program of study will be reviewed on a case-by-case basis and must meet the following requirements:

- Carry a grade point average of B (3.0) or better.
- Can include up to 12 hours taken from the Adult Learning PhD Concentration as a non-degree seeking student within the time limit.
- Up to 24 hours from a *masters degree* in adult education program or closely related programs may be used to partially fulfill requirements for the PhD. With an earned master degree, there is no time limit on when these courses were taken.
- Courses taken from other graduate programs that a student may wish to use for this program are subject to time limits.
- The student will submit the request, along with relevant supporting documentation and justification to his/her advisor. The Adult Learning Faculty will review the documentation and collectively determine whether to approve the use of these credits.

Continuous Enrollment

All degree-seeking graduate students are expected to demonstrate a commitment to their graduate and professional study in order to ensure that they can complete all degree requirements without unnecessary delay. Graduate students are therefore required to maintain an active status through continuous enrollment from the time of first enrollment until graduation. (Doctoral students registered for EDPY 600 may have the option of exemption. See *Exemption from Continuous Enrollment of Course 600*).

Continuous enrollment is maintained by registering for a minimum of one graduate credit hour per semester (excluding the summer, unless stipulated otherwise by the program or department) until graduation or they must submit a [Leave of Absence Form](#) requesting a pre-approved break in enrollment (a sample is included in Appendix E). Failure to submit the form or to enroll for a semester will necessitate applying for readmission. Students who have started taking dissertation hours (course 600) must maintain a minimum of three credit hours per semester during all semesters, including the summer, as stipulated in the policy under "*Registration and Enrollment Requirements*" in order to comply with the Continuous Enrollment requirement.

The minimum enrollment for international students may be different, and international students always need to check with the Center for International Education (CIE) in order to

determine what minimum enrollment, they need to maintain in order to satisfy all enrollment requirements attached to their specific visa.

In order to maintain F-1 status, international students must complete* a full-time class load each fall and spring semester. Summer is considered a vacation period unless it is the first or last term of enrollment. Students may take a summer vacation only if they intend to enroll in the following fall semester. Enrolling for the summer semester cannot be substituted for the fall or spring semester.

*Completion in this situation means a student remains registered through the entire term and that grades are awarded at the end of the semester.

Students must follow all regulations pertaining to holding legal F-1 status. If they engage in any activities that go beyond what is explicitly permitted for F-1 students (i.e., unauthorized employment, etc.) or they do not comply fully with F-1 rules (i.e., attending classes), this will cause them to violate their immigration status with serious consequences.

Full Time Enrollment

All Adult Learning Concentration PhD students must complete 9 (up to 12) credit hours per semester if holding a 10-hour assistantship based on the University of Tennessee's policy. Graduate students who work twenty hours per week or maintain a 50 percent time-appointment assistantship are required to complete a minimum of 6 (up to 9) credit hours per semester.

- Classes taken as Audit (AU) do not count toward the requirement for full-time enrollment.
- Students must complete requirements for a course in order to receive credit. Merely registering and paying for courses is not sufficient.
- In the case of international students, only classes taken for a regular grade (A-F), Pass/Fail (P/F), or Satisfactory (S) count toward the immigration requirement.
- Withdrawing with a W/WP/WF does not count as credit for immigration purposes.

Exceptions to Full Time Requirement

International students must consult with a Center of International Education (CIE) https://international.utk.edu/ advisor before taking less than a full-time load. In some cases, a student must get permission ahead of time for immigration requirement

When a graduate student has completed all course work requirements and is only working on thesis or dissertation hours, registering for 3 credit hours is sufficient (also for immigration purposes). An international student must obtain permission from CIE before being enrolled part-time. (Note: Academic definition may differ).

- In the final term of a degree program, a student can register for only the number of hours required to graduate (zero hours is not acceptable). An international student must obtain permission from CIE before being enrolled part-time. (Note: Academic definitions may differ).

- A student who has a medical condition can be enrolled less than full-time or not at all in some cases. A letter from a licensed medical doctor explaining the reasons must be turned in. An international student must obtain permission from CIE before dropping below full time. This special permission can only be approved for one semester at a time, and is limited to a total of twelve months.

- An international student who has a valid academic reason can be enrolled less than full-time. Reasons can include: initial difficulty with English, reading requirements, unfamiliarity with US teaching methods, or improper course level placement.

- This situation is limited to one semester only. Each case is unique. An international student must obtain permission from CIE before enrolling below full time.

Exceptions where a student does not need permission from CIE:

- During summer semester (after completing spring semester), an international student does not have to be enrolled full time. The student must enroll in the following fall semester.

- (Note: Departmental rules may require full-time enrollment for some graduate assistantships during summer).

- A student who is on a period of authorized full-time Curricular Practical Training (CPT) or Optional Practical Training (OPT).

Financial Aid

- There are several sources of financial aid available to graduate students. Check *One Stop Student Services* at **Financial Aid** website: https://onestop.utk.edu/financial-aid/

- Graduate Teaching Assistantships and Graduate Research Assistantships offered by the Graduate School: https://gradschool.utk.edu/; the College: https://cehhs.utk.edu/; and the Department: https://epc.utk.edu/

GRA/GTA

GRA/GTA Performance and Evaluation

Students who hold EPC assistantship and/or gradate fellowship nominated by the AL program and EPC will meet the requirement and will be evaluated each April using the departmental developed assessment matrix. This result will be used as a reference for future assistantship renewal or offering.

Advising and Graduate Committees

Upon acceptance, students will be assigned an academic advisor based on a couple of rationales from the program point of view. One, the academic advisor holds similar research interest(s) that the student clearly expressed in the application materials. Two, the student may present some common ideas and thoughts that the academic advisor potentially see as a ground to support the student. Third, the faculty at the time, is able and willing to take the student, given their backgrounds and experiences. Overall, faculty collectively make the decision that best suits the student's research interests and faculty expertise to support them while beginning their academic journey in the Adult Leaning PhD Concentration.

All graduate students must form a graduate committee. Doctoral Committees may be formed after the first year of study, ideally starting the second year of their program of study.

Your Advisor

When you enter the graduate program, you will work closely with your academic advisor. We try our hardest to match interests with faculty members and students in our program. In fact this is in line with our admission decision based on your goal and career development and our faculty members' expertise and readiness to work with you. Common research interests and academic ideas mutually held help create meaningful work between faculty and student, promote collaboration, joint research, and streamline doctoral research. Despite this pairing, it is your responsibility as a student to take advantage of this given mentoring and working relationship with your advisor.

To begin this process, you may plan to setup an appointment to meet with your advisor (i.e. face-to-face, or via telephone, or Zoom) either at the start or soon after your program entrance. It is always encouraged for students to schedule regular meetings to discuss selections of your program courses for each semester, discuss your research ideas, and share your professional and career goals with your advisor who will learn about and then be able to provide you with his or her professional knowledge, suggestions, and guidance for your further development.

Take the time to share with and learn about research interests you and your advisor hold. Simply, you can just tell and ask your advisor, which is the most accurate and easy way to get the updated information from each other. Additionally, as you send your updated CV to the program coordinator at the end of each semester as required by the program, you can send a copy to your advisor as well to keep your advisor updated. Faculty's research interests are generally listed in the program website (though it may not be updated sometimes). Take the time to read some of these resources and discuss them with your advisor. Please note, it is typical that your advisor may have more recent research projects or interests developed that are not listed yet. So, sharing your interests with your advisor is another way of learning from each other. Keep in mind, the more you take the time to communicate and interact academically with your advisor, the better she or he will be informed, be able to guide and support your graduate study effectively.

Establishing Effective Mentor and Mentee Relationship

Like any human relationship, the relationship between mentor and mentee, or advisor and advisee, requires communications and exchange of ideas, which takes time. As an adult learner, and to your benefit, you are encouraged to take the initiative that helps build the working relationship earlier and faster. Below are some recommendations:

- Faculty at the University of Tennessee, like in many other universities are busy with an array of tasks. They have research agendas and responsibilities, prepare and teach courses, grade assignments, and provide professional services at national/international, and local levels. So, be proactive! The University, College, and Program have several information resources on their websites. For general questions, check their websites. You may also want to contact the office associates first.

- When you have questions regarding the selection of courses offered, are ready to discuss your research ideas, conference proposals, or prepare for a comprehensive exam, please reach out to your advisor, who is assigned to help you.

- Be sure to schedule appointments with your advisor in advance (usually 2 weeks will be likely to secure a date/time) and thank them for their time and guidance provided after the meeting.

- Show commitment to your professional development by making efforts and successfully achieve your learning goals.

- Think how your research interests might align with those of your advisor's even if there seems not much in common at beginning - brainstorming oftentimes proves a great strategy.

- Take comments and suggestions professionally. Your advisor's job is to provide you with constructive and professional feedback, so that you can improve your academic outcomes. The objective of feedback is to help you succeed in academia where open discussion is valued even when the conversation may be difficult.

- If for some reason an advisee and advisor run into a situation that necessitates a change, such as, the change of your dissertation research area, faculty on sabbatical leave, personal reason to delay study, or some unforeseeable situation, it is expected that both the advisee and the advisor should inform each other with candid explanation for such a change. If the need for the change is from the advisee, then she/he should contact a proposed advisor to continue the academic guidance within the program. If the need for the change is from the advisor, then the advisor may help suggest a future advisor if the advisee would accept the suggestion. This way, everyone involved understands the change and rationale behind it, so they will continue to support and assist you, but in a new way and capacity.

Forming a Program of Study Committee

        To form a doctoral committee, you will naturally talk with your academic advisor - often times this faculty member becomes your Graduate Committee Chair, unless there is a situation that requires a change (see above section), who will help you establish your program of study (courses meeting the needs of the program and your personal research interest), identify members for your committee, formalize your research direction, and guide you to conduct your dissertation. Now your advisor will take the major role as the Chair to lead your graduate committee and guide you through your comprehensive examinations and your doctoral dissertation processes.

        In addition to your Chair, your committee will need three more members, one of whom must be from outside the Department of Educational Psychology and Counseling. Your chair and you will discuss and decide on the members who will serve you on your committee. Generally speaking, the identification of committee members will be based on your proposed research topic, content area, and research methodology. It is your responsibility to contact each selected committee member with your invitation asking their expertise that would well support and help with your research interest. Do not get discouraged if selected member(s) decline your invitation because they may be busy at that particular time or may not see a fit with your research interests. In your invitation email, ask the proposed members to send an email to your Committee Chair if they agree to serve. Once you have formed your committee, you must complete the Graduate School Doctoral Committee Form and submit it as directed on the Graduate School website.

        After you have identified your committee, and if your chair agrees, you may proceed to schedule your *Program of Study* meeting. As you prepare for this meeting, your chair will ask you to prepare a one to two-page paper detailing your anticipated content area and research methodology. You will present this paper at your Program of Study meeting along with the completed Program of Study document. The Program of Study document lists the courses you must take in order to graduate. Please use care in preparing this document. Be sure to solicit the advice of your chair as you do this work. Each committee member must sign this document. During the meeting, you should articulate your research direction and method plan to apply and your timeline for your dissertation research. This helps members on your committee to ask questions and communicate with you what and how they can help with your research. A committee form can be found at https://gradschool.utk.edu/forms-central/doctoral-committee-form/. Sample forms can be found in the appendices at the end of this handbook. If you have any additional questions regarding forms please contact the office associate, Christine Tidwell, at the Department of Educational Psychology and Counseling.

<h1 align="center">Comprehensive Examination</h1>

The purpose of the comprehensive examination is to provide an opportunity for doctoral students to demonstrate their knowledge of the field of adult learning, both research and practice, and their readiness to move into a doctoral dissertation phase. There are two parts to the examination, one written and one oral. Passing both parts of the examination leads to admission to candidacy and qualifies the student to proceed with a dissertation proposal.

In the Adult Learning PhD Concentration, the written portion of the comprehensive examination has two parts. For the first part, the student's advisor requests a question from each of three members of the student's committee. Committee members may provide a question in their areas for the student or consult with the student to develop the question. Questions received by emails from committee members should be forwarded to the advisor and questions received orally should be written and emailed to the advisor and the committee member who provided the question. Answers to each of the questions need to be similar to major scholarly papers and should be from 20 to 30 pages in length in APA format including citations and references.

The second written part of the comprehensive examination is to prepare a manuscript for publication, in consultation with the advisor, which demonstrates an in-depth knowledge of a particular aspect of the field of adult learning. For this option, the student will select a scholarly peer-reviewed journal for possible publication of an original manuscript and follow the guidelines of the journal for appropriate topics. The manuscript should be similar in style and substance to other articles in the journal. Students may submit the manuscript for publication before the comprehensive exam date; however, the student must be the sole author of the manuscript.

Timeline

Students, in collaboration with their academic advisors, will develop a plan for the comprehensive examination and establish a timeline. This may be done during or after the last semester of coursework. If the student has only one course remaining, they may take the comprehensive exam prior to the final semester of coursework, with approval of their advisor/chair. Students will have three months to complete and submit their comprehensive examinations.

Comprehensive examinations must be taken within five years, and all requirements must be completed within eight years, from the time of a student's first enrollment in a doctoral degree program. If there are extenuating circumstances that warrant a time extension, the student must submit a Request for Time Extension Form. A sample is located in Appendix F of this document.

Comprehensive Oral Examination

When students complete the written portion of the examination, they notify their advisor and together they set a date for an oral examination. When the date is set, answers to the three questions and the manuscript (the question or topic chosen in consultation with the student's advisor) for publication should be submitted as an electronic version to all committee members at least three weeks prior to the oral examination. However, some committee members may prefer a printed document. So, students should confirm with each committee member if they would like to receive a hard copy of the exam.

Oral examinations can be scheduled in either Spring or Fall. Oral examinations typically last approximately two hours. During this time, committee members ask students questions about

their written work. The oral part of the examination assesses students' ability to engage in scholarly discourse. The written part of the examination assesses the students' scholarly writing. At the end of the examination meeting, the committee makes a decision about the students' performance based on the following three options: (1) pass, which means that the student advances to doctoral candidacy and may prepare a dissertation proposal, (2) conditional pass, which means that the student must undertake some specific additional work before a pass can be recommended; (3) failure, with the option of reexamination. Failure to pass the comprehensive examination after two tries will result in termination from the program.

Dissertation Proposal

Before you can begin your dissertation research, you must present a proposal to your committee and, if you need to collect human subjects data, obtain approval from the university Institutional Review Board. Generally, a dissertation proposal contains advanced drafts of the first three chapters of your doctoral dissertation. These include an introductory chapter that introduces the topic, research questions, and significance of the study (Chapter 1), a literature review (Chapter 2), and a detailed methods chapter (Chapter 3). In some cases, you may already have some foundational work from your comprehensive exam.

Once you complete your written dissertation proposal, you will submit it to your chair for review. If your chair approves the written dissertation proposal, it will be sent to your committee for review. Review by committee members will take a minimum of two - three weeks. If your committee determines that your prospectus is of sufficient quality, a dissertation prospectus oral defense will be scheduled in which you will defend your proposal before your committee. They may ask you to clarify or change certain aspects of your research methodology or literature review and so on. Once your proposal is approved by the committee, you will need to obtain IRB approval (assuming you are working with human subjects) before you can begin dissertation data collection and analysis.

Human Subjects Training

Before you can submit the online IRB application forms for IRB approval you must complete a series of training modules offered at http://www.citiprogram.org/. On this site, you will create a user account and complete several modules relating to the safe and ethical use of human subjects data. Upon completing these modules, you will be presented with a certificate of completion. Be sure to save an electronic copy (and print a hard copy) of this certificate. Your certificate of completion for this training must accompany your IRB proposal.

Institutional Review Board (IRB)

Before you can conduct research that involves human subjects, you must obtain permission by the Institutional Review Board at the University of Tennessee, Knoxville. The IRB is composed of university faculty as well as individuals not affiliated with the university. The full board meets monthly to review applications for human subjects research and to determine if subjects and researchers will be effectively protected during the process of data collection, examination, and dissemination. A list of IRB members and meeting dates can be found on the Office of Research

and Engagement home page (https://research.utk.edu/compliance/) along with guidelines to submit an IRB proposal (https://irb.utk.edu/).

Although IRB proposals are accepted at any time, they are reviewed according to the IRB's schedule. Therefore, it is important that you plan ahead. No human subjects data can be collected prior to IRB approval. Please note that IRB approval can be time consuming. A general review of materials can take upwards of 4-6 weeks before feedback is provided. Additional time may be needed to make changes to your proposed study to obtain the approval. Proposals must be submitted at least two weeks prior to a full board meeting to be examined that month. Contact or check the research office website for board meeting schedule.

Currently, all IRB applications at UTK must be submitted through iMedRIS. Since the IRB review process is now accomplished online through iMedRIS, it is no longer necessary to print out and fill out the forms. A typical IRB application contains the following sections:

1. Name and contact information of the investigators
2. Title of the research project
3. Anticipated duration of the project
4. Purpose of the project
5. Description of human subjects participation
6. Research procedures
7. Extent to which participants will be identified
8. Description of participant benefits
9. Description of participant risks
10. Description of how informed consent will be obtained
11. Copies of consent forms, survey instruments, interview protocols, assessments, and other research documents
12. A letter from your committee chair indicating review and approval of the research proposal
13. Letters of agreement from other parties involved institutions (colleges, hospitals, schools, etc.)

Dissertation

After your research proposal has been approved (and you have obtained IRB approval, if necessary), you may begin data collection and analysis for your doctoral dissertation research. By this time, you are well on your way to becoming an expert in your field and subject matter. Your literature reviews and previous research should have helped establish you as a scholar in your area. Your dissertation committee and others that you work with have often formed a professional network that will help you succeed in your research. Be sure to continue working closely with these individuals.

Previous work with your dissertation committee should guide dissertation research. Be sure to follow the guidelines spelled out in your prospectus and IRB proposal. Always keep your committee chair advised of your progress. If you encounter difficulties, unforeseen phenomena (e.g., participant risks, procedures outside of your control that influence data collection, etc.) be sure to report them to your committee chair and, if requested, to the Institutional Review Board.

Allow for adequate time to complete your dissertation research. Please remember that although your committee chair and your committee members want you to complete your work in an efficient and timely manner, the most important criterion for completion is submission of a high-quality dissertation. Your chair is responsible for ensuring that you complete a high-quality dissertation. Accordingly, there may be occasions where you are asked to make revisions on how you present, analyze, and interpret your data. To help you maintain balance in this portion of your life, set small goals that lead to your final dissertation completion. Support groups may assist you in your data analysis, writing, and completion. The more graduate students can support each other through this process, the more satisfying the overall experience will be. Your colleagues will hold you accountable and you will thank them for it in the end.

Be sure to format your dissertation based on graduate school guidelines (https://gradschool.utk.edu/thesesdissertations/). Additional steps for dissertation completion can be found at (https://gradschool.utk.edu/forms-central/thesisdissertation-approval/). Dissertation completion is time sensitive. Be sure to check university deadlines for graduation requirements: (https://gradschool.utk.edu/graduation/graduation-deadlines/)

When you have completed your dissertation to the satisfaction of your chair, it will be sent to the rest of your committee. Again, university policy states that committee members have two weeks minimum to review this document. If they deem it satisfactory, arrangements must be made for your oral defense. You will contact your committee to verify all are available, then contact your program secretary to arrange a room. You must then complete the Schedule of Dissertation Defense Form, https://gradschool.utk.edu/forms-central/schedule-of-dissertation-defense/ at least one week prior to your defense. Once your oral defense is scheduled, you are responsible for making sure that you send the following information to the program secretary so that a defense announcement can be made: the names of your committee members, the day, time, and place of your defense, and the title and abstract for your dissertation.

Upon successful completion of your defense you will be asked to make revisions to your document and submit your dissertation electronically to the graduate school (Trace). Guidelines for electronic submission can be found at (https://gradschool.utk.edu/thesesdissertations/submission/)

Retention Policies and Procedures

In agreement with the ethical guidelines of the American Psychological Association, the Adult Learning faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of engagement in the learning community, connecting to people and learning resources, sensitivity in interpersonal communication to others, and self-awareness for meaningful fellowship and active performance that together holistically facilitate your learning goals and success.

In order to be considered in good standing in the Adult Learning PhD program, students need to sustain 3.0 GPA during their doctoral studies. If a student has less than 3.0 GPA, he or she will be under probation. Faculty will undertake continuous review of each course a student takes in order to facilitate the student's completion of the program of study and professional success. The Adult Learning PhD concentration expects all students to practice appropriate professional behavior for leaders in the field of adult education, including integrity in action; courtesy to faculty, staff, and fellow students; consistent progress toward the degree; and compliance with program, college, and university rules. If there is a breach of these standards and requirements, the Adult Learning faculty will review the student's situation and recommend corrective action. This may involve a range of actions from recommending the student seek additional assistance to dismissal from the program.

Grounds for Dismissal

Although faculty members desire to help students remediate problematic performance, a student will be immediately dismissed from the program for the following reasons:

- A student fails to meet the program requirements including each year providing student annual assessment report and submitting the updated CV on time.
- A student fails to meet minimum the Graduate School requirements as identified in the Graduate Catalog.
- A student fails to pass all of the comprehensive examination questions by the second attempt.
- A student's cumulative grade point average (GPA) falls below 3.0 on all graduate courses taken for a letter grade of A-F for two successive semesters.
- After implementation of the first three steps of the remediation process (listed below), the student does not improve identified academic performance or professional conduct to an identified acceptable level.

Remediation Procedures and Steps

Those students assessed as having difficulty will receive written and oral feedback concerning their progress from their advisor. All written feedback is placed in the student's program file, including student written responses to feedback received. Students who are identified as having deficiencies in one or more of the five areas evaluated are provided the following assistance in order to improve their performance:

1. Problem Identification Meeting (PIM)
   The advisor meets with the student and gives specific examples of the difficulties, shortcomings, or problematic conduct which have been identified by the faculty. The student and the advisor then discuss minimal change expectations and procedures. A decision is made at this time as to the seriousness of the problem, and if it is recurring. Steps for resolution are recommended and both parties agree upon a time frame for remediation. A contract is written at this time and is signed by the student and the advisor, with the understanding that the faculty will review the student's progress at the end of the agreed upon time frame for remediation.

2. Recurring or Critical Problems
   If the situation is a continuing one, or is critical, a team of faculty members may be appointed by the program coordinator to meet with the student. Concerns will be delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the recurring or critical problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A contract clearly stating areas which need to be improved, and the methods and time frame needed for improvement, is written and signed by the student and the involved faculty members. A copy of this agreement is given to the student and the original is placed in the student's program file.

3. Insufficient Progress, Dismissal, Advising
   If the student does not make expeditious progress within identified time frames toward resolution of the identified problem(s), and if the faculty agree that the student will not be able to successfully achieve the academic, teaching, and/or intrapersonal/interpersonal effectiveness objectives of the program, then recommendation for dismissal of the student from the program is considered. If this decision is made by vote of the faculty, it is then forwarded to the department head. The student will be notified in writing and academic and vocational advising will be offered to the student.

4. Due Process Procedures
   Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Adult Learning faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a program decision regarding retention in the program, the student has the right to an appeal process, as detailed in the Department Handbook. The Adult Learning faculty members believe that the stated procedures are in accord with the accepted educational practices and guidelines of the American Psychological Association Ethical Standards. Faculty members, through continual student evaluation and appraisal, must be aware of the personal limitations of the student that might impede future performance. Faculty members must not only assist the student in securing remedial assistance but also screen or remove from the program those individuals who are unable to provide competent services.

Student Annual Progress & Evaluation Report

Student progress is evaluated annually in March through student annual progress and evaluation report. Students must prepare and schedule such a meeting with advisers by first filling out the form for the report and thinking through the conversations you have had during the past year and also identifying important goals and accomplishments you would like to achieve in the coming year (see appendix in the Handbook and/or obtain from your adviser), then discussing your self-assessment with your academic adviser during the scheduled meeting. Then the Report needs to be signed by you and your adviser.

As a part of annual evaluation process, students also need to prepare an up to date CV and bring it to your adviser at the annual progress and evaluation meeting. The signed Student Annual Progress and Evaluation Report by you and your adviser together with your up to date CV need to be submitted to the Program Coordinator, after evaluated by your advisers, for your program progress record, which serves as indicators such as students' learning outcomes, academic performance, scholarship, and leadership development.

To facilitate this process,

- Schedule a meeting with your adviser and prepare for your annual progress and evaluation report before the Spring break.
- At the meeting, present your completed annual progress and evaluation report to your adviser, discuss your goals, performance/achievement, and future plans with your adviser, and then you and your adviser sign the Report.
- By Monday of the week following Spring Break, students are required to send an electronic version of the signed Student Annual Progress & Evaluation Report and the up to date CV via an email attachment to the Program Coordinator, Dr. Qi Sun (qsun8@utk.edu) and also cc the Program Secretary Christine Tidwell: ktidwell@utk.edu on this email for program record and the program annual assessment purposes.
- Keep in mind that your updated CV may also be required by your advisors, so ask your adviser if she/he needs a hard copy or an electronic version.
- By August 15, students must submit a list of any refereed articles they have had submitted including those accepted for publication, conference presentations, or awards they have received, dated before Aug. 1.
- Additionally, students may be required to complete an online Program Survey when needed by the program which will be sent via an email with a link.

Students can benefit from the annual progress evaluation and presenting achievements and experiences via CV, as they provide information that is useful to the Program Coordinator and your advisers to help you with your program study, as well as when they are asked to consider benefits such as graduate assistantships, scholarships, awards, and fellowships of various kinds. Further, student's CVs also provide needed facts the University is required to submit annually as part of the program assessment process.

A consequence of not providing an annual progress and evaluation report and/or an updated CV on time (see above due date) will be that the Program Coordinator and/or faculty lack the information and evidence to support students and may also miss timely opportunities in obtaining benefits such as these. Moreover, the critical fact is that per program policy, not following or completing required procedures and rules, such as, missing submitting an annual progress and evaluation report and or updated CV will lead to remediation procedure and steps (see Retention Policies and Procedures section for details).

If for a special situation that you are not able to submit these documents on time (see above time) and or that you may need an extra day or week, contact your adviser and inform the program coordinator immediately to let them know when they can expect to have your documents to avoid the consequence of breaking the procedures.

Program advising form may be needed when meeting with your adviser for annual assessment purposes and it is available in this handbook, which is also available on the AL website. In general, this form will be filled out at the Program Group Advisement Meeting each semester.

Academic Involvement in Professional Organizations

As a doctoral student, you are strongly encouraged to be affiliated with professional associations. Here are some examples:

- Adult Education Research Conference (AERC)
- American Association for Adult and Continuing Education (AAACE)
- American Association for Higher Education & Accreditation (AAHE)
- American Association of University Professors (AAUP)
- American Council on Education (ACE)
- American Educational Research Association (AERA)
- Association of American Colleges and Universities (AAC&U)
- Council of Graduate Schools (CGS)
- Institute for Higher Education Policy (IHEP)
- National Center for Public Policy and Higher Education
- International Society for Self-Directed Learning (ISSDL)
- Comparative and International Education Society (CIES)

During your doctoral study in the program, there are numerous opportunities for you to learn and collaborate with your advisors, faculty members, and your peers while participating in these professional activities for presentation, networking, and developing various knowledge and skill sets for your professional and career development. Ask your advisors, check emails from the program, and faculty for annual conferences information in our field.

Graduation and Beyond

The conclusion of your career as a graduate student can be a stressful one. Not only are you finishing your dissertation, planning for a defense that may be months away, but you may also be applying for jobs, anticipating future moves, and trying to establish yourself in a professional community that extends beyond the university. Several steps can be taken to create a smoother transition. These include actively participating in professional communities (local, regional, and national/international) prior to graduating, thinking carefully about what job you want, researching requirements, and establishing specific short-term goals to make yourself more competitive.

Often students conduct dissertation research while concurrently applying for positions. Each of these activities can fill a workday. Be sure to schedule sufficient time for both. Learn how and when positions are posted for your field. Spend time during these last months to apply for positions. Yet, remember that most employers intend to hire people who have graduated. Do not neglect your dissertation work while you apply for positions. A truism that has been repeated for decades but still holds today is that the best dissertation is a completed dissertation.

If you are a PhD student interested in a faculty position in academia you should identify what types of jobs you would like during your first years in your program. When time permits, carefully review position postings and become familiar with the required and desired qualifications for appointments in your field. These qualifications will give you a sense of what skills you need to develop during your career as a graduate student. As you enter your last years in your program, consider applying for one or two of these positions to become familiar with the process. How will you organize your curriculum vitae to position yourself for the job? Whom will you ask to write letters of recommendation? What will you write in your cover letter? This experience will give you confidence as you apply for positions. It will also give you an early opportunity for faculty and peer feedback to improve your portfolio and presentations skills.

Above all, do your homework before you apply for positions. Become familiar with institutional and departmental websites. Learn about the faculty, staff, and department leaders in the units that you want to join. Become familiar with the research and scholarship produced by those faculty who would be most likely to become your closest colleagues and perhaps even search committee members. Learn about the department's undergraduate and graduate curricula. What classes might you be able to teach? Also, consider completing a brief review of one or more recent dissertations produced by graduate students in the department. If you know someone that works at the institution, approach them and inquire about the position and the community. Are you a good fit for the position? Are you a good fit for the working environment? Would you enjoy living in the community? As a general rule, it is best to apply for positions that you would accept.

Doing this research well in advance of an interview will set you apart from other candidates. When you receive telephone and on campus interviews regarding these positions you will have an opportunity to ask informed questions. By all means have your own questions for the search committee, for the department head, for the dean, and for the students. Additionally, be prepared to discuss your research agenda, your publication and presentation record, and your goals for research and scholarship over the next five years. Even if you are not offered the position, you will be able to expand your professional network regardless of the outcome. Above all, don't be discouraged if you do not receive an offer. Obtaining a doctoral degree is hard work.

Just getting this far is reason to celebrate. Take the time to enjoy the moment and reflect on your accomplishment.

Keep in mind that it might be to your best interest and to your benefit that you stay in touch with the program and faculty, the department, and the university at large. In other words, the AL program at ECP of the UTK would always serve as your academic "home."

As your academic "Home", we would also love to learn about how you are doing in your profession after you graduate and what assistance we may be able to assist you further…. Therefore, please keep us informed of your updated contact information and inform us of your professional achievement and career development and we will certainly contact you once in a while.

Appendices

Note: These forms change from time to time, so students should always check the Graduate School forms webpage at https://gradschool.utk.edu/forms-central/ for the latest version of the form required.

Appendix A – Advising Form

Advising form for Ph.D. in Adult Learning
Department: Educational Psychology & Counseling
Student:_____   Date of Admission:_____

Advisor signature: _____   Advising Session Date:_____

Basic Core Courses (21 credit hours)	Credit Hours	Semester
EDPY 520 - Survey of Adult Education	3	**Fa** Spr Su 20___.
EDPY 521- Program Planning in Adult Education	3	Fa **Spr** Su 20___.
EDPY 522 - Adult Development	3	**Fa** Spr Su 20___.
EDPY 523 – Adult Learning in Social Context	3	Fa **Spr** Su 20___.
EDPY 525 - Adult Learning	3	Fa Spr Su 20___.
EDPY 529 – Facilitating Adult Learning	3	Fa Spr **Su** 20___.
EDPY 539 – International & Comparative Adult Education	3	Fa **Spr** Su 20___.
Advanced Core Courses (13 credit hours)		
EDPY 601 – Professional Seminar	1	Fa Spr Su 20___.
EDPY 625 – Advanced Seminar in Adult Learning	3	**Fa** Spr Su 20___.
EDPY 622 – Advanced Seminar in Adult Education	3	Every other **Fa** Spr Su 20___.
EDPY 630 – Proseminar in Adult Learning	6	Fa Spr Su 20___.
Research Methods (15 credit hours)		
Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor.		
Research course 1 - _____.	3	Fa Spr Su 20___.
Research course 2- _____.	3	Fa Spr Su 20___.
Research course 3- _____.	3	Fa Spr Su 20___.
Research course 4- _____.	3	Fa Spr Su 20___.
Research course 5- _____.	3	Fa Spr Su 20___.
Electives (12 credit hours) – Chosen in consultation with advisor		
EDPY 504 - Special Topics	3	Fa Spr Su 20___.
EDPY 507 – Survey of Educational Psychology	3	Fa Spr Su 20___.
EDPY 519 – Writing for Professional Publication	3	Fa Spr Su 20___.
EDPY 524 – Learning in the Workplace	3	Fa Spr Su 20___.
EDPY 527 – Ethical Issues in Adult Education	3	Fa Spr Su 20___.
EDPY 538 – Non-Western Perspective on Teaching and Learning	3	Fa Spr Su 20___.
Dissertation (24 credit hours)		
Total credit hours – minimum 85		

Appendix B – Doctoral Committee Form

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
GRADUATE SCHOOL

Submit all forms to:
111 Student Services Bldg.
Knoxville, TN 37996-0211
gradspec@utk.edu

PhD Committee

Student Name: _____
Last   First   Middle

Student ID #: _____ **Email:** _____

Proposed Doctoral Committee

Name (Please Print)   Department   Signature

| Chair ☐ | Tenure-Track ☐ | Dept (Non-Tenure-Track) ☐ | Non-Departmental ☐ |
| Co-Chair ☐ | UT Joint Faculty ☐ | Outside UT* ☐ | Other Expert in Field* ☐ |

Name (Please Print)   Department   Signature

| Chair ☐ | Tenure-Track ☐ | Dept (Non-Tenure-Track) ☐ | Non-Departmental ☐ |
| Co-Chair ☐ | UT Joint Faculty ☐ | Outside UT* ☐ | Other Expert in Field* ☐ |

Name (Please Print)   Department   Signature

| Chair ☐ | Tenure-Track ☐ | Dept (Non-Tenure-Track) ☐ | Non-Departmental ☐ |
| Co-Chair ☐ | UT Joint Faculty ☐ | Outside UT* ☐ | Other Expert in Field* ☐ |

Name (Please Print)   Department   Signature

| Chair ☐ | Tenure-Track ☐ | Dept (Non-Tenure-Track) ☐ | Non-Departmental ☐ |
| Co-Chair ☐ | UT Joint Faculty ☐ | Outside UT* ☐ | Other Expert in Field* ☐ |

* Committee members of this category must be submitted with a CV.

By signing the statement below, I certify that the proposed committee is well-formed according to the Guidelines for PhD Committee Service (tiny.utk.edu/committee-guidelines).

Department Head _____ _____ _____
Print Name   Signature   Date

Graduate School Verification by: _____ **Date:** _____

Please be certain to follow instructions on delivering this form to the Graduate School.   Revised 09/2019

Appendix C – Admission to Candidacy Form

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

GRADUATE SCHOOL

Submit all forms to:
The Graduate School
111 Student Services Bldg.
Knoxville, TN 37996-0211

Admission to Candidacy
Doctoral Degree

Name: _____

Last   First   Middle

Student ID #: _____

Email: _____

Major: _____

Degree: _____

Concentration: _____

To be Completed by the Graduate School

_____   _____
Date Admitted   Term for Degree

Met Residence Requirements? ○ Yes ○ No

_____
Dean of the Graduate School

Campus (Choose One): ○ Knoxville (on-campus)   ○ Distance Education (online only)   ○ Nashville   ○ UTSI

SIGN HERE ▷ _____

Student Signature

Residence Requirement

Residence is defined as a minimum of two consecutive semesters of full-time (9 hours) enrollment or three consecutive semesters of part-time (6 hours) enrollment. Individual programs may have additional residence requirements.

List the two terms of full-time enrollment or three terms of part-time enrollment used to meet the residence requirement:

_____   _____   _____
Term   Term   Term

Examination Requirements

Comprehensive Examination Passed: _____
Date

If required, Doctoral Language Examination in _____ **was passed on** _____
Language   Date

Revised 10/2019

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Student Name: _____ **ID:** _____

List all graduate courses to be counted toward the doctoral degree in chronological order of courses taken. Must include a minimum of six (6) hours of 600-level courses and 24 hours of 600 dissertation, taken at the University of Tennessee. If using Master's degree coursework to meet part of the 48 hour requirement, list those courses on next page.

Year/Term	Course Name Prefix	Course #	Course Title	Hours	Grade

Student Name: _____ **ID:** _____

List Coursework from Master's degree to fulfill part of requirement for doctoral degree.

Master's Institution Name: _____ **Date Awarded:** _____

Year/Term	Course Name Prefix	Course #	Course Title	Hours	Grade

Committee Approval and Endorsement

We certify that the above program, when successfully completed, meets all coursework requirements for this degree. We also certify that all University regulations regarding research compliances (use of human subjects, animal care, radiation, legend drugs, recombinant DNA, or handling of hazardous materials) have been appropriately approved prior to the initiation of the research if approval is relevant to the applicant's research.

Print Name	Signature	Department
_____	_____	_____
Chairperson		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Director of Graduate Studies		

Appendix D – Schedule of Dissertation Defense

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
GRADUATE SCHOOL

Submit all forms to:
111 Student Services Bldg.
Knoxville, TN 37996-0211
gradspec@utk.edu

Schedule of Dissertation/Capstone Defense

Name: _____   Student ID #: _____
 Last   First   Middle

Phone: _____   Email: _____

Major: _____   Graduation: _____
                                                          Semester/Year

Date of Defense: _____   Time of Defense: _____

Location: _____

Dissertation/
Capstone Title:

Dissertation/Capstone Committee
No Signatures Required

Printed Name (Major Professor)	Department
Printed Name	Department
Printed Name	Department
Printed Name	Department
Printed Name	Department

Please be certain to follow Instructions on delivering this completed form to the Graduate School.   Revised 01/2020

Appendix E – Leave of Absence Form

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

GRADUATE SCHOOL

Submit all forms to:
111 Student Services Bldg.
Knoxville, TN 37996-0211
gradspec@utk.edu

Graduate Student Leave of Absence (LOA) Request

Name: _____ _____ _____   **Student ID #:** _____
          Last   First   Middle

Current Cell Phone: _____   **Email:** _____

Major: _____   **Degree:** _____

Campus (Choose One):   ○ Knoxville   ○ Distance Education   ○ Nashville   ○ UTSI
                              (on-campus)   (online only)

Proposed Term and Year for LOA to Begin: _____   **Currently Enrolled?** Yes ○   No ○

If currently enrolled and LOA is approved, you must go to MyUTK and withdraw from your classes and UTK.

Reason for Leave of Absence (attach separate sheet if more room is required):

[   ]

Proposed Term and Year of Return from LOA: _____

_____   _____
Student Signature   Date

_____   _____   _____
Department Head Printed Name   Department Head Signature   Date

_____   _____   _____
Director of Graduate Studies Printed Name   Director of Graduate Studies Signature   Date

To be completed by the Graduate School		
_____	☐ Approved ☐ Denied	_____
Dean of the Graduate School Signature		Date

Please be certain to follow instructions on delivering this signed form to the Graduate School.   *Revised 09/2019*

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Appendix F – Time Extension Form

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

GRADUATE SCHOOL

Request for Time Extension

Student

Name: _____ _____ _____
     Last   *First*   *Middle*

Student ID #: _____   E-Mail: _____

Degree: _____   Major: _____

Expected Graduation Year: _____   Expected Graduation Term: ○ Fall   ◉ Spring   ◉ Summer

Justification: [   ]

If you need more space than that provided, please attach a separate sheet.

Signature: _____   Date: _____

Director of Graduate Studies

☐ I acknowledge and endorse this request for time extension for the above mentioned student. All the information provided in this form by the student is true to the best of my knowledge.

Director of Graduate Studies: _____   Date: _____

Department: _____

To be Completed by the Graduate School

Approved ○ Yes ◉ No   Date Approved _____   Time limit through: _____

Please be certain to follow instructions on delivering this form to the Graduate School.   *Revised 08/2019*

Appendix G: Doctoral Student Annual Progress & Evaluation Report

Ph.D. Educational Psychology and Research
Adult Learning Concentration
Department of Educational Psychology and Counseling
The University of Tennessee, Knoxville

AY 2020-2021

Student Name: **Academic Advisor:**

_____

Program Course Summary
list number of courses, exams (comps) taking/completed or in progress, and dissertation writing status) collecting data, or writing up the last two chapters). For example, if you have completed 3 required courses either basic core or advanced core, you list 3 in required line).

- Required
- Elective
- Methods
- Comps
- Prospectus (A Complete Dissertation Proposal)
- Dissertation writing

Adviser's Comments and Suggestions for next year/semester

Personal/ Personal Prior Academic Goals (may include academic conference presentations - sole and/or co-author; journal article writing/publication; participating in/lecturing academic workshop; co-teaching; academic/leadership services)

List Up to FIVE (5) - You may add additional using extra sheets and also to describe and explain each area further if wish. (if you just start your program, these will be evaluated next year but do disuses them with your adviser

1.

2.

3.

4.

5.

Self-Assessment of Achievement – add sheets to describe and explain each area further if wish.

Not Met Exp. (NME); Met Exp. (ME); Exceed Exp. (EE); In process

1.

2.

3.

4.

5.

Adviser Comments and Suggestions

Future Plans/Goals Identified (List Up to FIVE)

1.

2.

3.

4.

5.

Adviser Comments and Suggestions

Student Signature _____   Advisor Signature _____

Date   Date

Program Coordinator Signature _____

Date