



Portland State
UNIVERSITY

*MA/MS in Education:
Educational Leadership & Policy*

PACE

Postsecondary, Adult & Continuing Education

*A specialty for those interested in the facilitation of adult learning in college and
workplace settings.*

Portland State University
Graduate School of Education
Educational Leadership & Policy Department
PO Box 751
Portland, OR 97207

www.pdx.edu/elp

September 2009

EQUAL OPPORTUNITY

PSU supports equal opportunity in admissions, education, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, gender, marital status, national origin, religion and sexual orientation. This policy implements state and federal law (including Title IX), and inquiries about it should be directed to the Affirmative Action Office, 122 Cramer Hall. A major goal of this program is to provide a diverse pool of qualified applicants for educational leadership positions in Oregon. African, Asian, Native Americans, Hispanics, and women are strongly encouraged to apply.

Retention of Student Documents

All documents submitted to PSU become the property of the University and may not be copied or returned to a student. Transcripts from other institutions cannot be copied. (PSU Bulletin 2006-2007 p. 49)

**Master of Arts or Master of Science in Education:
Educational Leadership & Policy
Specialization: PACE**

The Department of Educational Leadership and Policy (ELP) offers a Master of Science or Master of Arts* in Education with a specialization in Postsecondary, Adult & Continuing Education (PACE). (A doctoral program is also available.)

** Master of Arts degree requires proficiency in a foreign language. The Department of Foreign Languages and Literatures, which can be reached at 503-725-3522, administers the language examination any time prior to one's final term.*

PACE Mission Statement

To develop adult educators who are able to anticipate and respond to the changing developmental issues of diverse adult learners, organizations, and communities.

PACE Offerings

The PACE specialty serves those who wish to teach, develop programs, or manage programs for adult learners in college or non-college settings, or those who already work in this field but want to improve their practice and advance. This includes those who work in or are interested in:

- Student and Academic Support Services
- Training and Development
- Developmental Adult Basic Education
- Other administrative and support services in colleges and universities and professional continuing education

PACE Guiding Principles and Values

PACE is guided by a specific set of principles and values that are incorporated into course content and interactions:

- A commitment to social justice and equity.
- The empowerment of change agents and agency.
- The integration of theory, research, assessment and practice.
- The promotion of sound educational, social, economic, cultural, and environmental leadership and decision-making.
- The development of reflective practitioners.
- The fostering of life-long learning within inclusive, interdependent communities.
- The utilization of appropriate and contemporary resources and technology.

PACE Learning Outcomes

As a result of successfully completing the program, all graduates are expected to demonstrate their learning in the following core areas:

- Teaching and Learning of Adults
- Understanding of Social and Cultural Issues in Developing Learning Communities
- Accessing, Assessing and Using Information to Improve Practice
- Critical Reflection of One's Own Practice and Professional Development
- Communication and Interpersonal Skills
- Leadership for the Common Good

In addition, the following learning areas may apply to some students:

- Management, Administrative, and Organizational Skills
- Program Development

PACE Curriculum

The program requires the completion of at least **45 credits**, this includes the *Professional Studies Core* (16 credits), *Thematic Specialization* (20-22 credits), *Electives* (7-9 credits) and *Culminating Experience* (4 credits minimum). Students have considerable flexibility in shaping their thematic specialization and elective course work in consultation with a faculty adviser.

Most courses are offered in the evenings (4-6:30 p.m. or 6:40-9:20 p.m.) one night each week. However, during the summer most courses are offered during the day. For up-to-date schedules and full course descriptions, see the most current PSU Bulletin or visit the class schedule on-line at the ELP homepage, www.pdx.edu/elp.

Professional Studies Core **16 credits required**

Students may complete the professional studies core at any point in their program. **However, it is recommended that students complete ELP 520 and ELP 511 as early as possible.**

- **Foundations of Education** **4 credits**
ELP 551 Social Foundations of Education
OR
ELP 554 Philosophy of Education
- **Research and Evaluation** **4 credits**
ELP 511 Principles of Educational Research and Data Analysis
- **Organizational Systems** **4 credits**
ELP 568 Educational Organization and Administration
- **Adult Development** **4 credits**
ELP 520 Developmental Perspectives on Adult Learning

Thematic Specializations **20-22 credits**

The Thematic Specializations are to serve as a learning guide in assisting students with focusing and developing their program. **They are not intended to be prescriptive.** As such, working with their adviser students may choose one theme or combine courses from a variety of themes.

• **HIGHER EDUCATION AND ORGANIZATIONAL CHANGE THEME**

Students who are interested in the organization and administration of postsecondary institutions may find that this theme addresses their professional and career goals.

ELP 528	Leadership in Postsecondary Education	(4)
ELP 521**	Adult Learning and Motivation	(4)
ELP 533	Planning and Budgeting in Postsecondary Education	(4)
ELP 536	Postsecondary Curriculum	(4)
ELP 537	Policy and Governance in Postsecondary Education	(4)
ELP 538**	Contemporary Issues in Postsecondary Education	(4)
ELP 541	The Community College	(4)
ELP 527	Legal Issues in Higher Education	(4)

**Highly Recommended

• **SERVICE LEARNING THEME**

This theme is designed for students, faculty/instructors, administrators, and community partners/organizations who are interested in designing and conducting service-learning and community-based learning experiences.

ELP 510**	Introduction to Service Learning	(4)
ELP 510A**	Service Learning in Educational Leadership and Policy --options: a) Portland metro area; or b) International	(4)
ELP 536**	Postsecondary Curriculum	(4)
ELP 521	Adult Learning and Motivation	(4)
ELP 522	Teaching Diverse Adult Learners	(4)
ELP 528	Leadership in Postsecondary Education	(4)

**Highly Recommended

• **ADULT LEARNING AND DEVELOPMENT THEME**

This theme is designed to serve the needs of students who are primarily interested in adult learning in either educational or professional settings.

ELP 521**	Adult Learning and Motivation	(4)
ELP 522†**	Teaching Diverse Adult Learners	(4)
ELP 523†**	Assessing Adult Learning	(4)
ELP 529	Principles of Training and Development	(4)
ELP 536	Postsecondary Curriculum	(4)
ELP 538	Contemporary Issues in Postsecondary Education	(4)

**Highly Recommended
†Completion of ELP 520 or ELP 521 is recommended prior to enrollment

• **STUDENT SERVICES THEME**

This theme is designed primarily for Student Affairs professionals or those interested in a career in student affairs related work in two- and four-year colleges and universities and related organizations serving adults.

ELP 521**	Adult Learning and Motivation	(4)
ELP 525**	Student Services in Higher Education	(4)
ELP 526**	Facilitating Student Success in Postsecondary Education	(4)
ELP 527**	Legal Issues in Higher Education	(4)
ELP 538	Contemporary Issues in Postsecondary Education	(4)
ELP 528	Leadership in Postsecondary Education	(4)

**Highly Recommended

• **TRAINING AND DEVELOPMENT THEME**

This theme was designed by educators and Training and Development professionals using the American Society for Training and Development's "Models of Excellence." The program is designed to meet the needs of educators who work in the business community or government agencies as trainers, training managers, training consultant, teachers, human resource and staff development personnel, and management development consultants.

ELP 521**	Adult Learning and Motivation	(4)
ELP 529*	Principles of Training & Development	(3)
ELP 530	Course Design and Evaluation	(4)
ELP 531	Contemporary Issues in Training and Development	(3)
ELP 532	Training Methods	(3)
ELP 534	Leadership of the Training Function	(3)
ELP 535	Organization Transformation through Training and Development	(3)

ELP 510	Developing Course Materials	(3)
ELP 510	Designing Multimedia and Web-Based Training	(3)
ELP 510	Developing Multimedia and Web-Based Training	(3)
ELP 510	Developing Intercultural Competence for Trainers	(4)
ELP 510	Methods and Models of Intercultural Training	(2)

*Pre-requisite for other Training and Development courses

**Highly Recommended

Students may also complete a separate Training & Development certificate program; for more information contact Continuing Education at 503-725-8279.

Electives

7-9 credits

Elective credits should be related to the student's overall program and selected in collaboration with an adviser. Students may enroll in **graduate-level** courses from within the Graduate School of Education or other departments at Portland State University. *Students may also engage in independent study.*

Students might consider some of the following courses as electives:

Foundations of Education

ELP 552	History of Education
ELP 553	History of American Education
ELP 555	Gender and Education
ELP 556	The Urban School and At-Risk Status
ELP 557	Cultural Pluralism and Urban Education

Research and Evaluation

ELP 512	Principles of Educational Research and Data Analysis II
ELP 513	Principles of Educational Research and Data Analysis III
ELP 514	Educational Measurement
ELP 515	Program Evaluation

Organizational Systems

ELP 558	Educational Leadership
ELP 563	Human Relations in Educational Organizations
ELP 561	Staff Development

Other Electives: Students may also be interested in courses offered by other PSU academic units including the College of Liberal Arts and Sciences (anthropology, sociology, psychology, philosophy-- conflict management and ethics, applied linguistics, and speech communication); the College of Urban Public Affairs; and the School of Business Administration. In addition, the Intercultural Communications Institute offers summer workshops and seminars: 503-297-4622, www.intercultural.org.

Self-Directed Learning Credit (*Independent Study*)

Students may work with faculty to design a self-directed learning experience. Most students engage in independent study after they have completed at least 20 credits of course work. At this point, specific learning needs and interests may be identified. Students might engage in research, program evaluation, practicum, internship, special project, or reading and conference on selected topics. For more information, contact your faculty adviser or instructor.

Culminating Experience

4 credits minimum

Candidates for the Master's degree with a specialization in Postsecondary, Adult and Continuing Education must select, in consultation with their faculty adviser, one of two culminating experiences: *Comprehensive Examination* or *Thesis*.

- The Comprehensive Examination is a project-based experience that requires enrollment in ELP 507 PACE Comps (4 credits), taken as Pass/No Pass and offered *fall* and *spring* terms, beginning fall 2001. Students should have completed a minimum of 35 credits, including the Professional Studies Core, before enrolling in the course. The ELP 507 PACE Comp course will meet 4 to 6 times during the term to help guide students

through the completion of their project or in-depth paper. Students will present their projects/paper orally in the final meeting(s) of the course. Further options and guidelines for completing the comprehensive examination process will be discussed in the class.

- The Thesis option requires enrollment in 6-9 credits of ELP 503 Thesis. The thesis is likely to require 2-4 quarters of additional work before completion of the program. Thesis also requires the appointment of a Thesis Committee of two tenure-track faculty, one of whom must be from the Educational Leadership & Policy department, and a faculty member appointed by the Office of Graduate Studies. Visit the *Office of Graduate Studies website for Thesis guidelines*, <http://www.gsr.pdx.edu/ogs.html>.

WHEN TO APPLY

Application materials including applications, transcripts, letters of recommendation, personal statement, etc., should be received by the deadlines noted below. A timely admission decision cannot be guaranteed for incomplete applications. However, since the program reviews applications continuously, students should apply as soon as possible even if they missed the original deadline.

<i>Quarter</i>	<i>Priority Application Deadline</i>
WINTER 2010	November 1, 2009
SPRING 2010	February 15, 2010
SUMMER 2010	May 15, 2010
FALL 2010	July 1, 2010

- Questions about the admission process or about the status of the department application should be directed to the ELP Admissions Assistant at 503-725-4633 or elpadmit@pdx.edu.
- Questions regarding University admission, tuition and financial aid should be directed to the Office of Admissions and Records, 503-725-3511.

PACE Faculty

Dr. Christine Cress, Program Coordinator	725-4682	cressc@pdx.edu
Dr. Janine Allen	725-5801	allenj@pdx.edu
Dr. Michael Smith	725-9722	mjsmith@pdx.edu
Dr. Andrew Job	725-4606	ajob@pdx.edu
Dr. Candyce Reynolds	725-4657	drrc@pdx.edu
Dr. Cheryl Livneh		livnehc@pdx.edu

Advising

To schedule an appointment with a faculty advisor, please call the Graduate School of Education receptionist, 1-800-547-8887 ext. 4619 or 725-4619.

Other Programmatic Information

- Students may enroll in courses prior to formal admission into the program. However, students are limited to a 15 credit maximum of preadmission/transfer credits, which are defined as credits taken at any institution, including PSU, before the term of formal admission.
- Courses with grades of “B-” or lower and those taken for “Pass” are not transferable into the program.
- **It is a University requirement that students register and pay for at least one credit in the term they are admitted. Failure to do so will cancel your admission.** Please advise the ELP Department if there is a change of term for which you intend to begin classes. If there is a change **after** admission, you must notify the ELP Department **and** the Office of Admissions.
- Students must be able to verify that they received their previous degrees from an accredited institution. Second to that, students must also be able to verify that they received a cumulative GPA of a 3.00 for any undergraduate and/or graduate credit coursework.
- No credits over 7 years old at the time of graduation can be counted in your program.
- Students must maintain a GPA of 3.00 or better to remain in good academic standing. No more than four credits of “C” are allowed.
- Subject to the approval of the instructor, students have a maximum of one year to remove an incomplete grade.
- Students must be enrolled for at least one credit during the term they complete their comprehensive examination or thesis.
- Graduation forms and other paperwork are due the first week of the quarter in which the student expects to graduate.
- A maximum of 6 credits in ELP 506: Self-Directed Learning and 6 credits in ELP 509: Internship/Practicum are allowed toward the master’s degree. A maximum of 6 credits in ELP 501, 505, and 506 combined are allowed. A maximum of 3 credits in ELP 508 are allowed.
- Graduate assistantship-related practicum or research credits, designated as 501a or 509a, cannot apply toward the master’s or doctoral degree.
- A maximum of 6 credits can be 810; an adviser must approve these in advance and the courses must be taken for a letter grade. 808 credits cannot be used toward a graduate degree.
- All coursework applied toward the master’s degree must be letter-graded, except ELP 506: Self-Directed Learning, ELP 507: Comprehensive Examination Project, ELP 509: Internship/Practicum, and ELP 503: Thesis, which are only offered P/NP.
- While only a few graduate assistantships are available each year, please indicate if you are interested in applying for a graduate assistantship position. Graduate assistants are required to complete 9 credits of course work each quarter for the entire academic year. For other financial assistance information, contact the financial aid office, 503-725-3461.
- International students must have an official TOEFL score report sent directly to PSU Office of Admission from the Educational Testing Service (ETS). The minimum acceptable score is 575. **Mail report to:** PSU, Office of Admissions and Records, P.O. Box 751, Portland, OR 97207

APPLICATION PROCESS FOR MA/MS in EDUCATION:
Specialty in Postsecondary, Adult & Continuing Education (PACE)

Leading, Learning, Life-Changing

Copies of the forms and the process are also available online. Send all application materials to the address below.

**Portland State University
Grad School of Education
ELP Department
P.O. Box 751
Portland, OR 97207**

- ELP Department Application Form
- All official transcripts
 - Except PSU
 - If PSU already has copies of your transcripts from a previous application, you'll only need to provide the ELP Department unofficial copies.
 - We recommend you have your previous institutions send the transcripts to your home. You can add them to your other application materials so all portions of your application arrive in the ELP office at the same time.
- Current Resume
- Personal Goal Statement
- University Application and fee
 - If you decide to fill out the University Application online, please indicate so on the Department Application
 - If you wish to fill out a paper version of the University Application, please include the \$50 University Application fee with all other application materials.
 - The \$50 application fee is non-refundable.

- Two letters of reference }

These must come directly from the reviewer and should be completed by professionals or faculty members who have: supervised you in the work place, observed your work, and/or evaluated your academic work. (See attached *Directions for Letters of Recommendation*).

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ELP Department
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If you have any questions regarding the application process, please email elpadmit@pdx.edu or call 503-725-4633.
Applicants are responsible for ensuring all application materials are received by the department.

Graduate School of Education
Educational Leadership & Policy

Post Office Box 751 503-725-4716 tel
Portland, Oregon 97207-0751 503-725-3200 fax
Education 504
615 SW Harrison Street www.pdx.edu/elp
Portland, Oregon 97201

DIRECTIONS FOR PERSONAL GOAL STATEMENT

Specialty in Postsecondary, Adult & Continuing Education (PACE)

Leading, Learning, Life-Changing

In two to three pages, please discuss:

- 1.) Your background, career goals and how you would benefit from the PACE program
- 2.) What you hope to contribute to the program
- 3.) How the Graduate School of Education's conceptual framework, and the PACE mission statement, guiding principles, and values (all found below) resonate with your personal and professional goals.

Please restrict your response to no more than 500 words and submit your essay with your application materials to the address above.

Graduate School of Education Conceptual Framework

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

PACE Mission Statement

To develop adult educators who are able to anticipate and respond to the changing developmental issues of diverse adult learners, organizations and communities.

PACE Guiding Principles and Values

PACE is guided by a specific set of principles and values that are incorporated into course content and interactions:

- A commitment to social justice and equity.
- The empowerment of change agents and agency.
- The integration of theory, research, assessment and practice
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- The development of reflective practitioners.
- The fostering of life long learning with inclusive, interdependent communities.
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Graduate School of Education
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DIRECTIONS FOR LETTERS OF RECOMMENDATION

Specialty in Postsecondary, Adult & Continuing Education (PACE)

Leading, Learning, Life-Changing

Name of Applicant: _____




The above applicant is interested in the PACE program at Portland State University. Your letter of recommendation will be used in making decisions about admission. Please review the Graduate School of Education's (GSE) *Conceptual Framework* and the *PACE Learning Outcomes* (see below) before you complete your letter, so that you are aware of the shared principles and values of the people working in the GSE.

It would help the admissions committee if you would incorporate the following information in your letter:

1. In what capacity have you known this candidate and for how long?
2. What are the candidate's qualifications and capabilities for academic success in a master's degree program?
3. How would you assess the candidate's interpersonal skills and effectiveness in groups?
4. What specific indicators can you share about the candidate's potential for success as a leader in programs and services that serve diverse adult learners?
5. What type of leadership positions do you expect this candidate to be capable of assuming in the future?

Please mail your letter directly to the address above.

Graduate School of Education Conceptual Framework

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

PACE Learning Outcomes

As a result of successfully completing the PACE program, all graduates are expected to demonstrate their learning in the following core areas:

- Teaching and Learning of Adults
- Understanding of Social and Cultural Issues in Developing Learning Communities
- Accessing, Assessing and Using Information to Improve Practice
- Critical Reflection of One's Own Practice and Professional Development
- Communication and Interpersonal Skills
- Leadership for the Common Good

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DIRECTIONS FOR LETTERS OF RECOMMENDATION

Specialty in Postsecondary, Adult & Continuing Education (PACE)

Leading, Learning, Life-Changing

Name of Applicant: _____


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It would help the admissions committee if you would incorporate the following information in your letter:

6. In what capacity have you known this candidate and for how long?
7. What are the candidate’s qualifications and capabilities for academic success in a master’s degree program?
8. How would you assess the candidate’s interpersonal skills and effectiveness in groups?
9. What specific indicators can you share about the candidate’s potential for success as a leader in programs and services that serve diverse adult learners?
10. What type of leadership positions do you expect this candidate to be capable of assuming in the future?

Please mail your letter directly to the address above.

Graduate School of Education Conceptual Framework

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 Educational Leadership & Policy

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APPLICATION FOR MA/MS: EDUCATION
Specialty in Postsecondary, Adult & Continuing Education

 Degree: MS MA
 (The MA requires proficiency in a foreign language)

 TOEFL Score _____
 Paper or Computer based? _____

Quarter and year to will begin courses _____

Name _____			
Previous Names (If applicable): _____			
SSN _____ - _____ - _____	PSU ID#: _____ - _____ - _____		
Street Address _____			
City _____	State _____	Zip _____	Date of Birth ____/____/____
Home Phone (____) _____		Work Phone (____) _____	
E-Mail _____			
Are you a U.S. Citizen? (Circle One): YES or NO			

Ethnicity (Optional):				
<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Black, Non Hispanic	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Native American
<input type="checkbox"/> Other: _____				

Please check which version of the University Application you intend to submit.	
<input type="checkbox"/> Online (Submitted: mm/dd/yyyy) ---or---	<input type="checkbox"/> Paper (With check or money order)
In addition to this Department Application, you must also submit a University Application and <u>non-refundable</u> application fee to the ELP offices. You have the option of submitting the University Application and <u>non-refundable</u> application fee online by visiting http://www.pdx.edu/admissions/graduate-applicant .	

Colleges/Universities	Dates	Degree	Major	Cumulative GPA

Please note, you will be asked to provide transcripts from ALL institutions listed above.

Professional Experience (Begin with most recent, list years.)

Other Work Experience

Have you previously applied to PSU for admission to the Graduate School of Education?

No -or- Yes (**Date:** mm/dd/yyyy)

Have you had contact with a PACE or Graduate School of Education faculty member to discuss the program? If so with whom and when? _____

References

Request two detailed letters of reference from individuals who can speak to your potential—see checklist for specific instructions. *Have the letters mailed directly to the ELP Department.* List names, addresses, email and telephone numbers of the two references from which letters have been requested.

1. _____

2. _____

It is a University requirement that students register and pay for at least one credit in the term they are admitted. Failure to do so will cancel your admission. Please advise the ELP Department if there is a change of term for which you intend to begin classes. If there is a change **after** admission, you must notify the Educational Leadership and Policy Department, (elpdept@pdx.edu or elpadmit@pdx.edu) **and** the Office of Admissions, 503-725-3511.

Send ALL documents to:	ELP Contact Information
Portland State University Graduate School of Education ELP Department P.O. Box 751 Portland, OR 97207 Fax: 503-725-3200	Department Secretary: elpdept@pdx.edu 503-725-4716 800-547-8887 ext: 4716 Admission Assistant: elpadmit@pdx.edu 503-725-4633

My signature below certifies that:

- 1) I have read and understand the Graduate School of Education Behavior and performance Guidelines (http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf); and the Portland State University Code of Student Conduct (<http://www.pdx.edu/dos/conductcode.html>).
- 2) The statements on this application are true and complete to the best of my knowledge and belief

Applicant's Signature: _____ Date _____