



Department of Agricultural Economics, Sociology, and Education

Graduate Student Handbook

For the

**Education, Development and
Community Engagement (EDCE)
Graduate Program**

The Pennsylvania State University
Ferguson Building
University Park, PA 16802

Revised Fall 2024

Department Facilities

Departmental programs and activities are housed in the Armsby and Ferguson Buildings. These facilities contain administrative and faculty offices, instructional facilities, conference, theses/dissertations, and reading rooms. EDCE graduate student offices are located primarily on the ground floor of the Ferguson Building. All graduate students are assigned a mailbox in room 110A Ferguson Building.

All graduate student offices have computers. Students on assistantships or fellowships have priority for graduate student office space. Graduate students not receiving departmental or University financial support are provided office space as available. Space limitations generally make it impossible to provide office space for students not on assistantships. In addition, students may have access to computers through their assistantship or academic advisors. Other students should use the computers available at various laboratories on campus. The Penn State Labs (<https://labs.psu.edu/>) has a complete listing of these locations.

Penn State Policies on Graduate Education

Requirements of the Graduate School as given in the Graduate Degree Programs Bulletin (<https://bulletins.psu.edu/graduate/>) apply to all graduate degrees and procedures of the Department. The complete listing of Graduate School policies and resources for students can be found <https://gradschool.psu.edu/graduate-education-policies/>. In case of conflicts between the program handbook and Graduate School policies, the latter take precedence. Students should also be familiar with the Penn State academic calendar (<https://www.registrar.psu.edu/academic-calendars/>), and with deadlines periodically announced by the Graduate School (<https://gradschool.psu.edu/academics/academic-dates-and-deadlines>).

Students must understand and comply with all requirements and provisions of the Education, Development and Community Engagement Graduate Handbook that is in effect at the time of their matriculation into the program. Students who complete their master's degree in the Education, Development and Community Engagement program at Penn State and then are admitted to the Ph.D. program must comply with the handbook that is in effect in the semester in which they begin their Ph.D. program.

Academic Integrity

According to University Faculty Senate Policy 49-20 (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20>), "Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others."

Students should bear in mind the importance of academic integrity in their course work, assistantship and wage payroll work, and work on theses and dissertations. If a student has questions about whether a particular action would be a violation of academic integrity, the student's academic advisor and the appropriate departmental Graduate Committee can provide guidance.

The College of Agricultural Sciences' guidelines for implementing Policy 49-20 are available online at <https://agsci.psu.edu/students/advising/forms-and-procedures/academic-integrity/the-college-of-agricultural-sciences-academic-integrity-information-for-students>

Department Graduate Programs

The department has multiple graduate programs administered by the graduate faculty of the relevant disciplinary cluster. Each cluster determines the operation of their respective graduate programs within the regulatory boundaries of Penn State and the Graduate School. The person responsible for leading each graduate degree program at AESE is the program's Director of Graduate Studies, who is a tenured faculty member of the department and a member of the program's graduate faculty.

Conflict resolution not regulated at the university level starts in the graduate program, and it is facilitated by the Director of Graduate Studies. If the issue cannot be resolved within the program, the case is moved to the Head of the Department of Agricultural Economics, Sociology, and Education to resolve disagreements. If resolution cannot be achieved within the academic unit, further steps are determined by the relevant procedures in Appendices II, III, and IV of the Graduate Degree Programs Bulletin.

Core Penn State Values in Graduate Education

The Education, Development and Community Engagement Graduate Program adheres to the Penn State Graduate School's core values of creating a positive climate, promoting academic success, and facilitating students' career development. We support these values by implementing practices that:

1. contribute to a respectful, stimulating, and supportive climate,
2. promote students' academic success and promote the career development of students.

A complete set of expectations for faculty, staff, and student behavior to implement these values and practices are included in the Appendix to this handbook. The Graduate School's statement can be found at <https://gradschool.psu.edu/faculty-staff/policies/recommended-practices-in-graduate-education>.

Education, Development and Community Engagement Graduate Program Policies and Procedures

Students must understand and comply with all requirements and provisions of the Education, Development and Community Engagement Graduate Handbook that is in effect at the time of their matriculation into the program. Students who complete their master's degree in the Education, Development and Community Engagement program at Penn State and then are admitted to the Ph.D. program must comply with the handbook that is in effect in the semester in which they begin their Ph.D. program.

Major Advisor and Graduate Committee

Advisor

An incoming graduate student is assigned to an academic advisor, usually by Director of Graduate Studies, who consults with the new student to identify deficiencies, design a proposed program of study, and provide assistance in initial scheduling of courses. The advisor also may assist the student in the selection of a permanent academic advisor. Incoming students may already have relationships with a faculty member and are then assigned to them as appropriate (having been recruited by a faculty member, being funded by a faculty member).

Academic Advisor and Graduate Committee

The academic advisor serves as chairperson of the student's master's or Ph.D. committee. It is the responsibility of the graduate committee to assist the student in planning a course of study consistent with his/her interests and with departmental and Graduate School policy, supervise research required for the degree, and administer examinations. It is ultimately the responsibility of the student to ensure that all the requirements for his/her degree have been met.

Students will give careful consideration to the formation of their graduate committee. This is a vital relationship that is based on respect and joint contributions to scholarly excellence. The decision of a faculty member to join a committee is one of commitment. Students are expected to form a committee and then not to alter this committee unless absolutely necessary. Frequent changing of committee members will be viewed as a lack of progress and detrimental to the student's opportunities.

Any student who fails to obtain an academic advisor by the end of their first year could be considered making insufficient progress toward completion of degree. Students are permitted to switch academic advisors at any time during their graduate program in consultation with the current and new advisor. Again, this decision should be made wisely, particularly in the case where a student has been recruited or funded by their current advisor.

Master's Committee

The committee of each master's candidate consists of at least three faculty members, the chairperson of which must be a member of the Graduate Faculty in Education, Development and Community Engagement. More than half of the committee members (e.g., at least 2 out of 3 committee members) must be Graduate Faculty members in Education, Development and Community Engagement. Students participating in dual-title programs must also ensure that the composition of their committee conforms to requirements of their dual-title program.

Doctoral Committee

A doctoral committee consists of four or more faculty members, all of whom must be active members of the Graduate Faculty as recognized by the Graduate School. More than half of the committee (i.e., 3 out of the 4 or 5 committee members) must be members of the Education, Development and Community Engagement Graduate Faculty (A list of Education, Development and Community Engagement Graduate Faculty can be found at: <https://secure.gradsch.psu.edu/gpms/>). Doctoral committees are formally appointed by the Graduate School at the time of the qualifying examination and reviewed annually by the Director of Graduate Studies.

Committee Composition:

Dissertation Committee Chair (and Co-Chair, if applicable): Must be a member of the Education, Development and Community Engagement Graduate Faculty and aligned with the student's chosen area of concentration. The graduate student is responsible for arranging and conducting all Committee meetings, ensuring all Education, Development and Community Engagement Graduate Program, Graduate Council, and Graduate School standards and requirements are met, and any conditions set by the Committee are fulfilled. For students pursuing a dual-title degree, either the Committee Chair or Co-Chair must be a Graduate Faculty member of the dual-title program.

Outside Field Member: At least one regular member of the doctoral committee must represent a field outside the student's major field of study to provide a broader range of disciplinary perspectives and expertise within the committee.

Outside Unit Member: The primary appointment of at least one regular member of the doctoral committee must be from an administrative unit outside the Department of Agricultural Economics, Sociology, & Education, and not a member of the Education, Development and Community Engagement Graduate Faculty, to avoid potential conflicts of interest. In the case of co-chairs, the Outside Unit Member must be from outside the administrative home(s) of both co-advisors.

Minor Program Member (if applicable): Students pursuing a graduate minor must include at least one Minor Program Member on their Dissertation Committee. The Minor Program Member must be a member of the Graduate Faculty and a member of that minor graduate program. Minor Program members are responsible for providing the student and the Dissertation Committee with information, advice, and perspective on student progress in fulfilling the graduate minor requirements in the graduate program they represent.

Special Members (if applicable): Dissertation Committees may include Special Members who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student's research area. Special Members do not have to be affiliated with Penn State.

Students should work with their advisor to identify faculty members to meet these requirements and to support their chosen areas of concentration (described below).

Requirements for the Master's Degree in Education, Development and Community Engagement

Master's candidates in Education, Development and Community Engagement are expected to develop foundational understandings of Education, Development and Community Engagement, research methods and statistics, and a general awareness of basic substantive, theoretical and methodological issues of topics relevant to Education, Development and Community Engagement (such as education, Extension, youth and community development, or international development).

Per the Graduate School requirements for a master's degree, including acceptance of the culminating experience must be met within eight years of admission to degree status

(<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-632-time-limitation-research-masters>).

Master's in Education, Development and Community Engagement

This program is intended to meet the needs of persons currently employed or desiring employment in Education, Development and Community Engagement (EDCE) focusing on community development and engagement, program design and delivery, and/or agricultural education.

In addition to an academic advisor, students work with two other members of the graduate faculty, one of whom is external to the AESE department, to refine professional goals, develop the program of study, and complete the thesis and publication requirements for the degree.

Admission Requirements

Graduate School Requirements

Baccalaureate degree from an accredited institution as specified by Graduate School guidelines.

Coursework (undergraduate) completed in area(s) accepted by the EDCE faculty.

Communication Competence. Students are required to demonstrate high-level competence in the use of the English language, including reading, writing, listening, and speaking. Proficiency is required at the time of admission or must be achieved before graduation.

Degree Completion Requirements

Awarding of the master's degree requires that students comply with Graduate School requirements and deadlines, as indicated in the *Graduate Degree Programs Bulletin* and in the EDCE's *Graduate Student Handbook*. Students should be familiar with these materials and be aware of updated announcements provided by the Graduate School <https://gradschool.psu.edu/>.

Degree Requirements

In addition to completing the departmental publication requirement (see page 12), specific Master of Science degree requirements include the following.

Time Frame. A maximum of **eight years**, starting with the semester of admission, is permitted for completion of the degree. Full time students are expected to complete the program in 4 semesters.

Credits Required. A minimum of 30 graduate credits earned with a grade point average (GPA) of 3.0 or higher within eight years is required; 20 of these credits must be earned in residence. At least 18 credits in the 500 and 600 series, combined, must be included in the program and at least 6 credits in thesis research (600 or 610) must be included in the program.

Composition of Coursework. Requirements for the 30-credit master's degree include:

1. EDCE 501 - Foundations of EDCE, 3 credits.
2. EDCE 590 - Colloquium, 1 credit. Graduate students are expected to attend all program colloquia.
3. At least one, three-credit course from each core area: educational processes; leadership development; program development and evaluation; research. Courses, totaling 15 credits, may be either 400 or 500 level. See page 24 for listing of EDCE courses by core area.
 - 3 additional research credits beyond course taken to meet core research requirements; courses are to be selected from among the following EDCE 520, EDCE 521, EDCE 509.
 - 6 credits EDCE 600
 - 24 of the 30 credits must be at the 500 or 600 level.

Substitutions for any of these courses require prior consultation with and approval by the Director of Graduate Studies.

Master's students devise a plan of study in close consultation with their advisor, both to ensure they meet the above requirements and to craft a tailored curriculum that addresses the student's academic background and interests and advances their career goals. A minor is possible but not required.

Writing/Defending the Thesis. The Master of Science degree program requires that a thesis be written and defended before the student's graduate committee. The defense is open to the public and is to be announced by the coordinator of graduate studies as approved by the academic advisor/committee chair. The thesis must be approved by the student's graduate committee and forwarded to the Graduate

School. A copy of the bound thesis is placed on file with the Department/EDCE program in room 101 Ferguson Building. These are also available digitally through the PSU Library system. The most recent *Thesis and Dissertation Guide* can be accessed at <https://gradschool.psu.edu/academics/theses-and-dissertations>.

Master's students will have a final oral examination of their thesis that is administered by their advisory committee. The thesis should reflect original research in the field of Education, Development and Community Engagement. Under the guidance of the advisor, a written draft of the complete thesis will be submitted to the committee no less than two weeks in advance of the exam. Students will notify the DGS and Graduate school of their planned thesis defense date no less than one month before the exam. The Master's thesis exam is generally preceded by a brief (20-30 minute) presentation on the thesis research that is open to all members of the department and public.

To ensure the highest quality theses within the Education, Development, and Community Engagement graduate program, the thesis committee chair, committee members, and advisee must complete the *EDCE Graduate Student Thesis/Dissertation Assessment Tool* (see appendix) prior to or during the master's final oral examination. **A completed copy of this tool must be submitted to the Director of Graduate Studies before end of the degree program for inclusion in the student's records and to document student's progress towards the EDCE Program Learning Objectives (PLOs).**

Master's Student Academic Progress Check. To ensure the success of master's students in the Education, Development, and Community Engagement program, EDCE faculty have collaboratively developed the EDCE Graduate Student Academic Progress Check Tool (see appendix). This is intended to be a collaborative document between the thesis committee chair (i.e., student advisor), committee, and advisee to document the student's progress. This assessment tool is designed to be completed annually by the thesis committee chair and advisee, beginning in the student's first year of the EDCE program and continuing until graduation. **A completed copy of this tool must be submitted to the Director of Graduate Studies at the end of each year (i.e., end of spring semester) for inclusion in the student's records and to document the student's progress toward the EDCE PLOs. This tool is designed to facilitate regular progress checks and identify areas for improvement.**

Professional Development. Graduate students are expected to take advantage of the many opportunities for professional experience in addition to coursework. See page 25 for an example of a professional development plan.

It is expected that master's students on a half-time time assistantship will complete the degree in 4 semesters, not including summers. All requirements for a master's degree (including successful defense of the thesis) must be met within eight years of admission to the program.

Additional information about the Master's Degree requirements can be found at <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-631-degree-requirements-research-masters>.

Requirements for the Doctoral Degree in Education, Development and Community Engagement

The principal aim of the doctoral program in Education, Development and Community Engagement is to develop the advanced sociological/educational research and analytical capacities necessary for understanding and addressing the problems, structures, and processes affecting the well-being of people and places and the sustainability of communities and landscapes in domestic and international contexts. To this end, the student selects relevant Education, Development and Community

Engagement courses as well as courses in complementary academic fields, with guidance from their advisor and other members of his or her Ph.D. advisory committee. Per the Graduate School, a doctoral student is required to complete the program, including acceptance of the doctoral culminating project or the passing of the final performance, within eight years after the date of successful completion of the qualifying examination (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-610-time-limitation-research-doctorate>). Full time students are expected to complete their program in 6 semesters (excluding summer).

The program is intended to meet the needs of persons currently employed or desiring employment in community-based organizations, extension and outreach programming, youth and family programming, agricultural education, state-level administration, local-level administration/supervision, private industry, extension, NGOs, and international education.

The Ph.D. is an academic research degree, conferred in recognition of high attainment and productive scholarship in a special field of learning as evidenced by (1) satisfactory completion of a prescribed period of study and investigation, (2) preparation and formal acceptance of a dissertation involving independent research, and (3) successfully passing of qualifying, comprehensive, and final oral examinations.

Admission Requirements

In addition to program requirements, students must meet the general Graduate School admission requirements found in the *Graduate Degree Programs Bulletin*.

Program Admission Requirements

Essay of Introduction and Resume. Applicants must submit a two-page essay of introduction in which they discuss their professional experiences and education and delineate their career goals. A current resume is also required. This essay should explicitly indicating areas of interest, reasons for desiring to pursue a graduate degree in our program, faculty they might work with, how they will contribute to the department (serving on committees, publishing, presenting research, etc.), and how they plan to contribute to our discipline. In the essay of introduction, applicants should address:

- Why are they applying for admission to this graduate program and why they are now ready for this intellectual challenge?
- Relevant educational and work experiences and their link to pursuing a graduate degree.
- How your future career goals relate to your proposed graduate program?
- What core area within the EDCE graduate program is of interest and why?
- Areas of research and scholarship you expect to pursue as part of your graduate education.
- How you plan to pursue an academically rigorous graduate program, participate in graduate student activities, and become involved in the profession while a student.
- How you plan to fulfill the Penn State University residency requirement following candidacy.
- What you want to do immediately following graduation from this program, in five years, and ten years.

Grade Point Average and GRE. Applicants should have a minimum graduate GPA of 3.00 on a 4.00 scale. GRE scores are required.

Official Transcripts. Provide official transcripts as evidence of a baccalaureate/master's degrees as specified by Graduate School guidelines. Also, submit official transcripts of any graduate credits. Applicants must provide evidence of either a baccalaureate or a master's degree in technical agriculture or related area. If a degree is in progress and admission is offered, you will be required to provide official transcripts for review by the Graduate School.

References. Have three individuals complete the online reference form on your behalf. This form can be accessed through the Graduate School application portal (<https://gradschool.psu.edu/graduate-admissions/how-to-apply/>).

Credits. A PhD in EDCE requires the completion of 78 credits, up to 30 of those credits can be transferred from a master's degree with approval of a student's committee and Director of Graduate Studies.

EDCE 590 Requirement

If an entering Ph.D. student has not completed their master's degree in Education, Development and Community Engagement at Penn State, he or she is also expected to complete two semesters of EDCE 590. They should plan to take this one credit colloquium in the fall semester of their first year of their program and a second time at the end of their second or third year.

Waivers and Substitutions

The substitution of courses is strongly discouraged. Students should discuss substitutions for any course and credit requirements with his/her adviser. Requests for waivers/substitutions require prior consultation with and approval by the Director of Graduate Studies.

Registration and Enrollment Requirements

Ph.D. students who have completed the comprehensive exam must enroll in EDCE 601 (dissertation research credits).

Qualifying examination

The primary purpose of the Qualifying Examination is to provide an early assessment of whether the student has the potential to develop the knowledge, skills, and attributes the Education, Development, and Community Engagement program has defined in its formal Learning Objectives, including evidence of critical thinking skills, necessary for a successful researcher in the disciplinary field. The Qualifying Examination is conducted early in a student's program to ensure that the considerable investment of time, resources, and effort required by the student has a high likelihood of leading to completion of the Ph.D. Additionally, the Qualifying Examination may assess if the student is well grounded in the fundamental knowledge of the discipline.

An oral qualifying examination (or agreed by student's committee as written or written and oral) must be taken by all students intending to earn the Ph.D. The examination is administered by the candidate's doctoral committee at the end of the first year of the student's doctoral program, and after completion of at least 18 graduate (400- or 500-level) credits. Prior to exam, the student should have a grade-point average of 3.00 or greater, have no incomplete or deferred grades, and be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester (excluding summer session) in which the qualifying examination is taken.

It is expected that the exam coincides with the student's first formal graduate committee meeting where at least four committee members are present. A plan of study is developed by the student with

the help of his/her committee in advance of the qualifying examination, and is generally approved, perhaps with revision, during that meeting.

Also plans for dissertation/theses research, degree completion timelines, academic progress/performance to date, examples of written work, and other logistics are presented by the student. As a result of the above and a review of the student's scholarly performance to date, the committee will decide if the student should move forward in their program.

If the student is admitted to an approved dual-title graduate degree program, the dual-title field must be integrated into the qualifying examination of the student's major program (i.e., a single qualifying examination is administered, which incorporates both the graduate major field and the dual-title field).

Formal paperwork with signatures from faculty attending the exam must be submitted to the Graduate Program Coordinator no later than 24 hours after conclusion of the qualifying examination. No student may advance to the comprehensive examination without this formal record of having taken and passed the qualifying examination (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-606-comp-exam-temp>). Please review Graduate School policy on qualifying examination for further details (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-604-qualifying-exam>)

Comprehensive Examination

Each Ph.D. candidate must pass a comprehensive (combined written and oral) examination in Education, Development and Community Engagement, research methods and statistics, and at least two chosen areas of specialization. The examination is intended to evaluate the candidate's mastery of the major field and whether the candidate is prepared to embark upon his/her culminating dissertation. Doctoral candidates must have satisfied the English competence and any program-specific communication and foreign language requirement before scheduling the comprehensive examination. When a period of more than six years has elapsed between the passing of the comprehensive examination and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination or final performance will be scheduled. The student's graduate committee administers the comprehensive exam, which is normally taken at the end of the second year (or 36 credits completed) after the candidate's coursework has been completed.

The exam traditionally takes the form of 8-12 questions (2-3 questions from each committee member) that are answered independently at home over an 8–10-day period or as per the timeline agreed by the student and graduate committee. Responses to each question are expected to be approximately 16-20 pages.

The student is required to notify the Graduate Program Coordinator of the Comprehensive Exam date and time no less than four weeks prior to the intended oral exam date. The paperwork must be filed and submitted to the Graduate School, as a two-week notice is required by the Office of Graduate Enrollment Services to schedule the comprehensive examination. The comprehensive examination, and the doctoral committee appointment form, must have already been filed with the Graduate School prior to scheduling the comprehensive exam. Please review Graduate School policy on comprehensive examination for further details (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-606-comp-exam-temp>).

Dissertation Format and Quality

The doctoral dissertation represents a significant contribution to scholarship and advancement of knowledge. As such, it should demonstrate the Ph.D. candidate's ability to design and conduct rigorous EDCE research on an important theoretical or substantive issue, to select and effectively apply appropriate social science research methods, and to contribute to relevant academic and policy or practice debates. The dissertation must also demonstrate the candidate's ability to communicate in writing and orally in a manner that is accurate, precise, concise, and well-substantiated. To ensure the highest quality dissertations within the Education, Development, and Community Engagement graduate program, the dissertation committee chair, committee members, and advisee must complete the *EDCE Graduate Student Thesis/Dissertation Assessment Tool* (see appendix) prior to or during the doctoral defense. **A completed copy of this tool must be submitted to the Director of Graduate Studies before end of the degree program for inclusion in the student's records and to document student's progress towards the EDCE Program Learning Objectives (PLOs).**

Final Oral Examination

Paperwork is filed for the Final Oral Exam (dissertation defense) in the same manner as for the Comprehensive Exam – **at least four weeks prior to the oral exam date.** In practice, Ph.D. students should anticipate scheduling their dissertation defense well in advance of the intended date to ensure the availability of all members of the committee. Students are advised to check carefully regarding university deadlines for completion of the defense and submission of the final draft in making their plans, especially if they wish to receive their degrees by a particular date. The exam is administered by the student's doctoral committee. The student's presentation of the dissertation research is generally open to the public, with the actual exam conducted privately by the committee after the presentation. Students will notify the DGS and Graduate school of their planned thesis defense date no less than one month before the exam.

All PhD candidates and their advisor will be required to submit a final draft of the dissertation to the Director of Graduate Studies, no less than four weeks before their dissertation defense. If, upon a cursory review by the DGS, the dissertation does not appear to meet a minimal level of quality, rigor and scholarly excellence, the dissertation will be forwarded to the EDCE Graduate Committee for a more detailed review. Feedback will then be provided to the PhD candidate and their advisor.

The scholarly work of the dissertation reflects both the student and the advisor. The advisor is ultimately responsible for the work moving forward and the PhD being awarded. They will therefore work with the EDCE Graduate Committee and DGS to ensure that an acceptable dissertation is presented for the defense, and ultimately submission to the Graduate School. Without this process, the DGS will not sign off on the dissertation and will not recommend to the Graduate School that the degree be awarded.

Doctoral Student's Academic Progress Check. To ensure the success of doctoral students in the Education, Development, and Community Engagement program, EDCE faculty have collaboratively developed the *EDCE Graduate Student Academic Progress Check Tool* (see appendix). This is intended to be a collaborative document between the dissertation committee chair (i.e., student advisor), committee, and advisee to document the student's progress. This assessment tool is designed to be completed annually by the doctoral committee chair and advisee, beginning in the student's first year of the EDCE program and continuing until graduation. **A completed copy of this tool must be submitted to the Director of Graduate Studies at the end of each year (i.e., end of spring semester) for inclusion in the student's records and to document the student's progress toward**

the EDCE PLOs. This tool is designed to facilitate regular progress checks and identify areas for improvement.

Time limits

A doctoral student is required to complete the program, including acceptance of the doctoral dissertation, within **eight** years after the date of successful completion of the qualifying examination. It is expected that PhD students on a half-time time assistantship will complete the degree in three years.

Membership in Main Professional Associations for EDCE

To establish themselves as independent scholars, all graduate students are expected to become a member of at least one professional association linked to their professional and research interests. While AESE/EDCE cannot pay your professional membership fee, all association have a discounted student membership rate. Also, many will bundle membership in with their annual meeting conference registration fee. Penn State most often will not pay such registration fees. Regardless, membership in a professional association is an important investment in your professional career. Students should work with their advisor to ensure membership, involvement, and participation in their professional associations. Other secondary associations are listed in appendix of this document.

The following are the primary associations for each area of specialization:

Community Development and Engagement

Community Development Society. (<https://cdsociety.org>)

National Association of Community Development Extension Professionals (<https://www.nacdep.net>)

International Association for Society & Natural Resources (IASNR) (<https://www5.iasnr.org/>)

Program Design, Delivery and Evaluation

Association for International Agricultural and Extension Education (AIAEE) (<https://www.aiaee.org/>)

American Evaluation Association (<https://www.eval.org>)

Global Implementation Society (<https://globalimplementation.org>)

Agricultural Education:

American Association for Agricultural Education (AAAE) (<http://aaaeonline.org/>)

North American Colleges and Teachers of Agriculture (NACTA) (<https://www.nactateachers.org/>)

Publication and Professional Presentation Requirements

It is **required** that **all** graduate students, master and doctoral, present and publish their work in professional scholarly settings. The manuscript and proof of submission should be turned into the Director of Graduate Studies and Graduate Staff Assistant to be placed in the student's file.

Publication Requirements

All PhD students must write and submit at least **3** articles for peer-reviewed journal publication. All master's students must write and submit at least **1** article for peer-reviewed journal publication. The articles will be reviewed and approved by the student's graduate advisor. Articles for publication can be based upon (1) their thesis/dissertation or professional paper or (2) their assistantship responsibilities as determined by the academic advisor and assistantship supervisor **prior** to the granting of a degree. One of these articles should be co-authored with their advisor (preferably the first article). This allows the advisor to mentor students in the publication process. If co-authored with a faculty member, the student's name will

appear as the lead author. We also strongly encourage groups of graduate students to collaborate on joint publications. Academic credit may be granted for the development of an acceptable article or paper.

Presentation Requirements

All PhD students are required to present at professional meetings at least **6** times during their academic program. All Master's students are required to present at professional meetings at least **4** times during their academic program. The presentations may be a mixture of papers and posters and can be based on their assistantship work/research or a theoretical or policy perspective of an area of interest. The presentations should be given at a mixture of on-campus conferences (annual Gamma Sigma Delta and Graduate School Research Expositions), annual meetings of professional organizations relevant to the student's program and advisor, and other venues where large numbers of professionals gather periodically.

Registration Requirements

Master's Candidates do not have to be registered the semester in which they graduate. The Department will send a letter to the Graduate School when all requirements are met.

Ph.D. Candidates must have continuous registration from passing the comprehensive exam through graduation. However, if they have defended before the graduation semester starts, but after submission deadline for the current semester, they do not have to register for the graduation semester; e.g., complete defense by mid-August, which is too late for Summer graduation but before Fall semester begins, the student would not have to register for Fall even though that is when they would officially graduate. Students do not need to register for summer semesters, unless the student will officially graduate at the end of the summer semester (August).

Thesis and Dissertation Guidelines

Master's theses and Ph.D. dissertations must conform to the regulations of the Graduate School as given in the Theses and Dissertation Handbook which can be found here:

<https://gradschool.psu.edu/academics/theses-and-dissertations>

When the master's thesis or the Ph.D. dissertation is completed to the satisfaction of the appropriate committee and the final oral examination has been passed, the members of the candidate's committee are to sign the appropriate signatory page. After the foregoing are completed, the thesis/dissertation is to be submitted to the Director of Graduate Studies for signature. The DGS will review the thesis/dissertation before affixing his/her signature. Each candidate is responsible for determining the time the DGS wishes for review far enough in advance of the submission deadline of the Graduate School that the review can be accomplished without undue time pressure.

A copy of each thesis written within the Department is maintained within the Department. Each student is encouraged to give the Department a bound copy of their thesis for our library.

Deferred Grades

The Graduate School has enacted a strict rule on deferred grades: "The period during which a grade may be deferred shall not extend beyond ten weeks following the end date of the course (as it appears in the schedule of courses). A deferred grade that is not changed to a quality grade by the instructor before the end of this period automatically becomes an F." A deferred grade that is automatically converted to an F can only be changed with approval of the Graduate School. See

<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-400/gcac-401-grading-system/>

Please also be aware that, per Graduate School policy, students may not take the qualifying examination or the comprehensive examination if there are any deferred grades (DF) on his/her transcript. In general, requesting a deferred grade is strongly discouraged.

English Language Competency

There is no language or communications requirement for the master's or doctoral programs in Education, Development and Community Engagement program beyond the Graduate School's requirement of competency in English (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-605-english-competence-research-doctorate>). The ability to effectively and competently read, write, and speak the English language is critical for success in Education, Development and Community Engagement at The Pennsylvania State University. Coursework in our program involves extensive reading on topics that span the range from the philosophical to the technical, and the ongoing need to use English to express information and ideas in both verbal discussions and written assignments. Both domestic and international students' English language competency should include the following criteria:

- Students must be capable of reading and comprehending sociological material written for advanced undergraduate audiences.
- Students must be able to compose clear and understandable English, with a minimum of blatant grammatical, spelling and punctuation errors.
- Students must be able to speak English clearly and correctly, both extemporaneously and in formal presentations.

Deficiencies will be discussed and addressed as part of the plan of study approved by the student's advisor and committee at the qualifying examination. Deficiencies must be addressed prior to the comprehensive examination. Passage of the minimal TOEFL or IELTS, required for admission, does not demonstrate the level of competence expected of a doctoral degree candidate and for conferral of a doctorate from Penn State.

Dual Degree Programs

There are currently three dual-degree options offered through EDCE, Comparative International Education (CIED), International Agriculture and Development (INTAD), and The Transdisciplinary Research on Environment and Society (TREES).

Enrolling in Dual-Degree Options

To ensure that students are best prepared to take on the additional coursework and financial burden, students will not be allowed to join any dual degree program prior to the beginning of their second semester. As all dual-degree programs tend to add at least 1-2 additional semesters of coursework, students interested in the dual degree program are required to identify this during their first semester of studies then: 1) identify and obtain funding commitments for their additional semesters of coursework (from their faculty advisor); 2) receive approval from their graduate committee (Chair and internal EDCE members), and 3) present a clear plan for degree completion (detailed plan for courses they will be taking to complete their degree and research in a timely manner) to the Director of Graduate Studies. This should include the academic plans to meet the EDCE degree requirements and the academic plan of separate courses to meet the dual-degree requirements. The Director of Graduate Studies will then confirm these details with the student's committee chair and approve the enrollment into a dual degree

program to begin in their second semester. Students must apply for the CIED, INTAD, or TREES program prior to completing the Qualifying Exam (usually at the end of year 1 or 18 credits).

Course and Credit Requirements for Dual-Degrees

The dual-degree program is an additional degree beyond an existing master's or PhD in EDCE. In keeping with the spirit of such programs, Department policy therefore requires students pursuing dual-degree option to complete an *additional* 12 credits for the master's degree and 15-18 credits for the PhD, depending on the dual-degree program, in order to receive the dual-title. These credits are beyond the minimum required for the EDCE degree. In short, courses are not allowed to double count toward a dual degree and each degree must have its own independent coursework. This is also true for graduate minors. Students who complete a dual-degree program at the master's level can enroll in the same PhD dual-degree but are required to take 15-18 credits of new original coursework.

The degree requirements, regulations, and processes of your primary degree (EDCE) take precedence over these secondary, dual-title degrees. Further details for each title are provided below.

Comparative and International Education (CIED)

Qualifying Examination -- Means of Establishing Proficiency

Before the end of their second semester, students seeking a dual-title degree in the CIED program must invite a CIED faculty member from their major program to participate in and sign off on their qualifying exam. By the end of the fourth semester, the students pursuing a dual title degree must take the Qualifying Examination. There will be one qualifying examination administered by the student's major program, and the CIED faculty will be responsible for assuring that candidates have established proficiency in CIED during that examination.

Comprehensive Examination

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

Final Oral Examination

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

Further information about the program's requirements and opportunities can be found here:

<https://ed.psu.edu/academics/departments/department-education-policy-studies/comparative-and-international-education>

International Agriculture and Development (INTAD)

Candidacy Examination

Candidacy procedures will be based on the procedures of the primary department and will have an international dimension.

Committee Composition

Doctoral committees must include a minimum of four faculty members; i.e. a chair plus at least three additional members with at least one member representing the INTAD Program faculty. If the chair is not an INTAD Program faculty member, the INTAD representative must be the co-chair of the committee.

Comprehensive Examination

Students must complete a comprehensive examination that follows their primary program guidelines and reflects both their primary program and the dual-title degree curriculum. A separate comprehensive examination is not required by the INTAD program, but the INTAD representative on the student's doctoral committee must have input into the development of and participate in the evaluation of the comprehensive evaluation.

Dissertation & Defense

Doctoral students enrolled in the dual-title degree program are required to write and orally defend a dissertation on a topic that reflects their original research in both their primary program and the INTAD dual-title program. The dissertation should contribute to the body of knowledge in international agriculture and development. In order to satisfy the INTAD dissertation requirement students may: 1) conduct all or part of their research in an international location, 2) conduct an analysis of a subject in an international context, 3) conduct an analysis of secondary data of international origin or 4) incorporate another international dimension by approval of the INTAD committee member.

Further information about the program's requirements and opportunities can be found here:
<http://agsci.psu.edu/international/graduatestudents/intad>

The Transdisciplinary Research on Environment and Society (TREES)

Admission

To qualify for the TREES dual-title intercollege degree, students must satisfy the requirements of the Education, Development, and Community Engagement (EDCE) major, including the communication/foreign language requirements, if any. In addition, they must satisfy the minimum requirements in the TREES dual-title intercollege program described [here](#). Final course selection, including which courses will satisfy both the graduate major program and dual-title program requirements, is determined by the students with approval by their dual-title program advisers and their major program advisers. All dual-title intercollege degree candidates should enroll in TREES 590 in their first semester.

A student in TREES must complete 15 credits of TREES course work beyond the bachelor's degree in addition to curricular requirements for the master's or doctoral degree in EDCE.

Qualifying Examination

Doctoral students must be admitted into the dual-title graduate degree program no later than the end of the fourth semester (not counting summer semesters) of entry into the graduate major program. In consultation with the TREES dual-title program, the graduate major program will determine the timing and format of the Qualifying Examination for dual-title TREES students from the three available options: a single qualifying examination that covers both the major and the dual-title, separate qualifying examinations for the major field and the dual-title field, or a qualifying examination in just the major field. This will be stated in the graduate major program's Graduate Bulletin listing for the dual-title adoption.

Committee Composition

In accordance with Graduate Council policy, the Ph.D. committee must include at least one Graduate Faculty member from TREES. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role. If the chair of the Ph.D. committee is not also a member of the Graduate Faculty in TREES, the member of the committee representing TREES must be appointed as co-chair. The TREES representative on the student's Ph.D. committee will develop questions for and participate in the evaluation of the comprehensive examination.

Dissertation & Defense

All Ph.D. students will be required to complete, present, and defend a dissertation that incorporates a topic related to both their graduate major program and TREES. Candidates for the dual-title Ph.D. degree in TREES will be required to pass a final oral examination (the dissertation defense) covering their graduate major program field and TREES. To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the Ph.D. committee, the Director of Graduate Studies, and the Graduate School.

Further information about the program's requirements and opportunities can be found here: <https://bulletins.psu.edu/graduate/programs/majors/transdisciplinary-research-environment-society/#text>

Termination of Graduate Study

A graduate student will not be permitted to continue in the Education, Development and Community Engagement program for violation of academic or professional standards or for violation of University, Graduate School, Departmental, or Graduate program policies.

Annual Review of Student Progress and Performance

The Director of Graduate Studies, working with the student's academic advisor, will request students complete Activity Reports annually. These reports will be used to assess adequate progress, performance of assistantship duties, and involvement in professional activities among all students. The Education, Development and Community Engagement Graduate Faculty will review these reports and provide feedback about each student's progress. In addition, advisors and committee members may identify students not making adequate progress and report these concerns to the Director of Graduate Studies for consideration.

Termination for Inadequate Academic Performance

Students may be terminated from the program for lack of academic progress, inadequate scholarly performance, or failure of examinations, each outlined below.

Lack of Academic Progress

Lack of academic progress for a graduate student in Education, Development and Community Engagement is indicated if he/she:

- Has not identified an advisor within the first year of the program;
- For master's students:
 - has not completed required coursework within 6 semesters of matriculation into the MS program;
 - has not successfully passed the thesis defense within 8 semesters of matriculation into the MS program;
 - has not met the publishing, presentation, or other such requirements.

- For PhD students:
 - has not completed the qualifying examination within 3 semesters of matriculation into the PhD program;
 - has not completed required coursework within 6 semesters (excluding summer) of matriculation into the PhD program;
 - has not successfully passed the comprehensive exam within 6 semesters (excluding summer) of matriculation into the PhD program;
 - has not successfully passed the dissertation defense within 10 semesters (excluding summer) of matriculation into the PhD program;
 - has not met the publishing, presentation, or other such requirements.

Inadequate Scholarly Performance:

A student who has a cumulative grade point average less than 3.0, or receives any grade of D or F, at any time during their course of study, will enter a probationary status for the following semester. Students who fail to achieve a cumulative GPA of 3.0 at the end of the probationary semester will be terminated from the program. A student receiving a D or F in a course that is required for the completion of the degree must retake the course, or a course deemed an acceptable substitute by the student's graduate committee and the Director of Graduate Studies, and receive a grade of B or higher. Failure to do so is considered lack of progress toward the degree.

Failure of Examinations:

An overall failure is registered in the qualifying exam, thesis, comprehensive examination, or final oral examination by the student's committee will result in termination from the program.

In the case of a failure of any of these examinations the student's graduate committee is presented with several options:

- The immediate termination of the student from the graduate program.
- A committee can choose to allow the student to retake the examination. Committees are instructed to carefully consider offering a retake of the exam. In this setting, a student will receive an entirely new set of exam question and be allowed the traditional time period for completion (8-10 days). The exam must be retaken within two months of the failure.
- If retaking the examination after a failure is permitted by the committee, students are allowed only a second attempt. Should they fail the second exam, no additional retakes will be allowed, and the student will be dismissed from the program immediately.
- Students who have failed the final attempt will be dismissed from the program and will not be allowed to change to an alternate EDCE degree.

Violation of Professional Ethics or University Policy

A student may be terminated from the program if he/she violates Graduate School policies related to professional ethics, academic integrity, or inappropriate conduct (<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-801-conduct/>). Concerns about violations of professional ethics will be brought to the Director of Graduate Studies. He/she will consult with the Department Head, document the complaint, and investigate further to assess the severity and the circumstances of the concern. If the concerns are substantiated, the DGS, in consultation with the Department Head and the University's Code of Conduct Office (<https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>), will seek appropriate levels of response, which may include verbal warnings, written warnings, suspension from the program, and, if the violation is egregious, repeated, or affects the safety of other students, termination.

Termination Procedures and Limits

Students in danger of termination for lack of academic progress (described above) will be notified by the Director of Graduate Studies. Students will then enter a probationary status for one semester. The DGS, in consultation with the advisor and Department Head, will develop a formal letter including a timeline for completion of requirements. Failure to meet these requirements by the timelines specified in the letter will result in termination from the program. Students who are being terminated from the program will be notified via formal letter from the Department Head.

Students may enter probationary status for only one semester in total during the duration of their graduate program. Students who fall into probationary status for a second semester during any point in their graduate program will be terminated from the program.

Additional information about the procedures for termination can be found on the Graduate School page (<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>).

Appeals Process

Students wanting to appeal a termination may do so by following the Penn State Graduate School policy related to appeals of termination: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>. When it is determined that a student is to be terminated, the student will be given written notice. The student will be advised in general terms the reason(s) for termination.

Assistantships

Many graduate students hold research or teaching assistantships, and occasionally graduate students receive other forms of financial support from the Department. Graduate students receiving financial aid from outside the Department are included under the stated rules unless specified in the terms of their appointments.

Normally, a student with a half-time assistantship is expected to schedule 9-12 credits per semester. A student with a quarter-time assistantship may schedule 9-14 credits, and with a three-quarter-time assistantship, 6-8 credits may be scheduled. Only with prior approval from the student's advisor, the Department Head, and the Graduate School may the course load be increased or decreased beyond these ranges for a specific semester. Over a series of semesters, the student's total credit load should conform to the general guidelines outlined above. For additional information, see the Graduate School page: <https://gradschool.psu.edu/graduate-funding/>. NOTE: Audited courses do not count toward assistantship credit levels.

Graduate assistantship stipends comprise an important portion of funds for research/teaching and provide the opportunity for students to work with faculty members and be exposed to various aspects of an academic program. Graduate students receiving departmental support are expected to actively engage in departmental research, teaching, and perform services related to resident education or extension programs, depending on the nature of funding. The student will be expected to perform research and/or education duties in return for the assistantship stipend.

Departmental policy for all graduate assistantships relative to satisfying services required for payment of a stipend is as follows:

- All half-time assistants will be expected to be available for performing services related to research and/or resident education or extension for an average of 20 hours per week; 30 hours per week for students on a 3/4-time assistantship and 10 hours per week for students on a 1/4-time assistantship. This is an 18-week commitment for a student on assistantship in the fall semester; an 18-week commitment for a student on assistantship in the spring semester; and a 12-week commitment for a student being paid in the summer semester. A graduate assistant may accept concurrent employment outside the University only with permission from the Department Head and the Director of Graduate Studies.
- The faculty member for whom a graduate assistant works is the assistantship supervisor and may or may not be the same person as the academic advisor. The Director of Graduate Studies is responsible to the Department Head for the assignment of assistantship services.

Master's students on a 1/2-time assistantship are eligible for up to 4 semesters of support. A Ph.D. student on a 1/2-time assistantship will be eligible for up to 6 semesters of support. Students who complete both master's and Ph.D. in Education, Development and Community Engagement are eligible for up to 10 semesters of support. All assistantship allocations are awarded for a period of one year and renewed subject to the condition of adequate performance, progress, and availability of funds.

A student may request a one-semester extension of assistantship support through his or her advisor to the Director of Graduate Studies. The petition may be granted pending satisfactory progress toward the degree and availability of funds. Students are encouraged to seek funds from Penn State units and organizations external to Penn State to support their research or teaching activities. These funds are essential for providing support for students who need funds beyond the semester limits indicated above.

Graduate Student Presence in the Department

The above requirements relate to time allocation to assistantship duties and responsibilities. Beyond these commitments, students are expected to spend an equal or greater amount of time in the department, their department office space, and attending departmental activities. This allows for interaction with faculty, mentoring by senior graduate students, network building, and an enhanced learning environment.

Termination of Assistantship

Assistantships are awarded on a year-to-year basis. A student may lose an assistantship at any time due to unsatisfactory performance of research/teaching responsibilities and assigned duties, financial exigencies of the Department, or lack of academic progress (as outlined above). Graduate assistants and faculty are encouraged to discuss work expectations at the beginning of each semester, and review performance throughout the semester.

Students' performance in their assistantship duties will be assessed during the annual review process. The annual review document will include space to outline their performance of research responsibilities and assigned duties associated with their assistantship. The supervising faculty member also will complete a graduate assistant evaluation form for each graduate assistant.

Additional information about the procedure for termination of an assistantship can be found on the Graduate School page (<https://gradschool.psu.edu/graduate-funding/>).

Scholarship and Research Integrity (SARI)

All graduate students are expected to successfully complete the Scholarship and Research Integrity (SARI) program as a requirement for graduation. The SARI program is an opportunity to engage graduate students broadly in a dialog surrounding issues pertinent to research ethics.

The SARI program has two parts:

1. During the first year of enrollment, graduate students are required to complete the online Responsible Conduct of Research (RCR) training program provided by the Collaborative Institutional Training Initiative (CITI), available at <https://www.research.psu.edu/training/sari>. The online course consists of a series of modules. Each module contains text and case studies related to a particular topic followed by a quiz. Please note that it will take several hours (3-5 hours) to complete the entire course. Upon completion of the online program, send a copy of the certificate that you receive to the Graduate Program Coordinator.
2. Graduate students are also required to engage in an additional 5 hours of discussion based RCR education prior to degree completion. The Colloquium for first-semester graduate students, EDCE 590, provides 3 of the 5 hours. Topics include publication practices and responsible authorship; peer review of manuscripts and proposals; acquisition, management, sharing, and ownership of data; conducting scientific research; and mentor/trainee selection and responsibility. Attendance is **mandatory** at the EDCE 590 classes dedicated to SARI topics, and absentees will need to make arrangements for alternative discussion-oriented SARI training.

Additional workshops and events that count toward the SARI requirements are available at <https://www.research.psu.edu/education/sari/sari-events>. Students who attend these workshops need to work with the Graduate Program Coordinator to file the completion certification.

Students will be expected to complete the requirements in their first year. Very rarely we have students who start in the Spring semester; they will be expected to complete the on-line RCR training in the Spring and to have completed all requirements by the end of the subsequent Fall semester. Students are reminded that successful completion of the SARI program is mandatory for graduation.

Appendix A: Graduate Education Core Values, Practices, and Responsibilities

	Faculty Responsibilities	Graduate Student Responsibilities
<p>Climate Issues: Practices that contribute to a respectful, stimulating, supportive climate</p>	<ol style="list-style-type: none"> 1. Serve as a role model by demonstrating ethical, professional, and courteous behavior toward all students, staff, and faculty. 2. Be supportive, equitable, accessible, and respectful. 3. Promote an environment that is intellectually stimulating, collaborative, respectful, and collegial. 4. Recognize and respect the diversity within our community consistent with Penn State's overall commitment to diversity and inclusion. 5. Show sensitivity to the power imbalance in the faculty-student relationship. 6. Take into consideration a student's need to manage competing demands while maintaining timely progress towards their degree. 7. Meet with students to discuss topics such as climate, collegial relations, etc. should the need arise. 8. Refer students proactively to appropriate university resources to provide support (e.g., financial, physical/emotional health, career development). 	<ol style="list-style-type: none"> 1. Demonstrate ethical, professional, and courteous behavior toward other students, staff, and faculty. 2. Recognize and respect the diversity within our community consistent with Penn State's overall commitment to diversity and inclusion. 3. Be proactive about communicating needs, concerns, etc. with faculty and staff, understanding that communication is a two-way endeavor. 4. Take into consideration, in interactions with faculty and staff, competing constraints on their time. 5. Inform relevant faculty of potential and/or existing conflicts, and work toward their resolution. In the event that a solution cannot be reached, students should seek assistance from graduate program chairs, department heads, college administrators of graduate education, program or college ombudsperson (if applicable), or the Graduate School. 6. Participate in organization and department activities and engagement opportunities.
<p>Academic Issues Practices that promote students' academic success</p>	<ol style="list-style-type: none"> 3. Advise students on the selection of appropriate course work, thesis/dissertation committee and topic or capstone project, and completion of other benchmarks. 4. Set clear expectations and goals for students regarding their academic performance and progress toward degree completion. 5. Discuss policies and expectations for assistantship hours, responsibilities, and absences related to university closure, holidays, illness, etc. 6. Develop an appropriate schedule to meet with students to provide feedback on scholarly activities and progress. 7. Provide students with oversight, as appropriate, to the discipline in all relevant aspects of research, training and scholarship. 8. Guide and recommend training, study, and other resources to develop or enhance students' skills and competencies. 9. Devise effective ways of providing students with guidance and supervision during a prolonged absence should the need arise. 10. Provide and discuss clear criteria for authorship and acknowledgement of contributions at the beginning of all collaborative projects. 	<ol style="list-style-type: none"> 1. Recognize that while faculty and staff are there to assist and guide students, the student bears the primary responsibility for the successful completion of their degree. 2. Discuss expectations and goals regarding academic performance and progress toward degree completion with advisors, committees, and other relevant faculty members. 3. Maintain the highest ethical standards and academic integrity in all aspects of scholarship, teaching, research, and other responsibilities. 4. Be familiar with program and Graduate School policies governing graduate education and adhere to all program and Graduate School policies and deadlines. 5. Act proactively to improve research and scholarship skills (e.g., writing, presenting, teaching, etc.).

<p>Career Development Issues Practices that promote the career development of students</p>	<ol style="list-style-type: none"> 1. Encourage participation in professional meetings, associations, collaborations, and opportunities within and beyond the university. Assist students with identifying resources to fund such activities. 2. Provide career advice, offer help with interview and application preparation, and write letters of recommendation in a timely manner. 3. Ensure that students receive assistance with developing the skills needed for a successful career in their field/discipline, including oral and written communication, and grant preparation as appropriate. 4. Recognize that students will pursue a variety of careers, including those outside of academia and/or their discipline, and assist them in achieving their chosen career goals. 5. Schedule meetings to discuss topics such as professional development, career objectives, and opportunities, etc. 6. Align assigned responsibilities and activities with students' academic/professional career development as appropriate. 	<ol style="list-style-type: none"> 1. Take an active role in identifying and pursuing professional development opportunities. 2. Communicate with faculty members regarding career goals. 3. Seek mentoring and support/resources beyond faculty advisor (e.g., other faculty members, peers, and organizations).
---	--	--

Adapted from: <https://gradschool.psu.edu/faculty-staff/policies/recommended-practices-in-graduate-education>

EDCE Core Areas 400/500 EDCE Level Courses¹

Courses Required of All EDCE Graduate Students

EDCE 501 - Foundations of EDCE

EDCE 590 - Colloquium (Meets PSU SARI requirement)

Educational Processes

EDCE 515 - Engagement Through Outreach Scholarship in Higher Education

EDCE 524 - Change in Education, Development and Community Engagement

EDCE 530 - Teaching and Learning in Agricultural Science

AEE 400 - Global Agriculture Education

AEE 412 - Methods of Teaching Agriculture and Environmental Science

Leadership Development and Communications

AEE 440 - Communication Methods and Media

AEE 460 - Foundations in Leadership Development

AEE 465 - Leadership Practices: Power, Influences, and Impact

EDCE 505 - Leadership Development

EDCE 508 - Administration and Supervision of Education, Development and Community Engagement

EDCE 511 - Youth Leadership Development

EDCE 535 - Youth Civic Development

Program Development

AEE 413 - Program Planning and Instructional Development

EDCE 525 - Program Design and Delivery

EDCE 550 - Program Development and Evaluation in Youth, Families and Communities

EDCE 555 - Volunteer Program Management

EDCE 840 - Applied Youth Development

EDCE 845 - Intergenerational Programs and Practices

Research

EDCE 509 - Contemporary Research Issues in EDCE

EDCE 512 - Decolonial Methods for Interdisciplinary Research

EDCE 520 - Scientific Method in the Study of Education, Development and Community Engagement

EDCE 521 - Basic Applied Data Analysis in Education, Development and Community Engagement

Other Courses Outside of Core Areas

596 - Individual Studies

597 - Special Topics

434 - Agricultural and Environmental Development

495/595 - Internship

Note: A mix of 400 & 500 level courses meet core requirements for an EDCE master's and Ph.D. program. Students are limited to taking no more than 6 credits at the 400 level. Any 400 level credits beyond this will not count toward degree completion.

Example

¹ Some of these courses may count in more than one area. This list is just to give students an idea of courses available and where they might fit with their program. Consult with DGS and your committee.

**Professional Responsibilities and Experiences
Education, Development and Community Engagement
The Pennsylvania State University**

Graduate Assistant:
Faculty Advisor:
Assistantship Supervisor

John Doe
Jane Faculty
John Faculty

Activities Related to Graduate Program

Example Schedule:

Fall Year 1 (10 credits)	Spring Year 1 (9 credits)
EDCE 525: Program Development (3)	EDCE 520: Scientific Methods
EDCE 590: Colloquium (1)	EDCE 530: Teaching and Learning (3)
EDCE 501: Foundations of EDCE (3)	EDCE 521: Basic Applied Data Analysis (3)
EDCE 505: Leadership Development (3)	-

- Meet with doctoral committee
- Develop proposal for thesis research
- Schedule and take comprehensive exams

Activities Related to Graduate Assistantship: (1/2 time)

- Prepare final draft and printing of research report
- Assist in data collection
- Teach or co-teach an undergraduate course
- Assist with conducting workshops
- Assist in the design of curriculum based on applied research
- Write a funding proposal to support research
- Write papers for presentation and publication

Activities Related to Professional Experiences

- Attend all department functions (seminars, brown-bag lunches, guest lectures)
- Attend professional association meetings and serve in a leadership role
- Present and publish work at a professional meeting
- Attend professional and related meetings
 - Community Development Society,
 - Minorities in Agriculture Natural Resources and Related Sciences (MANRRS) Conference
 - Eastern and Central Region Research, Teaching, and Extension Conferences

- Attend a portion of the department faculty meetings
- Interact with graduate students in the department
- Serve in a leadership role for the department Graduate Student Association
- Represent department graduate students as a delegate to the Graduate Student Association (GSA)
- Enroll in skill building workshops
- Meet and acquaint with:
 - College of Agricultural Science administrators and staff
 - University administrators
 - State Government personnel
- Renew student membership in professional organizations:
- Meet, by appointment, with my advisor and assistantship advisor
- Submit an article for publication in a professional journal
- Read professional literature (10 articles per week)
- Apply for a research mini grant from the Pennsylvania government or elsewhere
- Apply for honors and awards
- Register for summer session
- Develop and submit my professional responsibilities and experiences plan

EVALUATION of Graduate Assistants

Graduate Assistant _____

Assistantship Supervisor _____

Semester/Year _____

Assistantship supervisors are required to discuss and summarize assistantship performance with their graduate assistant not later than the **5th** week of each semester. Supervisors are **required to formally evaluate** their graduate assistant during the **15th** week of each semester. One copy of this completed form will be placed in the student's Departmental file.

The formal evaluation should be based on the performance of the graduate assistant in relation to the description of duties developed for the position as well as the professional development plan. The supervising faculty member(s) should complete the form, discuss the concept of evaluation with the graduate assistant, and then discuss the results with the graduate assistant. Finally, the graduate assistant may write a comment/statement, if desired, in the last section. Signature of the graduate assistant is required.

Circle the number which indicates your judgement of performance for each of the items below.

- Rating Scale: NA Not Applicable
 1 Unsatisfactory
 2 Needs Improvement
 3 Good or Satisfactory
 4 Very Good
 5 Excellent

Knowledge of Field and Performance

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. Uses imagination and creativity in on-going projects and in development of new ones | NA | 1 | 2 | 3 | 4 | 5 |
| 2. Seeks actively to improve skills and knowledge and to incorporate them into work. | NA | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates initiative in activities. | NA | 1 | 2 | 3 | 4 | 5 |
| 4. Shows commitment to assignments. | NA | 1 | 2 | 3 | 4 | 5 |
| 5. Demonstrates ability to produce and report quality research and evaluation activities. | NA | 1 | 2 | 3 | 4 | 5 |
| 6. Produces adequate quantity of work within time allotted to assistantship assignments. | NA | 1 | 2 | 3 | 4 | 5 |
| 7. Cooperates with co-workers on project assignments and in use of facilities. | NA | 1 | 2 | 3 | 4 | 5 |
| 8. Demonstrates ability to work effectively with students, faculty and other appropriate clientele. | NA | 1 | 2 | 3 | 4 | 5 |

Personal Qualities

Adaptability

- 1. Accepts suggestions and constructive criticism. NA 1 2 3 4 5
- 2. Accepts change and will try new ideas. NA 1 2 3 4 5
- 3. Cooperates with colleagues. NA 1 2 3 4 5

Enthusiasm and Professionalism

- 1. Possesses drive; is industrious; demonstrates flexibility according to special demands of the assignment. NA 1 2 3 4 5
- 2. Accepts and fulfills responsibilities. NA 1 2 3 4 5
- 3. Effectively handles simultaneous assignments within reason. NA 1 2 3 4 5
- 4. Takes advantage of opportunities for professional improvement. NA 1 2 3 4 5

Compatibility

- 1. Supports program and faculty/students. NA 1 2 3 4 5
- 2. Recognizes others' viewpoints. NA 1 2 3 4 5
- 3. Employs tact in professional relations. NA 1 2 3 4 5

Ethics

- 1. Demonstrates sensitivity in handling confidential documents. NA 1 2 3 4 5
- 2. Keeps confidential information confidential. NA 1 2 3 4 5

Comments

Signature of Supervisor Date

Yes No The evaluation has been discussed with me.

Comments:

Signature of Graduate Assistant Date

Reviewed by Signature of Director of Graduate Studies Date

Secondary Professional Associations and Conferences

American Education Research Association (AERA)

American Sociological Association (ASA)

Association of Career Technical Education Research (ACTER)

Comparative and International Education Society (CIES)

Generations United

National Association of Agricultural Educators (NAAE)

National Association of Extension Program and Staff Development Professionals (NAEPSDP)
Focus – Extension Program Development, Evaluation Research/ Organizational
Development & Leadership

National Association of Extension 4-H Youth Development Professionals (NAE4-HYDP)
Focus: Youth Education, Program Development, Research, & Evaluation)

National Extension Association on Volunteerism
Focus: Broad spectrum of Volunteer Management

Rural Sociological Society

Soil and Water Conservation Society (SWCS)

Society for Implementation Research Collaboration

Society for Research on Educational Effectiveness

EDCE Graduate Student Academic Progress Check Tool

This is intended to be a collaborative document between the committee chair, committee, and advisee. These topics are based on and aligned with the EDCE Program Learning Objectives (PLOs). **This assessment tool is designed to be completed annually by the thesis/dissertation committee chair (i.e., student advisor) and advisee, beginning in the student's first year of the EDCE program and continuing until graduation. The tool section's completion should be tailored to the student's current stage of study (e.g., Know: Deep understanding of the foundation section of the tool needs to be completed by the end of the first year) and discussed openly within the committee as needed. A completed copy of this tool must be submitted to the Director of Graduate Studies at the end of each year (i.e., end of spring semester) for inclusion in the student's records and to document the student's progress toward the EDCE PLOs.** This tool is designed to facilitate regular progress checks and identify areas for improvement.

Key Milestones:

- **Before completion of the 1st year:** Advisor identified (*master's and PhD*)
- **Before the start of 2nd year:** Qualifying exam completed (*PhD only*)
- **Before the start of 3rd year (*PhD*) / By the end of 3 semesters (*master's*):** Coursework requirements completed
- **Before the start of the 3rd year:** Comprehensive exam completed (*PhD only*)
- **Before the start of 3rd year (*PhD*) / Before the start of 3rd semester (*master's*):** Proposal approved by the committee

*What does "Appropriate" mean

You will see the use of the word appropriate throughout this tool; this is a particularly "squishy" word with a wide range of definitions and benchmarks. Given that the EDCE program is interdisciplinary in nature, and, therefore, the appropriateness of research design, process, and findings will vary across students and projects, **please consult " How "appropriate" is my research project to its field(s)?" page (provided at the end of this tool) to help define what appropriate methods, theories, and practical applications your research project should be assessed by.**

**What if something is marked as "Unacceptable"?

If something is marked as "unacceptable" during check-in, please use this as an opportunity to define a path between the committee chair, committee, and advisee to move this metric towards "acceptable." It is not meant to or should not incur a punitive response; rather, it is to establish a mutual understanding of areas that need more attention.

General Information	**Unacceptable	Acceptable	Outstanding	Notes
The dissertation/thesis chair and committee member(s) have an interest or expertise in the research topic, know the student, or have taught at least one of their graduate courses.			NA	
The student meets the academic requirements necessary to pursue a thesis/dissertation.				
Committee members, chair, and student have open, respectful communication pathways.				
Focus of Research	**Unacceptable	Acceptable	Outstanding	Notes
The thesis/dissertation topic is appropriate to the student's area of study.			NA	
The thesis/dissertation topic addresses an important gap in existing knowledge.				
Know: Deep understanding of the foundation	**Unacceptable	Acceptable	Outstanding	Notes
The student has taken/or is planning to take the required courses for the EDCE program				

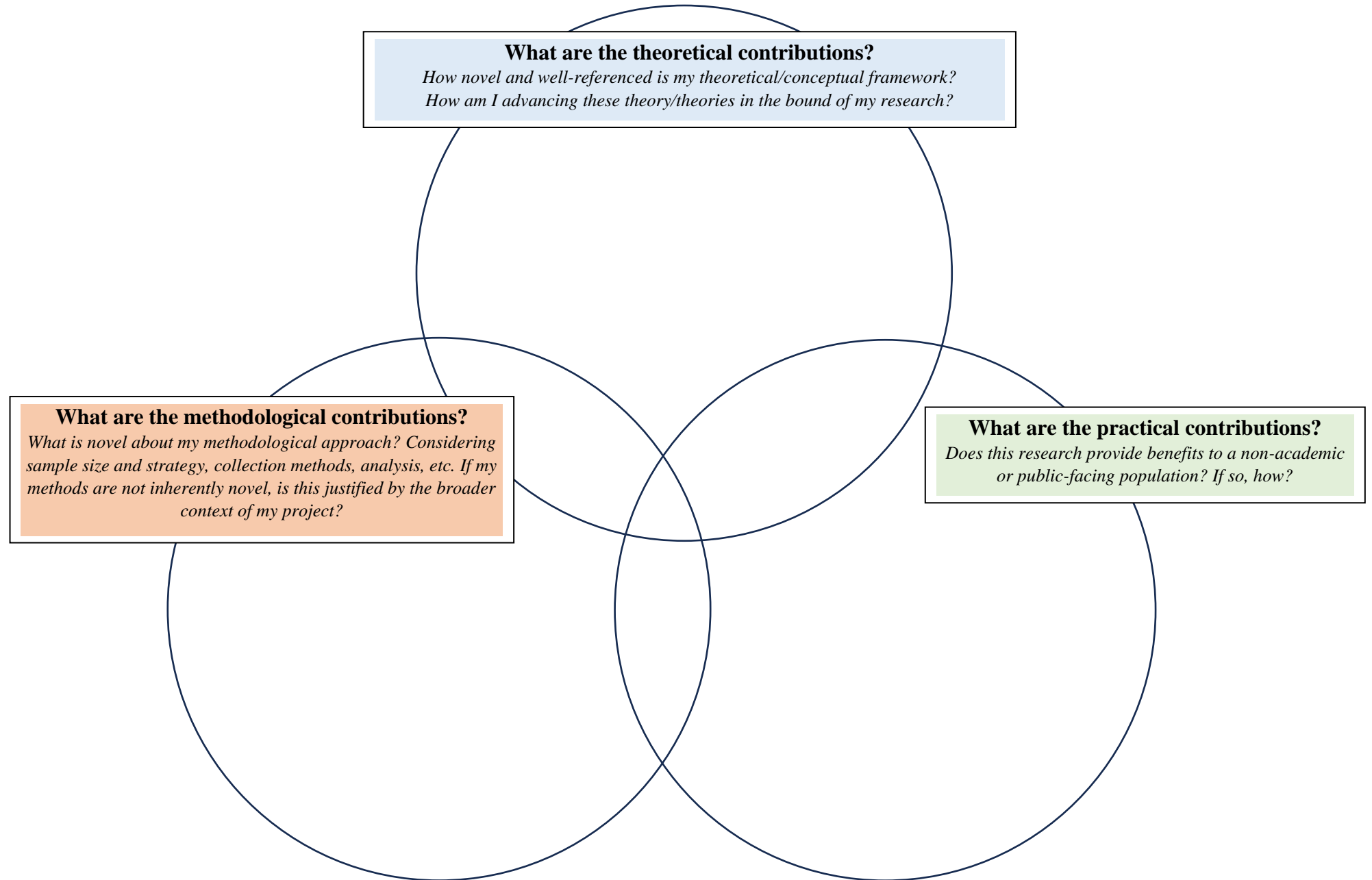
(cross-check Grad Student Handbook).				
The student has taken/or is planning to take appropriate elective theoretical courses supporting the thesis/dissertation topic.				
The student has taken/or is planning to take appropriate elective methodological courses supporting the thesis/dissertation topic.				
Create: Application of foundation	**Unacceptable	Acceptable	Outstanding	Notes
The proposal reflects/will reflect an integration of coursework and key concepts of the field.				
Qualifying Exams reflect/will reflect appropriate theoretical grounding to pursue a PhD (<i>PhD only</i>).				
Comprehensive Exams reflect/will reflect extensive theoretical, methodological,				

and practical preparation to pursue a PhD (<i>PhD only</i>).				
Communicate	**Unacceptable	Acceptable	Outstanding	Notes
Oral:				
Qualifying Exams exhibit professionalism (<i>PhD only</i>).				
Oral skills in coursework exhibit professionalism.				
Exhibits strong listening skills reflected by responding to written committee feedback.				
Written:				
Qualifying Exams exhibit the capacity to communicate complex concepts clearly (<i>PhD only</i>).				
Comprehensive Exams exhibit the capacity to communicate complex concepts clearly (<i>PhD only</i>).				
Comprehensive Exams are written clearly, in scholarly language, and with a logical flow of ideas (<i>PhD only</i>).				
The proposal has been written in the future tense, avoids				

redundancy, and uses cited references as appropriate.				
Critical and analytical thinking	**Unacceptable	Acceptable	Outstanding	Notes
Student exhibits the capacity to critically engage with complex ideas in developing research focus.				
Student exhibits the capacity to respond critically to research needs and committee feedback.				
Contributions to Profession	**Unacceptable	Acceptable	Outstanding	Notes
Membership in appropriate professional societies.				
Plans to/are presenting work at different professional platforms.				
Student exhibits reflection on the methodological contributions (<i>see reflective worksheet</i>).				
Student exhibits reflection on the theoretical contributions (<i>see reflective worksheet</i>).				

Student shows reflection on the practical contributions (<i>see reflective worksheet</i>).				
--	--	--	--	--

How "appropriate" is my research project to its field(s)?



EDCE Graduate Student Thesis/Dissertation Assessment Tool

This is intended to be a collaborative document between the committee chair, committee, and advisee. These topics are based on and aligned with the EDCE Program Learning Objectives (PLOs). **It is recommended that a committee chair, committee, and advisee work through this assessment tool before and/or during a master's or PhD defense. A completed copy of this tool must be submitted to the Director of Graduate Studies before end of the degree program for inclusion in the student's records and to document the student's progress toward the EDCE PLOs.** As designed, this tool is relevant to a full 5-chapter format or *each* paper of a 3-paper format (assess each chapter).

Key Milestone:

- **By end of 3rd year (PhD) / By end of 2nd year (master's):** Defense completed

*What does "Appropriate" mean

You will see the use of the word appropriate through this tool; this is a particularly "squishy" word with a wide range of definitions and benchmarks. Given that the EDCE program is interdisciplinary in nature, and, therefore, the appropriateness of research design, process, and findings will vary across students and projects, **please consult "How "appropriate" is my research project to its field(s)?" page (provided at the end of this tool) to help define what appropriate methods, theories, and practical applications your research project should be assessed by.**

**What if something is marked as "Unacceptable"?

If something is marked as "unacceptable" during a check-in, please use this as an opportunity to define a path between the committee chair, committee, and advisee to move this metric towards "acceptable." It is not meant to or should not incur a punitive response; rather, it is to establish a mutual understanding of areas that need more attention before the degree is completed.

General Information	**Unacceptable	Acceptable	Outstanding	Notes
The thesis/dissertation chair or committee member(s) either has an interest in the topic, knows the student, or has taught at least one of their graduate courses.			Not Applicable	
The student meets the academic requirements necessary to pursue a thesis/dissertation.				
The thesis/dissertation is well-written (e.g., devoid of spelling and grammatical errors) and addresses gaps in the field.				
Introduction	**Unacceptable	Acceptable	Outstanding	Notes
Rationale for the study is clearly articulated.				
Research questions are clearly defined, testable, and aligned with the study rationale.				
Implications of the study results are clearly articulated.				

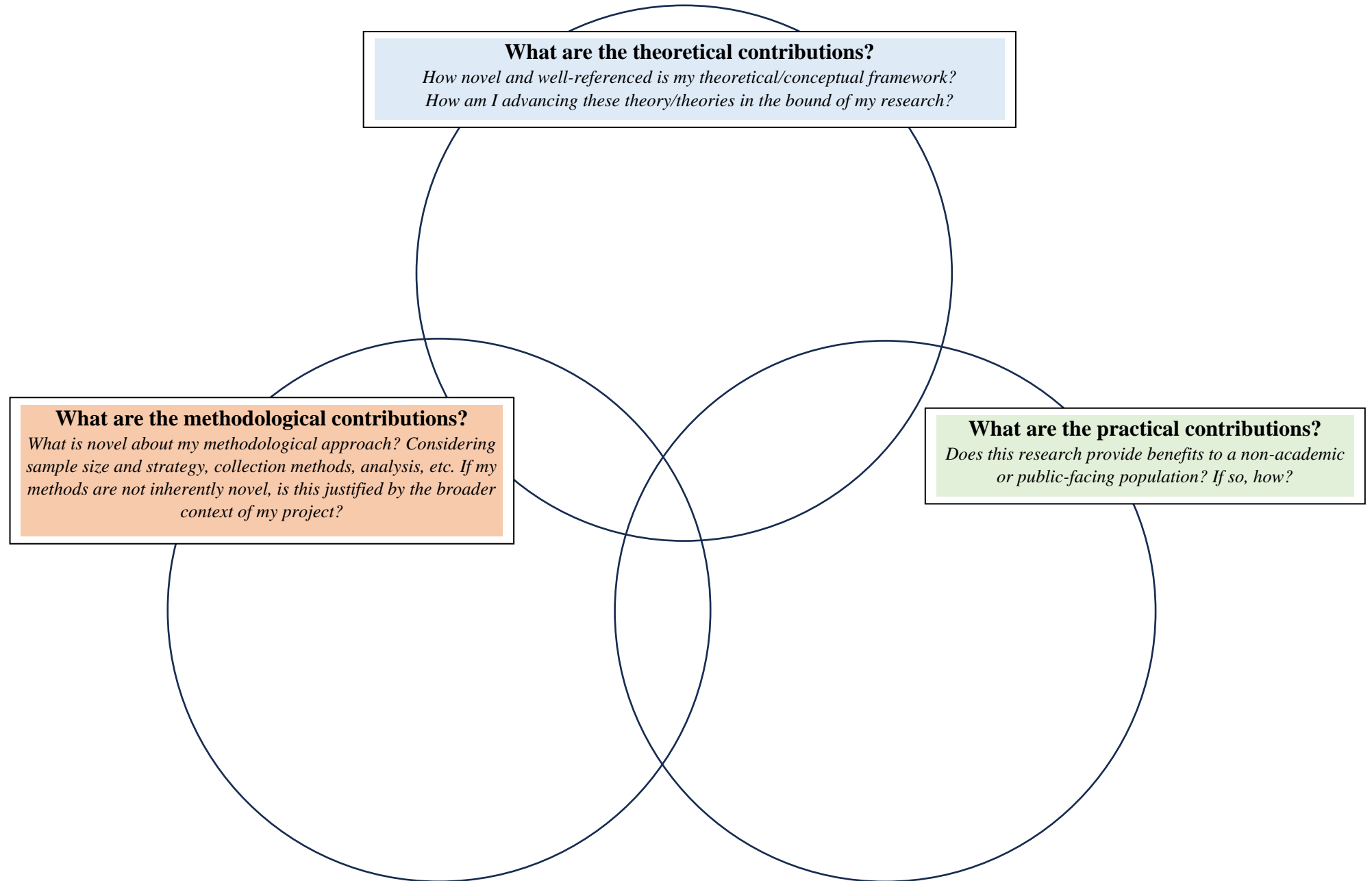
Literature review and theoretical/conceptual framework	**Unacceptable	Acceptable	Outstanding	Notes
Review of the literature is comprehensive and current.				
Writing illustrates an understanding of the synergy between relevant topics.				
Student demonstrates an understanding of relevant theoretical backgrounds and applies appropriate theory to the study.				
Review of the literature sets up the research questions and goals of the study.				
Methodology	**Unacceptable	Acceptable	Outstanding	Notes
Appropriate methodology is selected to address research questions.				
Sample size and data collected are appropriate for the study goals.				
Appropriate data analysis is used to address research questions				

while meeting the standards of a high-quality thesis/dissertation.				
Methodology is described in detail to allow for study replication.				
Student demonstrates an understanding of the strengths and limitations of the selected methodology.				
Results	**Unacceptable	Acceptable	Outstanding	Notes
Results clearly align with the research questions.				
Presentation of results (in-text, tables, figures, etc.) is appropriate and understandable.				
Discussion	**Unacceptable	Acceptable	Outstanding	Notes
Discussion aligns with and builds on the literature presented in the introduction and literature review.				
Discussion provides perspective on study findings.				
Discussion explains the study's implications, limitations, and future directions.				

Conclusion	**Unacceptable	Acceptable	Outstanding	Notes
Conclusion provides an overarching description of key takeaways from the study.				
Conclusion summarizes and ties key points of the dissertation together.				
Defense	**Unacceptable	Acceptable	Outstanding	Notes
Presentation is professional and aligns with the written dissertation.				
Student demonstrates critical thinking and thoughtfulness in responding to questions and feedback.				
Contributions to the Profession	**Unacceptable	Acceptable	Outstanding	Notes
Member of professional societies.				
Student has disseminated work, or evidences a plan to disseminate work through appropriate written outlets.				
Student has disseminated work, or evidences a plan to				

disseminate work through appropriate conferences, meetings, workshops, and other public audiences.				
Student has articulated the methodological contributions (<i>see reflective worksheet</i>).				
Student has articulated the theoretical contributions (<i>see reflective worksheet</i>).				
Student has articulated the practical contributions (<i>see reflective worksheet</i>).				

How "appropriate" is my research project to its field(s)?



Signature Page

This page must be signed and returned to the **Director of Graduate Programs** by the first day of classes.

I, _____, have read the Education, Development and Community Engagement Graduate Student Handbook. I understand and agree to adhere to the policies and procedures described in the Handbook.

(signature)

(date)