PennState
College of Education

Graduate Student Handbook

Workforce Education and Development Program

301 Keller Building University Park, PA 16802

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Preface

It is with great pleasure that we present the Graduate Student Handbook for the Workforce Education and Development Program at the Pennsylvania State University. This comprehensive guide serves as an essential tool for students to navigate their way through their graduate education, providing information on program requirements, milestones, and expectations. Our hope is that students will be guided well throughout their journey and that this handbook will help them to make the most of their academic and professional opportunities at Penn State.

The Workforce Education and Development Program is designed to provide students with the knowledge and skills necessary to pursue careers in the field of workforce development. This handbook is for prospective and current students in the following graduate degree programs:

- M.S. in Workforce Education and Development
- M.Ed. in Workforce Education and Development
- M.P.S. in Organization Development and Change
- Ph.D. in Workforce Education and Development

One of the key features of the Graduate Student Handbook is the detailed information on each of the milestones that students must complete in order to successfully graduate from the program. These milestones are designed to help students make progress towards their academic goals and to prepare them for their future careers. For example, the Ph.D. program has three milestones, including the Qualifying Exam, the Comprehensive Exam, and the Dissertation Defense. This handbook includes detailed information about what our students are expected to do for their successful academic journey.

We encourage all prospective and current students to read the Graduate Student Handbook carefully, as it is essential to know the program requirements and milestones. We believe that this handbook will serve as a valuable resource for students as they progress through their graduate education, and we wish them all the best in their academic and professional endeavors.

The Workforce Education and Development Graduate Faculty
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I. Introduction to the Program

Penn State's Workforce Education and Development (WFED) Program offers interdisciplinary education through various undergraduate and graduate degrees as well as certificate programs, designed to prepare individuals for diverse careers in the workforce education and development field. Graduates of the program commonly pursue positions in Career and Technical Education (CTE), Employee Training and Development, Organization Development, and Human Resource Development across various institutions, agencies, and organizations. The program's mission is to promote excellence, opportunity, and leadership among professionals in the field of workforce education and development. Students will be expected to take core courses in workforce education and development, gain competency in research methods, and develop theoretical approaches to the study of education.

Program Mission

The mission of Penn State's Workforce Education and Development program is to promote excellence, opportunity, and leadership among professionals in the field of workforce education and development, including professionals employed in secondary and postsecondary education institutions, social services, employee organizations, and private sector businesses. Faculty in the program strive to attain a cost-effective academic program that is recognized nationally as among the best of its type in scholarship, leadership, and professional preparation.

Doctoral students may choose from three different emphases: human resource development/organization development; school-to-work; and secondary career and technical education leadership. Master's degree students have these three choices, plus an additional emphasis in teacher certification.

Program History

The Workforce Education and Development Program at the Pennsylvania State University was Established as the Department of Industrial Education in the School of Engineering in 1920. Since this time, this program has evolved. In 1923 the program was moved from the School of Engineering to the School of Education, now the College of Education. With this transition, Graduate Programs in Vocational Industrial Education were introduced. In 1994 the name of this program changed to Workforce Education and Development (WFED).

The program has received consistently high rankings by U.S. News & World Report, being named one of the top three vocational education programs in the United States. In recent years, the program has been ranked No. 1 or No. 2 several times. In 2014, the program introduced a new online Master of Professional Studies (M.P.S.) in Organization Development and Change (OD&C). These accolades and additions demonstrate the continued growth and dedication to excellence in the Workforce Education and Development program at Penn State. For more information, visit the website below.

https://ed.psu.edu/academics/departments/department-learning-and-performance-systems/workforce-education-and-development/history-and-ranking

Objectives and Expected Outcomes of the Program

The general focus of the program is preparation for entry into professional positions within the broadly conceived field of workforce education and development, including human resource development in industry, secondary and postsecondary technical education, and employability programs for special populations. Emphases within the program include training and development/human resources, leadership/administration, school-to-work, and postsecondary technical and community college leadership.

Admission Requirements

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 Admissions Policies.

Admission to graduate degree programs in Workforce Education and Development (WFED) is based on the faculty's evaluation of an applicant's prior undergraduate and graduate work, relevant prior work experience, including military service, and career goals. A minimum undergraduate GPA of 2.50 is required for admission to the **master's degree program**.

A GPA of 3.00 in prior graduate coursework is required for admission to the **doctoral program**. Two or more years of prior full-time work experience relevant to WFED is an essential consideration in evaluating applications for the doctoral program.

The Three Anchors of the WFED Program at Penn State: Self-Actualization, Reflective Practice, and Innovation

The WFED program at Penn State has identified three key anchors that represent the essence of our success in the past and will guide us into the future: Self-Actualization, Reflective Practice, and Innovation. These anchors serve as the foundation for all program activities, including instruction, research, and community building. They emerged from a strategic planning process that involved students, faculty, staff, and alumni (see https://sites.psu.edu/wfedsummit2021/).

Self-actualization

Self-actualization refers to the process of realizing and fulfilling one's potential, allowing individuals to grow and thrive in their personal and professional lives. By encouraging self-actualization, the WFED program empowers students and faculty to develop their unique talents and perspectives, fostering an environment where everyone can excel.

Reflective Practice

Reflective practice is the process of examining one's thoughts, feelings, and actions to learn and grow personally and professionally. In the WFED program, reflective practice is essential for continuous improvement, helping students and faculty adapt to new challenges and remain responsive to the needs of the community.

Innovation

Innovation is the act of creating new ideas, methods, or approaches that challenge the status quo and contribute to positive change. The WFED program embraces innovation as a driving force for growth and development, encouraging students and faculty to collaborate and generate novel solutions to complex problems.

II. Master's Degrees in Workforce Education and Development

Penn State's Workforce Education and Development program offers three Master's degree programs as well as numerous graduate certificate programs. These include the Master of Education (M.Ed.), the Master of Science (M.S.), and the Master of Professional Studies in Organization Development and Change (M.P.S. in OD&C) degrees. Students interested in the programs leading to a master's degree in Workforce Education and Development should be employed, or wish to be employed, as faculty members, trainers, administrators, consultants, practitioners, or researchers in settings emphasizing education for work in private sector firms, schools, occupational home economics, cooperative education, youth apprenticeship, employment and training, and organization development.

Master of Education (M.Ed.) and Master of Science (M.S.)–University Park

Program Learning Outcomes

1. KNOW. Graduates will be able to demonstrate deep conceptual understanding and proficiency in Workforce Education and Development theory and applied education at the level required to contribute to the discipline (such as Career and Technical Education or Training and Development/Organization Development).

2. CRITICAL THINKING. Graduates will be able to critically conceptualize and define the educational aspects of a problem as part of research in Workforce Education and Development.

3. RESEARCH. Graduates will demonstrate proficiency in designing and executing a research strategy to answer significant questions having real-world applications in the field of Workforce Education and Development (which includes Career and Technical Education and Training and Development/Organization Development).

4. COMMUNICATE. Graduates will be able to effectively communicate an instructional argument or findings in formal presentations and in written works to scholars in the field and to policy audiences.

5. PROFESSIONAL PRACTICE. Graduates will demonstrate a commitment to active citizenship in the discipline, including engagement in professional service to the profession and society at large.

Emphasis Areas

Students must select an emphasis from those described below.

Human Resource Development/Organization Development

This emphasis prepares students for private and public sector positions in Human Resource Development and Organization Development. Students should establish priorities for this emphasis based on their prior work experience, their interests and competencies in the learning and performance field, and their capacity to advance in private and public organizations.

School-to-Work

This emphasis prepares students for positions in career and technical centers and school districts that involve curriculum development, cooperative education, career exploration, and related positions. This emphasis may involve meeting the Pennsylvania Department of Education eligibility guidelines for cooperative education certification for employment as a cooperative education coordinator. The decision to pursue cooperative education certification should be based on prior education, work experience, and program and employment goals. Students interested in employment as cooperative education coordinators must obtain cooperative education certification.

Teacher Certification

This emphasis prepares students for teaching positions in career and technical centers and school districts. This emphasis involves fulfillment of the requirements established by the Pennsylvania Department of Education for Career Technical Instructional I and II certification.

Career and Technical Education Leadership – Secondary Career and Technical Education Leadership, PDE Certification

This emphasis prepares students for leadership positions in secondary education as directors of career and technical education. These positions may be in career and technical centers or in school districts. (Students must meet Pennsylvania Department of Education eligibility guidelines for the career and technical education director certification). Students enrolled in this emphasis and electing to pursue the Director of

Career and Technical Education option must meet the certification requirements established by the Pennsylvania Department of Education.

Graduation Requirements

The M.Ed. candidates must complete six credits taken outside of the Workforce Education and Development program and three credits of WFED elective. A candidate pursuing the M.Ed. must complete three credits of WFED 596, Individual Studies, and a comprehensive exam. See the full list of program course requirements.

An M.S. candidate must complete the three–credit course WFED 550, Research in Workforce Education. Candidates who choose to complete a formal thesis that will be submitted to the Graduate School must complete six credits of WFED 600, Thesis Research. Those choosing to complete a paper or an essay must enroll in a minimum of three credits of WFED 596, Individual Studies. Students must be enrolled during all the semesters they are working on the manuscript. See the complete list of program course requirements.

Master of Professional Studies (MPS) - World Campus Program Overview

Learning Outcomes

The vision of the Master of Professional Studies in Organization Development and Change (M.P.S.-OD&C) is to be the best program for all learners, globally, who are interested in becoming scholar-practitioners in organizational change and in setting ourselves apart from all other graduate programs by focusing on international issues in change and state-of-the-art technology-oriented approaches to facilitating organizational change from a humanistic perspective. Throughout the MPS program's curriculum, you will have the opportunity to:

1. Obtain a critical knowledge base in organization development, appreciative inquiry, collaborative engagement, evaluation, and change
2. Strategically lead both small group and large group change initiatives
3. Cultivate and demonstrate your competence in using various resources for developing, implementing, evaluating, and marketing organization development programs and initiatives
4. Learn about addressing ethical issues when performing development activities
5. Grow your competence in observing group dynamics and facilitating change

6. Become confident of your skills and effectiveness as an organization development practitioner through practical hands-on experience

Graduation Requirements

The Master of Professional Studies in Organization Development and Change (MPS–OD&C) will be conferred upon students who earn a minimum of 30 credits while maintaining a grade-point average of 3.0 or better in all course work and complete a quality culminating field-based project in consultation with a graduate adviser.

The curriculum includes five required courses (15 credits), four elective courses (12 credits), and one required field-based project course (3 credits). The courses in this emphasis are described at: https://www.worldcampus.psu.edu/degrees-and-certificates/organization-development-change-masters/overview

FAQs for Master of Education (M.Ed.) and Master of Science (M.S) Degrees

1. How do we form committee members for a master's thesis?
   A. Our students in either the M.S. or M.Ed. program do not write a thesis. They write a paper without committee members. They work directly with their advisor.
2. What are the differences between M.S. and M.Ed. course requirements?
   A. M.S. and M.Ed. program have different course requirements. See WFED-Masters-Degree-Requirements.pdf.
3. What does a master's paper look like? Should it be about research and/or practical projects? Is there a difference between M.S. and M.Ed. degrees?
   A. **M.S.** students are expected to apply a scholarly approach to their master's paper. Although they can work on a practical project, they are required to do a thorough literature review and apply research questions to the problem they are addressing. Their projects can be either academic or practical. **M.Ed.** students work on a practical project applying the knowledge they obtained through the WFED program with the goal of solving a real-world problem. M.Ed. requires students to complete 36 credits, whereas M.S. students are required to complete 30 credits (more information is provided in the degree requirement document).
4. How is the master's advisor decided?

A. Master student advisors are assigned to incoming students considering their interests and faculty expertise. If the student wishes to change advisor, there needs to be an agreement between the prospective advisor and the student first. Then, the student is advised to reach out to the Professor-in-Charge of the WFED program. Students should inform their current advisor of the change of advisors.

5. Is the comprehensive exam required for M.S. or M.Ed students? When does the comprehensive exam take place? How does the exam look like?

A. Only M.Ed. students are required to take the comprehensive examination in their final semester before graduation. Students are given three to five comprehensive exam questions, which are selected by the faculty advisor reflecting the courses that the students took. The student has four weeks to complete and return the answers. The expectation for each question is 5 to 7 double-spaced pages using APA 7th edition. If a student fails, then, they need to retake the exam during a future semester.

FAQs for the Master of Professional Studies (MPS) degree program

1. Is an internship required for MPS students?
   A. An internship is required for the MPS program. For that, students are required to take WFED 595A Field Based Project for Workforce Development Professionals.
2. MPS students are required to write a paper at the end of their program. Is it through the field-based project course?
   A. MPS students need to submit a project paper at the end of the program. The project paper describes their field-based internship project.

III. Graduate Level Certificate Programs and Credentials

WFED master's students (M.S., M.Ed, and MPS ODC) and Ph.D. students can pursue our graduate-level certificate programs concurrently while pursuing their degree programs. Review the following descriptions carefully. In addition, the courses that certificate program students took could be counted toward their M.S., M.Ed, MPS ODC, or Ph.D. program.

Certificate Programs Offered Through World Campus and University Park

Learning outcomes

Upon completing this certificate, students will have acquired the essential skills and knowledge necessary for leading organizations through both small- and large-scale change initiatives. This certificate program concentrates on marketing and consulting services, providing students with a valuable stand-alone credential or the option to pursue a master's degree in the field.

OD&C: Organization Development and Change Consulting Skills (UP & WC)

The Penn State ODCCS graduate certificate program equips students with the skills and knowledge needed to consult organizations on development and change. Students will be prepared to collaborate with corporations, government agencies, and nonprofit organizations as strategic consultants and practitioners in areas such as change management, talent management, workforce development, performance improvement, and training. The 12-credit curriculum covers organization development and change, appreciative inquiry, and marketing OD consultation, focusing on leading both small- and large-group change initiatives while evaluating group dynamics to facilitate positive organizational change.

Credits earned in this certificate program can be applied toward a Master of Professional Studies in Organization Development and Change. This certificate is beneficial for those working in fields related to organizational change and workforce development, as well as individuals new to the field who wish to develop the expertise required to consult organizations and initiate meaningful, positive changes.

OD&C: Occupational Safety & Health Graduate Certificate (UP)

The OD&C: Occupational Safety and Health Graduate Certificate at University Park is a 9-credit program that focuses on building the skills and abilities necessary to create and support workplaces and educational environments free of occupational safety and health hazards. The program emphasizes leadership development to promote the detection, analysis, and correction of unsafe workplace conditions and procedures. Accidents in the workforce and educational environments can trigger a harmful chain reaction, making it critical for workforce development professionals to have the necessary skills and knowledge to prevent such incidents from occurring.

Students who earn credits in this certificate program can apply them toward a Master of Professional Studies in Organization Development and Change. This certificate program is beneficial for individuals working in fields related to organizational change and workforce development, as well as those new to the field who wish to develop the expertise required to consult organizations and initiate meaningful, positive changes.

OD&C: Analytics Graduate Certificate (UP)

The OD&C Analytics Graduate Certificate is offered as a residential course at University Park, providing students with the necessary skills and knowledge to analyze data and make informed decisions in organization development and change initiatives. This certificate program is critical in helping students stand out in today's highly competitive and ever-changing business climate.

The Penn State ODCCS graduate certificate program is designed to prepare students to consult organizations on development and change, providing them with the skills and knowledge necessary to collaborate with corporations, government agencies, and nonprofit organizations as strategic consultants and practitioners. The 12-credit curriculum covers organization development and change, appreciative inquiry, and marketing OD consultation, allowing students to lead both small- and large-group change initiatives while evaluating group dynamics to facilitate positive organizational change.

Credits earned in this certificate program can be applied toward a Master of Professional Studies in Organization Development and Change. This certificate program is beneficial for individuals working in fields related to organizational change and workforce development, as

well as those new to the field who wish to develop the expertise required to consult organizations and initiate meaningful, positive changes.

OD&C: Essentials (UP & WC)

The Penn State OD&C Essentials graduate certificate program is designed to prepare students for roles in corporations, government agencies, and nonprofit organizations, such as change management, strategic consulting, talent management, workforce development, performance improvement, and training. Through the 12-credit curriculum, students will develop a strong knowledge base in organization development and change, appreciative inquiry, and process consultation. They will learn how to lead small- and large-group change initiatives and evaluate group dynamics to facilitate positive organizational change.

The credits earned in this certificate program can be applied toward a Master of Professional Studies in Organization Development and Change. This certificate is ideal for those working in fields related to organizational change and workforce development, as well as individuals new to the field who wish to develop the expertise required to initiate meaningful, positive changes in organizations and advance their careers.

OD&C: Operational Excellence Graduate Certificate (UP & WC)

The Penn State ODCOE graduate certificate program prepares students to consult organizations on operational excellence, working with corporations, government agencies, and nonprofit organizations as consultants and practitioners in areas such as change management, workforce development, project management, process improvement, lean processes, and training. The 12-credit curriculum offers a strong knowledge base in organization development and change, project management, and lean sigma processes, with a focus on leading small- and large-group change initiatives and evaluating group dynamics to facilitate positive organizational change.

Students can apply the credits earned in this certificate program toward a Master of Professional Studies in Organization Development and Change. This certificate is valuable for those working in fields related to organizational change, process improvement, or workforce development, as well as individuals new to the field who wish to develop the expertise needed to

consult organizations and initiate meaningful, positive changes, advancing their careers as strategic process consultants.

Application

To apply for admission to the Graduate School, students must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree comparable to a four-year bachelor's degree from a regionally accredited U.S. institution, obtained from an officially recognized degree-granting institution in the country where it operates.

The application process requires the submission of an electronic application, including a nonrefundable application fee. Students must provide the following items:

1. Official transcripts from all attended institutions, regardless of credits or semesters completed. Non-English transcripts must be accompanied by a certified translation. Penn State alumni should include Penn State in their academic history but are not required to request transcripts for credits earned at Penn State.
2. GPA from the postsecondary (undergraduate) level, specifically the junior/senior (last two years) GPA.
3. GRE or GMAT scores are NOT required.
4. English Proficiency - International applicants, with some exceptions, must submit TOEFL or IELTS scores. Minimum test scores and exceptions can be found on the Graduate School's "Requirements for Graduate Admission" page. Penn State's institutional code is 2660.
5. Résumé - Upload your résumé to the online application.

To start the application process, students can visit the following web page: https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-organization-development-and-change-operational-excellence-graduate-certificate#how-to-apply. They should click on "Begin the Graduate School application" under the "Applying" section to access the online application system.

Registering for courses

All OD&C certificate programs are designed as stand-alone certificates, or they can serve as a step-up program into the Master of Professional Studies in Organization Development and Change. If students apply and are accepted into the master's degree program, the credits they earn in the certificate may be applied toward the master's degree.

	Required	**Elective**
Organization Development and Change Consulting Skills (12 credits total)	• WFED 572 (World Campus every semester)	• WFED 582 • WFED 881 • WFED 884 • WFED 865 (World Campus every semester) 9 credits within the above courses
Occupational Safety & Health Graduate Certificate	• WFED 573 (World Campus every semester) • WFED 411 (World Campus every summer) • WFED 806 (UP course every other summer and offered as a WC: TBD)	
Analytics Graduate Certificate	• WFED 543 (World campus: TBD) • WFED 582 • WFED 585 (World campus every semester) • WFED 540 (UP fall semester only)	
Essentials	• WFED 572 (World Campus every semester)	• WFED 578 • WFED 865 • WFED 880 • WFED 884 (World Campus every semester) 9 credits within the above courses
Operational Excellence Graduate Certificate	• WFED 572 • WFED 880 • WFED 451 • WFED 405 (World Campus every semester)	

FAQs about Certificate Programs

1. Can both master's (M.S., M.Ed., and MPS) and doctoral students pursue certificate program although they are already in their degree program?

    A. Yes, they can apply for a specific certificate program at any time even if they started taking some courses for the specific certificate program. However, after earning their degree, they cannot retroactively count the relevant courses for the certificate.

2. Do I need to apply for it even if I took all of the relevant courses?

    A. Yes, without being admitted into the specific certificate program, your completion of the certificate program won't be recognized.

3. What are some restrictions for international students?

    A. Most of the courses in the certificate programs are offered through World Campus. International students can take only one World Campus course in their regular (Fall and Spring) semesters. Therefore, they need to plan carefully.

4. My government funds my degree completion. Will I be able to pursue the certificate program simultaneously?

    A. You will need to check with your sponsor. However, it may be possible for you to integrate some of the courses into your degree plan. That way, you can meet the degree requirement while satisfying certificate requirements at the same time. However, you may need to pay for the application fee whenever you apply for a certificate program.

5. I am not enrolled in a degree program yet. Can I complete a certificate program first and get those courses counted for the degree program?

    A. Yes. Courses counted toward certificate program can be counted again for another degree program that requires those courses. However, the other way around (completing a degree program first and applying for a certificate program) is NOT permitted.

IV. Doctoral Degree in Workforce Education and Development

Program Learning Outcomes

1. Know/Think: Graduates will demonstrate in-depth knowledge of the core theories and research methods in the field of Workforce Education and Development (WFED). The core demonstration will include the interpretation of theories of workforce education and development to conceptualize problems of educational practice.

2. Apply/Create/Think: Graduates will be able to formulate and execute an independent research project that significantly furthers knowledge and theories in WFED.

3. Apply/Create: Graduates will demonstrate the ability to apply theories to inform/develop unique designs and solutions to educational problems.

4. Communicate/Think: Graduates will be able to convey ideas or arguments in clear, concise, well-organized papers and proposals as well as in formal, oral presentations.

5. Professional practice: Graduates will demonstrate knowledge of the professional standards and ethics in the field through written and oral products, and interactions with colleagues.

Emphasis Areas

The Ph.D. in Workforce Education and Development program has the following emphasis areas: Human Resource Development/Organization Development, School-to-Work, and Career Technical Education Leadership. We have courses available in the following emphasis areas:

Human Resource Development/Organizational Development

This emphasis prepares students for private and public sector positions in Human Resource Development and Organization Development. Students should establish priorities for this emphasis based on their prior work experience, their interests and competencies in the learning and performance field, and their capacity to advance in private and public organizations. Students with varied backgrounds and interests in Workforce Education and development may, in consultation with their adviser and graduate committee, elect to pursue an interdisciplinary area of emphasis that prepares them for career options not covered in the three program emphasis areas.

School-to-Work

This emphasis prepares students for positions in career and technical centers and school districts that involve curriculum development, cooperative education, career exploration, and related positions. This emphasis may involve meeting the Pennsylvania Department of Education eligibility guidelines for cooperative education certification for employment as cooperative education coordinators. The decision to pursue cooperative education certification should be based on prior education, work experience, and program and employment goals. Students interested in employment as cooperative education coordinators must obtain cooperative education certification.

Career and Technical Education Leadership

This emphasis prepares students for leadership positions in secondary education as career and technical education directors. These positions may be in career and technical centers or in school districts. Students must meet Pennsylvania Department of Education eligibility guidelines for the career and technical education director certification.

Program Timeline

Pre-Application: Understanding the Ph.D. program and one's career goal:

The pre-application process is a vital stage that provides useful information about the applicant's profile to the admission committee. The nature of the required information and details is highly vital to help the admission committee ensure the fulfillment of the admission criteria by the applicants. All applications to Penn State University are only accessed through the graduate school website. All students should start the initial process of exploring options, requirements, and process through the graduate school website (https://bit.ly/3FnAlMBgraduateschool). The following link will provide all relevant information about Workforce Education and Development Programs: bit.ly/3EZzS2U

Check Prerequisites

Students should be able to document a minimum of two years of full-time employment. Relevant examples include the following:

1. Career and technical education,
2. Vocational guidance,

3. Industrial training,

4. Military technical training,

5. Safety education or technical education, or

6. Related experience acceptable to the faculty.

Application

The following table illustrates the main questions that prospective students must answer carefully for consideration. Please take your time and answer the questions thoroughly. In addition to the questions, you are required to submit a writing sample, following APA Style (7th ed.) and answer a case study question.

Inquiry Areas	Questions	Words Limit
Program/Emphasis	Which emphasis in the WFED program do you wish to pursue?	
Personal Career History	Statement of personal career history and objectives for the future: Please describe your work experience, making it relevant to the WFED program	300-400 words
Professional Future Career	What do you aspire to do upon completing the WFED Ph.D. program at Penn State? Describe the steps you have taken to find out what it takes to be successful after graduating with a Ph.D. (such as interviewing mentors in the job you aspire to do upon graduation)	300-400 words
Career objectives after Ph.D.	How do you believe the WFED Ph.D. program will help you achieve your career objectives?	300-400 words
Research Interest	Written statement of research interests: Describe your research interests that are relevant to Workforce Education and Development. Feel free to cite relevant literature and relate your research interests to your career goals	300-400 words
WFED Faculty Information	Which faculty members in the WFED program do you believe can promote your research interests? Why?	300-400 words

Professional Development Plan During Ph.D.	Proposed activities during the Ph.D. study: What do you plan to do while in the doctoral program, in addition to taking courses and passing required exams, that will contribute to making you competitive in achieving the career goal(s) that you have set for yourself? (In other words, what publications, presentations, research projects, or other work do you propose to do while in the doctoral program?	300-400 words
	How do you know, based on interviews with mentors or other professionals, that the work you propose to do in the program will meaningfully enhance your qualifications and make you more competitive in securing your desired career expectations upon graduation?	300-400 words
Past Research Experiences	A description of research studies conducted: Please list, describe, and cite scholarly or applied research (e.g., literature review, empirical study, reports, etc.) that you have completed which are relevant to your career goals and/or research interests. Describe your contribution to that research. Be sure to cite any research in APA style	300-400 words

Admission

New students should contact their temporary advisers and meet in person or remotely well before the first class to discuss the course offerings and first semester course enrollment. The student and advisor should discuss a course plan that is suitable before the qualifying exam as per their professional and career objectives and complies with the WFED program expectations and The Graduate School rules. Course offerings are listed on LionPATH. Students should register for courses using the LionPATH student record system. Typically, registration is available several months before classes begin. The Registrar's Office allows students to change (drop/add) their class schedules through the first few days of classes without penalty. Please check the registrar's website for specific dates for each semester and for fees that will be assessed after the drop/add period. Specific information may be found at:

http://www.registrar.psu.edu/registration/registration_index.cfm

Ph.D. Program requirements

Coursework

Doctoral students are required to take 21 credits of core courses, and 18 credits of research courses, and 18-33 credits of emphasis-specific courses. Specific information may be found at: WFED-Doctoral-Degree-Course-Requirements.xlsx

Core Courses

The following are the core course requirements:

1. WFED 471: Training in Industry and Business
2. WFED 424: Facilitating Career Development
3. WFED 529: Ethics in Workforce Education
4. WFED 560: History and Philosophical Foundations of Workforce Education
5. WFED 573: Needs Assessment for Workforce Development Professionals
6. WFED 501: Scholarly Research and Writing for Workforce Education Professionals
7. WFED 550: Research in Workforce Education

Note. The WFED program recommends new students take WFED 471, WFED 501, and WFED 560 in their first year. WFED 550 should not be taken unless the student has a clear research topic for their dissertation and has taken enough research method courses that support their dissertation research. Although WFED 572 is not listed here, students with the HRD/OD emphasis must take it, preferably in their first year.

Research-Based Courses

Ph.D. students must complete 18 credits including WFED 540 (Data Analysis in Workforce Education) and 15 credits of 500-level research courses in quantitative and/or qualitative research (excluding WFED 550).

Emphasis-Specific Courses (Electives)

The selection of courses based on the student's emphasis is crucial for understanding the student's learning process and ensuring maximum acquisition of knowledge and skills tailored to their past and/or future working context. The number of required courses varies depending on the chosen Emphasis-Specific courses within the Ph.D. program. There are three emphasis areas: Human Resource Development/Organization Development, requiring 18-21 credits; School-to-

Work, requiring 21-29 credits; and Career Technical Education Leadership, requiring 21-33 credits. If students are uncertain about which Emphasis-Specific courses are most suitable for them, they should consult the Ph.D. program requirements for guidance and support. Additionally, students may take elective courses outside of WFED if these courses are relevant to their individual divisions, further enhancing their learning experience and professional growth.

Internship

Ph.D. students are expected to engage in an internship considering their career goal. The internship in the WFED program requires adherence to a learning contract prior to the internship. The learning contract should include information on the goals of the internship, the actions associated with the internship, the estimated number of hours to be spent on direct (on-site) and indirect (off-site) work related to the internship, as well as the concrete outcomes that will be submitted at the end of the internship experience.

Requirements in the Internship

Students are required to submit a learning contract before beginning the internship experience. The learning contract should spell out the objectives of the internship (what will be learned by the internship), work activities associated with the internship (what work activities will be carried out to achieve the objectives), the anticipated number of hours to be completed in direct (on-site) and indirect (off-site) work related to the internship, and the tangible results (deliverables) to be turned in at the end of the internship experience. The learning contract should follow the format on the second page and bear the signatures of a site sponsor/supervisor, the supervising faculty member, and the student.

Process/Requirements of the Internship Practice

Upon completion of the internship, students should turn in the following items in a three-ring binder or an electronic format:

1. A copy of the learning contract signed off before the beginning of the Internship.
2. A time log indicating the hours devoted to the internship both on-site and off-site. The student should work at least 90 hours on-site for each 3-graduate credits claimed. Additional work off-site is expected and encouraged and may amount to as much as twice the hours devoted to on-site work. These hours represent minimums—not

maximums. Students are well advised to seek internships with multiple employers to develop a suitable portfolio of work-related materials and to develop a network of contacts for future employment.

3. A letter from the site sponsor/supervisor indicating that he or she has reviewed the time log, verifies it, and provides feedback about the quality of the student's work during the internship. This letter should be written to the student and serve, if possible, as a letter of recommendation to future employers, assuming the work was acceptable. If the employer wishes, a student grade may be recommended for the course.

4. One or more deliverables from the internship to document work performed. Examples of such deliverables might include training packages, training lesson plans, training needs assessment instruments, interview results, evaluation results, software, videotapes, evaluation forms, or other materials.

5. A videotape to demonstrate student platform skills is desirable. If the student is not able to prepare a videotape from a "live" classroom setting due to employer concerns, then the student may arrange to conduct a rehearsal of a training presentation that is acceptable to a sponsoring employer. A videotape is not necessary to meet course requirements but is desirable for a student portfolio.

6. A videotaped reflection about the internship discussing how the objectives were met, showcasing deliverables, and articulating lessons learned. Limit it to 15 minutes.

Workforce Education and Development Ph.D. Timeline

The Ph.D. Timeline for Workforce Education and Development offers students a clear and concise roadmap of their academic journey, covering essential courses, advanced research methods, and professional development activities. Vital milestones include the qualifying exam, comprehensive examination, and final dissertation defense. The figure below provides students pursuing a Ph.D. in Workforce Education and Development with a realistic expectation for completing the three major milestones. Following the illustrated timeline is ideal for full-time students. The timeline for part-time students will remain the same for the Qualifying Exam. Please note that all students must defend within eight years after completing the Qualifying Exam. Students who start in the summer semester will be considered the same as students starting in the fall semester when determining the timing for the Qualifying Exam.

Workforce Education and Development Ph.D. Timeline

Students who start their program in Fall

| | | | Research Methods & Emphasis Specific courses | | | |

| | | | | | | |
| WFED Ph.D. Core Courses | | | | | | |

Y1 Fall	Y1 Spring	Y2 Fall	Y2 Spring	Y3 Fall	Y3 Spring	Y4 Fall and beyond
			WFED 550			

Qualifying Exam   Comprehensive Exam   Defense

Students who start their program in Spring

Y1 Spring	Y1 Fall	Y2 Spring	Y2 Fall	Y3 Spring	Y3 Fall	Y4 Spring and beyond
				WFED 550		

Qualifying Exam   Comprehensive Exam   Defense

Note. The timeline can vary depending on each student's situation

V. Doctoral Degree Milestone I: Qualifying Examination

Purpose

The main goal of the Qualifying Examination is to determine early on whether a student has the potential to acquire the knowledge, abilities, and characteristics the program has specified in its formal learning objectives, including evidence of the critical thinking abilities required for an effective researcher in the disciplinary field. The Qualifying Examination is given early in a student's program to ensure that the significant time, resources, and effort the student must devote will likely result in the completion of the Ph.D. The Qualifying Examination may also determine whether the student has a solid foundation in the discipline's fundamentals.

The Graduate School at Penn State provides comprehensive official information about terms, regulations, and forms for the Ph.D. qualifying examination at https://bit.ly/3SIi8NR.

Before the Qualifying Exam

A PhD student in WFED must have a minimum grade-point average of 3.00 for work completed at the University, be in good academic standing, have no deferred or missing grades listed on their academic transcript, be registered as a full-time or part-time graduate degree student, and pass the qualifying examination. A student is informed of the time, date, and place of the qualifying examination as well as any additional deadlines that apply to the examination by the Professor-in-Charge of the WFED Program.

Preparation for the Qualifying Examination

The written portion of the qualifying exam consists of four documents that a Ph.D. student must submit for review by the Graduate Faculty in WFED—a research prospectus, Scholarship and Research Integrity (SARI) records, a career enhancement plan, and a curriculum vitae. Among these four documents, the research prospectus is the primary document representing students' ability to tackle a worthwhile research problem that reflects the student's opportunities for learning and development. The qualifying document can be found at this link (http://bit.ly/Qual_Exam_WFED).

A Ph.D. student in WFED prepares and submits four sets of documents for evaluation and discussion: (a) a research proposal, which is likely the most important document the

graduate faculty in WFED evaluates from the student for the qualifying exam; (b) a career advancement plan; (c) SARI records; and (d) a curriculum vitae. When creating and submitting these four sets of documents for the qualifying test, a Ph.D. student should consult with their temporary adviser, a member of the Graduate Faculty in WFED who was allocated to them when they were approved for the Ph.D. degree program. The four primary documents are:

Research Prospectus

A research prospectus serves as a description and justification of the significance of the research question that will direct a student's Ph.D. training and research throughout their career. A Ph.D. student can use the research prospectus as a starting point for a lifetime of research projects as well to explore and fine-tune new research interests before starting a Ph.D. program. The body of the study prospectus is written as a manuscript to be submitted for consideration for publication to the editors of a peer-reviewed refereed journal. A Ph.D. candidate must, therefore, follow the guidelines for drafting a paper provided by the peer-reviewed refereed journal that the candidate chooses as a potential venue for publishing.

Career Enhancement Plan

A career enhancement plan is one of the four documents that Ph.D. candidates in WFED write and submit for evaluation during the Ph.D. qualifying test. The plan intends to demonstrate the depth of achievement that the Ph.D. student aspires to. The Graduate Faculty do not see the career advancement plan at WFED as a static document that should only be created once for the qualifying examination and then be put on hold. Instead, from the beginning of a Ph.D. program until its conclusion, the Graduate Faculty wants the strategy to change as the Ph.D. student evolves.

SARI Records

Scholarship and Research Integrity (SARI) is a Penn State educational initiative for undergraduates, postdocs, and faculty members that aims to encourage ethical research practices. SARI aims to raise awareness of moral values and accepted professional standards in all activities involving scholarship and research. A Ph.D. candidate must fulfil a part of the SARI criteria for the Ph.D. in WFED. A Ph.D. student must obtain records of completion for two

Collaborative Institutional Training Initiative (CITI) courses, which are accessible through https://citi.psu.edu/

Curriculum Vitae (CV)

A CV typically contains thorough details about a person's academic background, any teaching experience, degrees earned or in progress, research activities, professional awards earned, refereed and non-refereed publications, presentations made at regional, national, and international meetings on invitation only or in other ways, as well as other professional accomplishments. A committee of the Graduate Faculty in WFED will assess a curriculum vitae that a Ph.D. student must develop and submit. The Ph.D. program's Graduate Faculty in WFED evaluates a student's CV to see whether they have acquired the necessary skills, knowledge, and accomplishments, particularly since admission.

The Oral Portion of the Qualifying Examination

The Ph.D. candidate meets in person with a committee of the Graduate Faculty in WFED, at a time and location determined by the Professor in Charge of WFED, to discuss the four documents and other matters related to eligibility in this stage. By completing an online form titled "Assessment of Papers Submitted for Ph.D. Qualifying Exam for WFED," members of the Graduate Faculty in WFED perform an initial evaluation of the four documents before the face-to-face interview.

The Graduate Faculty in WFED is permitted to use the findings of this preliminary evaluation in confidence to inform decisions made during the face-to-face interview with the student. The four supplied documents should be brought with the student to the interview. Based on evidence of critical thinking and other skills that the WFED Graduate Faculty view as necessary for successful research in the vast field of effort encompassed by workforce education and development practice, the committee of the Graduate Faculty in WFED determines whether the student can conduct doctoral-level research. The committee bases its comprehensive evaluation of a student's qualifications not only on a review of the quality of the documents submitted before the interview but also on a conversation with the student during the in-person meeting and on details regarding the student's course performance and other degree program engagement since enrolling in the Ph.D. program in WFED. A Ph.D. student's qualifying

examination results are kept private by the Graduate Faculty committee in WFED on the exam day. The Graduate School at Penn State checks and documents the student's exam results before communicating this decision to the student.

After the Qualifying Exam

Formation of the Dissertation Committee

Upon successfully passing the qualifying examination, students choose a Committee Chair (advisor) and Committee members, and then they formally inform the program administrative assistant by filling out the designated form. The main criteria for dissertation committee requirements are having at least three members from the department including the committee chair (advisor), and at least one member from outside the program. The Committee appointments need to be approved by the Graduate School.

The committee formation process starts with selecting the committee chair (advisor). The remaining committee members should be selected based on the previously identified criteria that mandate selecting at least one member from outside the program, who could act as a methodologist or field expert.

Changes in Doctoral chair or member

Students can keep the existing assigned temporary advisor or change the advisor after passing the Qualifying Exam based on the research and work direction. A Request to change the academic advisor is typical and generally accepted. Students who want to change advisors should get the prospective advisor's agreement before sending a change request to the program staff assistant in 301 Keller Building. Also, the student should inform the current advisor about the change to keep their record current.

Complete a Program of Study

Each student is required to develop and maintain a structured recording system at the end of each academic year by documenting the progress of courses' requirements, research progress, participation, and contribution to academic events and professional development indicators. Students should update the program of study during Summer and discuss its progress, challenges, and plans with the academic advisor before each new academic year begins (https://bit.ly/3N4uxvF).

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VI. Doctoral Degree Milestone II: Comprehensive Exam (Written and Oral Portions)

The comprehensive doctoral examination is a significant turning point in a Ph.D. program, consisting of integrated written and oral portions. Each student's dissertation committee administers it. Students must pass the comprehensive exam before they begin collecting data for their dissertation. After successful completion of the comprehensive examination, the Ph.D. student will become a Ph.D. candidate. See https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-606-comp-exam-temp/

Purpose

The examination aims to evaluate students in the following aspects:

1. Expertise: In-depth knowledge of the core theories and research methods in the field of Workforce Education and Development (WFED).
2. Research Proficiency: The ability to formulate and execute an independent research project that significantly furthers knowledge and theories in WFED.
3. Scholarly Articulation: Demonstration of ideas or arguments in clear, concise, well-organized papers and proposals, as well as in formal, oral presentations.

Eligibility

To be eligible to take the examination, the student must meet the following criteria:

1. Complete all core courses, and other requirements as determined by the student's doctoral committee,
2. Have a minimum grade-point average of 3.00 at the time the examination is given, for graduate work done at Penn State,
3. Have no deferred or missing grades,
4. Satisfy the English competence requirement, and
5. Be registered as a full-time or part-time student for the semester in which the
6. examination is taken. (See section below on "Procedures for Writing the Exam" for information regarding taking the exam during summer.)

Timeline

The Comprehensive Examination should be scheduled within a year of completion of all required coursework to provide students with a timely assessment of their ability to complete their degree program.

Prerequisite for the Comprehensive Examination

The pre-requisite for the comprehensive examination (a.k.a., written portion of the comprehensive examination) in the WFED Ph.D. program are broken down into three parts:

Part A: Analysis/Synthesis Skills (Core subjects' questions answers):

Ph.D. students will be required to practice analysis/synthesis skills by selecting three tasks from the seven core courses in the Ph.D. program in WFED. Each task depends on the specific nature of each core class, which will determine the length too. The seven core classes are as follows:

1. WFED 471 (Training in Business & Industry)
2. WFED 529 (Ethical Issues in Workforce Education and Development)
3. WFED 550 (Research in Workforce Education)
4. WFED 560 (Historical & Philosophical Foundation of Workforce Education)
5. WFED 572 (Organization Development for Industrial Trainers)
6. WFED 573 (Needs Assessment for Industrial Trainers)
7. WFED 540 (Data Analysis in Workforce Education & Development)

Part B: Career Development Review

Career development review is an important task that helps Ph.D. students to broaden their ideas and explore their career goals after completing the program. Such exploration requires them to develop a comprehensive document that illustrates different tasks and experiences that students usually go through during the program to strengthen their knowledge, skills, and potential to be ready for the job market.

Parts A and B are requirements for all candidates. Each task results in the production of written materials. Three weeks before the planned exam, candidates turn in their replies to the academic tasks in Parts A and B to the heads of their committees. Candidates should consult with

the chairs of their committees to see whether they prefer to receive the responses electronically or in print.

Part C: Dissertation proposal

While reaching this phase, Ph.D. students are required to prepare and review the first three chapters of the dissertation: the introduction, review of literature, and methods. The WFED program is unique in helping all students reach this stage by enrolling in the WFED 550 course that scaffolds the dissertation development process as per structured learning objectives.

The final phase of the comprehensive examination is the oral comprehensive examination that requires prior application (a semester before the actual date), and coordination with the committee chair and members. The candidate will be interviewed and required to present the dissertation proposal. The written document must meet the requirements outlined in the Penn State Thesis Guide: Requirements for the Preparation of master's and Doctoral Theses, which is available from the Graduate School Thesis Office or at:

https://gradschool.psu.edu/completing-your-degree/thesis-and-dissertation-information/thesis-and-dissertation-guide

To ensure that students' written work is of the highest quality, all doctoral students must have the proposal professionally edited before sending it to the committee for defense. At their discretion, advisors may waive this requirement for students whose work does not need to be professionally edited. For more information, please visit the below link:

https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-606-comprehensive-examination-research-doctorate/

Comprehensive Exam (Oral Portion)

Once the student submits the documents for the written portion of the exam, upon the dissertation committee chair's approval, the student should send out the documents to all committee members and schedule a comprehensive examination. Here is the process to follow before the exam.

The comprehensive examination can be conducted in three ways: fully in-person, fully remote, or hybrid with some participants in-person and others remote. It is crucial to consider the student's delivery mode preference, but it is imperative that both the student and adviser reach an agreement on the mode. Failure to agree will result in the Graduate Program Head making the final decision. In case of an appeal, either the student or adviser may approach the Associate Dean for Graduate Education in the College of Education.

During the oral portion of the Ph.D. Comprehensive Exam, the final oral examination format is tailored to the student's preference, with the student and adviser agreeing on the delivery mode. A legitimate doctoral committee consisting of at least four active Penn State Graduate Faculty members is established before the exam. After the examination, the committee evaluates the candidate's performance and votes, requiring a positive vote from at least two-thirds of the members to pass. In case of failure, the committee determines if a retake is permissible and sets a timeline for it. The final dissertation must be signed by all committee members and adhere to the Graduate School's Thesis Guide upon successful completion.

VII. Doctoral Degree Milestone III: Dissertation Defense

Purpose

The final examination for Workforce Education and Development doctoral students is an oral examination administered and evaluated by the candidate's entire doctoral committee. Upon successful completion, students complete their research and consult with the committee chair before submitting drafts of their dissertations to the entire committee. In the final oral examination, students defend their dissertations (following the graduate school timeline). Ph.D. candidates make the recommended edits and submit their completed dissertation to the Graduate School before setting for the final dissertation defense. Scheduling the Final Oral Examination

The exam lasts two hours and the WFED program suggests students to follow the WFED doctoral calendar for the semester, although the Graduate School allows exams to be taken at any point in the semester. Keep in mind that the final exam can only be arranged for at least 90 days since the comprehensive exam was passed. In the right circumstances, the director of Graduate Enrollment Services may waive the 90-day requirement. On the professor-in-charge of the Workforce Education and Development Program's proposal, the Office of Graduate Enrollment Services set the exam's official date and time. Graduate Enrollment Services must get two weeks' notice from the office to schedule the exam. The doctorate candidate oversees organizing the test. The candidate must follow the thesis advisor's advice in doing so.

Conducting and Evaluating the Final Oral Examination

The final oral examination can be conducted in person, fully remote, or a mixture of both with some participants in person and others remotely. The student's preference for delivery mode should be taken into account, but both the student and adviser must come to an agreement. If they cannot, the Graduate Program Head will make the final decision. If either party disagrees, they can appeal to the Associate Dean for Graduate Education in the College of Education.

After the oral examination, the doctoral committee meets to evaluate the candidate's work and formally cast a vote. To pass the oral examination, at least two-thirds of the committee members must vote favorably. This means three out of four for a four-member committee, four out of five for a five-member committee, four out of six for a six-member committee, and so on. If the student fails, the doctoral committee will decide if the candidate can retake the exam and

establish a timeline for another examination. However, the candidate can only retake the final oral exam once. The candidate's program staff assistant will communicate the results to them and the Office of Graduate Enrollment Services. If the candidate fails, they have two options: retake the examination or withdraw from the program. Before submitting the final dissertation to the Graduate School, it must be signed by each committee member and follow the Thesis Guide.

Final Dissertation Document

Doctoral candidates must prepare the dissertation in its final form after passing the final oral examination and make any necessary adjustments or revisions advised by the committee members. To achieve the Workforce Education and Development's deadlines, students must give themselves adequate time to make necessary modifications. https://gradschool.psu.edu/completing-your-degree/important-deadlines/ has the Graduate School Calendar. Students must submit their final Thesis for signature to the Workforce Education and Development Program office at University Park three weeks before the Graduate School's deadline.

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VIII. Information Applicable to All WFED Graduate Students

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Academic integrity

Academic integrity is a fundamental principle that guides all scholarly activity. All members of the University community are expected to uphold this principle by conducting themselves in an honest, responsible, and transparent manner. The University's Code of Conduct emphasizes the importance of personal integrity, respecting the dignity, rights, and property of others, and fostering an environment that enables everyone to succeed through their hard work.

Maintaining academic integrity at the University means that all members of the community must commit to avoiding and condemning any instances of falsifying, misrepresenting, or deceiving. These acts of dishonesty go against the core ethical values of the University community and diminish the value of the work done by others.

Students are required to act with respect, integrity, and civility. They should value the dignity, rights, and belongings of other students while contributing to a positive academic environment. Academic integrity is vital to creating a civil community where everyone can thrive based on their hard work. To prevent plagiarism, assignment submissions through Canvas will be checked using Turnitin.com. Any acts of plagiarism will be treated with utmost seriousness. Please read the [College of Education Academic Integrity Policy](#) thoroughly.

Student Disability Resources

To ensure that students are covered under the Americans with Disabilities Act Amendments Act of 2008 and the Rehabilitation Act of 1973, Penn State's Student Disability Resources (SDR) office requires documentation of a disability. This documentation helps establish a student's disability status, provides insight into how the disability may affect the student, and identifies the functional impact of the disability so that appropriate reasonable accommodations can be made. The laws define a disability as a physical or mental impairment that significantly limits one or more major life activities.

Reasonable accommodations are individually determined and may vary from student to student. The specific information with SDR and acceptable documentation can be found at this link:

http://equity.psu.edu/student-disability-resources/applying-for-services/documentation-guidelines

Federal Family Educational Rights and Privacy Act (FERPA)

The federal law known as the Family Educational Rights and Privacy Act of 1974 (FERPA) or the Buckley Amendment safeguards the privacy of student education records and outlines the rights of students in relation to their educational records held by institutions. The University has a policy on Confidentiality of Student Records (policy AD-11) in compliance with FERPA, which allows faculty and staff to access student records for legitimate educational reasons required to execute their job responsibilities.

According to FERPA, educational institutions are not allowed to share a student's records without their written consent. However, certain information known as "directory information" can be released without permission unless the student has requested that it not be disclosed. The Registrar's Office website at Penn State provides a list of what is considered "directory information." For further details on FERPA and student privacy, please refer to below link: https://www.registrar.psu.edu/confidentiality/guidelines-faculty-staff/index.cfm

Scholarship Research and Integrity Program (SARI)

SARI (Scholarship and Research Integrity) is a responsible conduct of research (RCR) education program for students, postdocs, and faculty at Penn State. The SARI program is designed to create an awareness of ethical principles and established professional norms in the performance of all activities related to scholarship and research. Ultimately, our goal is to further foster trust among scholars and researchers and to increase the public's support for research.

All scholars confront ethical issues in their professions. Training is critical to prepare students and researchers to address ethical challenges that may arise in their work. Penn State requires SARI for all graduate students, postdocs, and new faculty to ensure the ethical conduct of research and scholarship at the University. In addition, funding agencies including NIH, NSF, and NIFA have requirements for RCR training for students, postdoctoral researchers, and other trainees. More information about SARI and requirements at this link: https://www.research.psu.edu/training/sari

Assistantship & Employment Opportunities

Various types of employment opportunities are available for graduate students, especially at the doctoral level.

Graduate Assistantships in the WFED Program

A limited number of graduate assistantships are available. Individuals interested in an assistantship must download and complete a WFED Graduate Assistantship application. The deadline for application is January 15th. Students currently on assistantships in the program and wish to reapply for an assistantship need to complete their application by January 15th. A current curriculum vitae is submitted with an application.

Graduate assistants are assigned largely scholarly tasks that will give them useful experience in their major field. However, assistantship duties may include other tasks in conducting the department's work. Duties will depend on the experiences brought to the department and the student's career plans. Students typically are employed on half-time assistantships which require 20 hours of work per week. However, some students may be on quarter-time (10 hours) assistantships. Graduate Assistant usually are employed for Fall and Spring semesters. Graduate Assistants must maintain a 3.0 GPA and must be registered for no less than 9 and no more than 12 credits per semester. Students will receive a monthly stipend plus a grant-in-aid for tuition. Assistantships are not available for the Summer Session.

For applicants that wish to be considered for graduate assistantships or other funding opportunities, the following links can provide assistance:

https://gradschool.psu.edu/graduate-school-funding/finding-graduate-support/

https://gradschool.psu.edu/graduate-school-funding/programs/external-fellowship-programs/

https://gradschool.psu.edu/graduate-school-funding/funding/assistantships/

The Summer Tuition Assistance Program

The Summer Tuition Assistance Program (STAP) is designed to provide tuition assistance to graduate students who have had assistantships supported on general or restricted

funds or University fellowships for the two preceding semesters, so that they can continue graduate studies during the summer.

For more information, please visit the link below: http://www.gradschool.psu.edu/graduate-funding/fellowships/programs/summer/.

For applicants that wish to be considered for graduate assistantships or other funding opportunities, the following links can provide assistance:

https://gradschool.psu.edu/graduate-school-funding/finding-graduate-support/

https://gradschool.psu.edu/graduate-school-funding/programs/external-fellowship-programs/

https://gradschool.psu.edu/graduate-school-funding/funding/assistantships/

IX. Appendices

Annual Assessment (Ph.D. Students) https://bit.ly/409vKol

Program of Study (Ph.D. Students) http://bit.ly/3hqcLWl

Qualifying Examination Document https://bit.ly/3tZfWa6

Comprehensive Examinations Checklist http://bit.ly/3hqohRI

College of Education Academic Integrity: http://bit.ly/3BBINWa