

**The Pennsylvania State University  
College of Education  
World Campus**

**Doctor of Education**



**STUDENT HANDBOOK**

**FOR**

**DOCTORAL DEGREE STUDENTS**

**Suite 274 Chambers Building  
University Park, PA 16802-3201  
(814-865-2524)**

August 2023

Contact:

Graduate Director: Joseph Polizzi, PhD ([jap383@psu.edu](mailto:jap383@psu.edu))

Program Contact: Erica Smith ([els6012@psu.edu](mailto:els6012@psu.edu))

---

## Table of Contents

---

Message from the Dean.....	4
General Information: College of Education.....	5
• College of Education Mission.....	5
• College of Education Vision.....	5
• College of Education Values.....	5
• Diversity Statement.....	6
• Purpose and Outcomes of the World Campus College of Education Doctorate in Education Program.....	6
• DEd Learning Outcomes.....	6
Carnegie Project on the Education Doctorate.....	7
• Definition of the Education Doctorate.....	7
• Vision.....	7
• Mission.....	7
• Values.....	7
• Guiding Principles for Program Design.....	7
Requirements for Admissions.....	8
• Overview.....	8
• Admission Requirements.....	8
• Application Requirements.....	8
○ Goal Statement.....	8
○ Problem of Practice.....	8
○ Academic Writing Sample.....	9
○ References.....	9
○ International Testing Requirements.....	9
• Deadline.....	9
• Transfer Credits.....	9
• Degree Requirements.....	9
○ Foundational Core.....	10
○ Content Specialization/Electives.....	10
▪ Illustrative Examples of Specialization Course Work.....	11
○ Scholarship and Research Integrity (SARI).....	12
▪ How do WCDEd Graduate Students Fulfill Their SARI Requirements?.....	12
○ Summer Summit.....	12
○ Qualifying Examination.....	13
○ Professional Doctoral Committee Formation, Composition and Duties.....	13
○ Comprehensive Examination.....	14
○ Research Capstone Experience.....	14
Advisement.....	15
Student Aid.....	16
Courses.....	16
Grievance Procedures.....	16
Expectations for Graduate Student Conduct.....	16

Code of Conduct.....	17
Academic Integrity.....	17
• Use of artificial Intelligence (AI).....	17
Capstone Project Preparation and Graduation.....	18
• Capstone Preparation.....	18
• Electronic Copy of the Capstone Project.....	18
• Graduation.....	18
• Continuous Enrollment.....	18
• Procedure for Resolution of Student Concerns.....	18
• Withdrawal Policy.....	19
• Re-Enrollment Policy.....	19
College of Education Logo.....	19
College of Education Business Cards.....	20
University Resources.....	20
• Libraries.....	20
• Penn State Access Account.....	21
• Information Technology Services.....	21
• Penn State Email (Office365).....	21
• Penn State ID Card.....	22
• Canvas-Learning Management System.....	22
World Campus Student Resources.....	22
• Student Affairs Health and Wellbeing Resources.....	22
Academic Resources.....	23
• Expectations for Excellent Writing at the Graduate Level.....	23
• Consultative Resource for Writing Support.....	23
• University Statistical Consulting Center.....	24
• Academic Calendar.....	24
• Registration and LionPATH.....	24

## Message from the Dean

Congratulations and Welcome to the World Campus Education Doctorate Program in the College of Education at Penn State! We're here to provide you with the information and support you need for a successful start to your academic journey.

We appreciate your commitment to advancing your education, and we're here to support you every step of the way. Choosing to pursue advanced studies is a significant commitment, and we commend your dedication to furthering your knowledge and expertise. We encourage you to make the most of the opportunities available at the University. Whether it's your faculty advisor, fellow students, or our staff, we're all here to help you achieve your goals.

Please feel free to reach out if you have any questions or need assistance. We're looking forward to assisting you on this educational path.

Changing education by educating for change.

With Warm Regards,

Kimberly Lawless, PhD  
Dean, College of Education

---

## General Information: College of Education

---

### ***College of Education Mission***

We reimagine the existing EC-12 and adult education systems, including the College of Education, by identifying and addressing the systemic inequities that impede many individuals from realizing their full potential. We improve student outcomes, conduct research, develop effective policies and strategies, create new experiences for existing educators and students that are community-based and globally minded preparing the next generation of educators, integrate innovative technologies that contribute to our mission, and actively engage with families and in communities within and beyond our borders. We are deeply committed to progressive social change by bridging research to practice and developing partnerships with a wide array of individuals and organizations. We focus on equity and access, anti-racism orientations and practices, essential literacies, and the mental health and well-being of all individuals across the lifespan. We embrace the challenge of preparing a new generation of education professionals with the skills and dispositions needed to create powerful learning experiences for all learners, across the lifespan. Our mission is nothing less than being a leader in the creation of a more equitable and just education system for the people of Pennsylvania, the nation, and the world.

### ***College of Education Vision***

The Penn State College of Education will work collaboratively to transform education systems to promote progressive social change that leads to an equitable society and world, in which all learners, families, schools, workplaces and communities thrive.

### ***College of Education Values***

The College of Education shares the University's values of *Integrity, Respect, Responsibility, Discovery, Excellence, and Community*. In addition to those values, the College of Education strongly identifies with these values:

- **Anti-Racism/Racial Justice:** We strive to actively identify, describe, counter, and dismantle individual, interpersonal, institutional, and structural racism in all components of our work.
- **Transforming Education:** We are committed to changing education to promote and practice equity in collaboration with international, national, and community-based partners to ensure an equitable and just world.
- **Learning Across the Lifespan:** We are committed to cultivating purposeful learning for individuals and communities throughout development, transitions, and contexts.
- **Systemic Understanding and Awareness:** We embrace the synergy among efforts to mitigate climate change, and to promote social justice, essential literacies grounded in deep and integrated disciplinary knowledge, mental health and well-being in changing education for healthy communities and the world.
- **Global Understanding and Inclusivity:** We are committed to supporting the exchange of knowledge and furthering research that includes perspectives from, and addresses issues pertinent to, the attainment of education for all around the globe.

### ***Diversity Statement***

*Our mission is nothing less than being a leader in the creation of a more equitable and just education system for the people of Pennsylvania, the nation, and the world.*

The mission of the College of Education's Diversity and Community Enhancement Committee (DCEC) is to support and enhance diversity and the ongoing development of a welcoming environment in which all members of our community will have opportunities to thrive personally and professionally. The DCEC serves the College of Education through a mission of discussion, education, and promotion of an environment that is conducive to scholarship and learning and respectful of diverse backgrounds and viewpoints.

### ***Purpose and Outcomes of the World Campus College of Education Doctorate in Education Program***

This graduate program adheres to Penn State's degree requirements for professional doctorates: [GCAC-700 Professional Degree Policies](#).

The online Doctorate of Education degree (DEd) provides opportunities for students, consistent with the mission of the College of Education:

- This program is designed to meet the needs of professional educators, counselors, leaders, teachers, designers, trainers, and other educational professionals.
- To provide working professionals the ability to acquire new knowledge and skills to advance their careers.
- Provide working professionals the ability to apply research and evidence-based insights to address problems of practice with tangible results for their local settings.
- The Doctor of Education (DEd) degree provides opportunities to develop relevant knowledge and ways of knowing through research aimed at such problems, rather than the establishment of generalizable knowledge (as sought in the PhD degree).
- Prospective students seeking to advance their careers will be attracted to the DEd's focus on research in professional settings around problems of practice.
- This focus on problems of practice differentiates the DEd degree from the PhD programs in education which are primarily intended to prepare scholars seeking careers as university faculty members and professional researchers and developers in industry, non-profit and government agencies, and other organizations.
- Will serve the needs of professionals in geographic locations with limitations, as well as commitments to work and family, as they are unable to attend in-residence doctoral degree programs.

### ***DEd Learning Outcomes***

1. Demonstrate appropriate breadth and depth of knowledge related to education and learning, and comprehension of the major issues facing educational systems.
2. Use disciplinary knowledge, methods and techniques of education to advance educational policy or practice.
3. Demonstrate effective teaching and communication skills for dissemination of educational findings and best practice to appropriate stakeholders.
4. Become a transformational educational leader who can improve or advocate for equitable learning outcomes for children, youths, families, and adults.
5. Participate and advance a culture of educational excellence through supporting lifelong learning within and across educational sectors.

---

## The Carnegie Project on the Education Doctorate (CPED)

---

Penn State, along with over 130 colleges and schools of education, has committed resources to work together to undertake a critical examination of the doctorate in education (EdD, DEd) through dialog, experimentation, critical feedback, and evaluation. The College of Education World Campus Education Doctorate program, as a founding member of the CPED, is aligned with the vision, mission and framework of the CPED.

### *Definition of the Education Doctorate*

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

### *Vision*

We envision a future where equity-minded educational professionals lead lasting and positive change for the learning and benefit of everyone.

### *Mission*

The Carnegie Project on the Education Doctorate (CPED) transforms the advanced preparation of educational professionals to lead through scholarly practice for the improvement of individuals and communities.

### *Values*

- Diversity: We value every learner and the different perspectives, skills, histories, and voices of members of diverse communities.
- Learning: We value continuous improvement, growth, practical application of knowledge, and inquiry.
- Partnership: We value solving authentic and critical problems of practice in partnership with others.
- People: We value the professional expertise and lived experiences of every educational professional.
- Social Justice: We value ethical, just, and inclusive practices.
- Students First: We value the success of every student.

### *Guiding Principles for Program Design*

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education. The Professional Doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, which links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

For additional information on the Carnegie Project please follow this link: <https://www.cpedinitiative.org/>

---

## Requirements for Admission

---

### Overview

The World Campus DEd program offers a flexible degree option for students around the world to engage in advanced research-oriented professional learning and practical application beyond the master's degree in an asynchronous format. It is ideal for students whose ability to enroll in existing residentially-based doctoral programs is limited. The program is designed to enroll professionals who seek to address problems of practice within their specific career contexts and offers students the freedom to build an appropriate doctoral degree that centers on developing knowledge pertinent to problems of practice, while developing the inquiry skills and interdisciplinary practices necessary to develop, understand, and apply research to new problems and situations.

### Admissions Requirements

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

Applicants are expected to hold a master's degree in education or closely related and relevant field (30 credits minimum) and to have completed *at least* three years of professional practice/work experience. Applicants are required to submit an application through the Graduate School that includes a program-specific essay describing the student's interest in the program, three letters of academic and/or professional reference, and TOEFL/IELTS scores per [Policy GCAC-305](#). Applicants are required to have demonstrated strong performance in their previous graduate programs based on their master's transcripts. Graduate Record Examination (GRE) or other standardized test scores are *not* required for admission. Admitted students may be required to take additional course work as recommended at the time of admission and as determined by their doctoral advisor and committee.

### Application Requirements

- [Goal Statement](#)  
The goal statement plays a vital role in the admissions process. Successful applicants focus on weaving a compelling narrative that addresses their academic growth, work, challenges, and areas of professional/research interest. Students will provide a brief essay (1,500-2,500 words) describing how their professional trajectory informs their academic goals. The goal statement should express the relevance of this professional doctoral degree to their present and future interests and any limitations or challenges faced in their educational journey.
- [Problem of Practice](#)  
Central to the World Campus DEd, is the exploration of compelling problems of practice in education. Applicants are welcome to identify and share problems of practice relevant to their work in their goal statement. While not required, applicants may emphasize any affiliations or interest in faculty or programs in the College of Education. For further explanation of a problem of practice and insight into the professional educational doctorate, we suggest reviewing the work of the Carnegie Project on the Education Doctorate. *An acceptable goal statement can be addressed in three to five double-spaced pages.*



- [Academic Writing Sample](#)  
An academic writing sample is also required as part of the application. Publications (individual and joint), academic papers for a graduate level course, professional reports, and other professional writing samples are all acceptable for submission. Should co-authored work be submitted, please share a description of your contribution, and properly cite co-authored works.
- [References](#)  
Three written references are required for admissions. References should address the candidate's potential for academic and professional accomplishment.
- [International Testing Requirements](#)  
The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. See [GCAC-305 Admission Requirements for International Students](#) for more information.

### ***Deadline***

There are two application deadlines for admission: For Fall admission, the deadline is February 15<sup>th</sup> with notification in May. The Spring admission deadline is September 15<sup>th</sup> with notification in November.

### ***Transfer Credits***

The program's structure is carefully crafted, as a result, the possibility of transferring in of credits is extremely limited — specifically, to a maximum of six elective credits total. While the door is open, the pathway is not a common one and is undertaken with careful consideration, aligning with the program's efficient curriculum. We believe in upholding the program's integrity while ensuring that the academic commitment remains cohesive and aligned with our objectives.

Subject to the limitations given, a maximum of 6 credits of high-quality graduate work directly related to the students' course of study at Penn State and done within the last 5 years at an accredited institution can be considered toward the requirements for the DEd degree. However, credits earned to complete a previous graduate degree, whether at Penn State or elsewhere, may not be applied to a second graduate degree program at Penn State. The student should distinguish carefully between the transferability of credit and its applicability in a particular degree program. Approval to apply any transfer credits toward a degree program must be granted by the Director of the DEd program in conjunction with the Associate Dean for Graduate Education and the Graduate School.

Transferred academic work must have been completed within five years prior to the date of degree registration at the Graduate School of Penn State, must be of at least B quality (grades of B- are not transferable), and must appear on an official graduate transcript of an accredited university. Pass-fail grades are not transferable to an advanced degree program unless the "Pass" can be substantiated by the former institution as having at least B quality. *Transfer credits will only be assessed after admission to the program.* Forms for transfer of credit can be obtained from the Office of Graduate Enrollment Services, 114 Kern Building. Transfer credit policy is found at GCAC 309.

### ***Degree Requirements***

At least 37 credits (post-master's prerequisite) are required to complete the DEd. Students are required to complete foundational core classes (18 credits), disciplinary specialization courses (minimum 12 credits), the residency requirement (1 credit, repeatable), and the Doctoral Capstone Project (minimum 6 credits, repeatable).

A. Foundational Core (18 credits): Completion of a set of foundational core courses designed specifically for the online DEd students.

i. *Required Courses*:

1. EDUC 815 Foundations of Educational Research – (Includes SARI(see below)) (3 credits)
2. EDUC 801 Global Trends in Education Culture (3 credits)
3. EDUC 802 Education Research Design and Methods (3 credits)
4. EDUC 804 Program Evaluation (3 credits)
5. EDUC 810 Quantitative Data Analysis Workshop (3 credits)
6. EDUC 811 Qualitative Data Analysis Workshop (3 credits)

B. Content Specialization/Electives (minimum 12 credits): Content Specialization courses are intended to expand the student's knowledge base to an area beyond the focus of their existing master's degree. This requirement is intentional. To address problems of practice in contemporary society, practitioners are increasingly required to bring an interdisciplinary focus to identify, develop, and implement appropriate and practicable solutions.

Students will enroll in 12 or more credits of Content Specialization courses/electives, dependent upon previous educational and professional certificates, degrees, and experiences. Selection of the Content Specialization courses will be determined in consultation with their program, faculty advisers, and/or doctoral committee and will coalesce with the focus of the student's ensuing Doctoral Capstone Project (see below).

Students must take most of this category of course work (at least 9 credits) within a single thematic subspeciality. This means courses relevant to the focus of their problem of practice, which may be taken across all departments in the college. The College of Education through World Campus currently offers over 125 courses as content specialization/electives in which students may enroll. Given this extensive portfolio, it is not practical to list typical electives for all interested students.

- In general, students in the World Campus Education Doctorate program *may* enroll in residential courses, although the tuition and fees for residential courses are different than World Campus courses. Communication and consultation with the Adviser and Director are necessary when considering residential courses.

The following table provides examples of different combinations of elective courses that can be pursued:

*Illustrative Examples of Specialization Course Work*

<p>An adult educator may be interested in expanding their knowledge of family literacy and applying educational research to assess the efficacy of literature supporting families learning to teach children to read. After completing the M.Ed. equivalent in Lifelong Learning and Adult Education, this student may choose among the following electives:</p> <ul style="list-style-type: none"> <li>• EDPSY 421 Learning Processes in Relation to Educational Practices</li> <li>• LL ED 502 Studies in Literature for Children</li> <li>• LL ED 520 Literature for Adolescents</li> <li>• LL ED 561 Cultural Pluralism in Children's and Adolescent Literature</li> <li>• A ED 812 Diversity, Visual Culture, and Pedagogy</li> <li>• A ED 811 New Media and Pedagogy</li> </ul>	<p>A high school science department chair may be interested in developing knowledge and applying educational research to assess the effectiveness of uses of technologies to support students with special needs. After completing the M.Ed. equivalent in Curriculum and Instruction – Science, Technology, Engineering, Mathematics (STEM) education, and the doctoral core, this student may choose among the following electives:</p> <ul style="list-style-type: none"> <li>• SPLED 419 Assistive Technology for General Education Teachers</li> <li>• SPLED 525 Teaching Learners with Disabilities in Inclusive Settings</li> <li>• SPLED 802 Evidence-Based Assessment for Teaching Learners with Special Needs</li> <li>• LDT 527 Designing Constructivist Learning Environments</li> <li>• LDT 566 Computers as Learning Tools</li> </ul>
<p>A director of talent development at an organization may want to know how best to serve the needs of employees and how to determine if such services are effective for employees and the organization. After completing a Master of Professional Studies in Human Relations and Employee Relations, an MBA, or equivalent, this student may choose among the following electives:</p> <ul style="list-style-type: none"> <li>• WF ED 572 Foundations of Organization Development</li> <li>• WF ED 884 Appreciative Inquiry</li> <li>• WF ED 881 Marketing Organization Development and Consulting</li> <li>• WF ED 582 Assessing and feeding Back Data: Organizational Diagnosis</li> <li>• WF ED 578 Process Consultation</li> <li>• WF ED 585 Appraising Organization Development and Consulting</li> <li>• WF ED 880 Facilitating Groups and Teams</li> </ul>	<p>A director of academic support services at a community college may want to know how best to serve the needs of their students as well as how to determine if their services are effective for those students. After completing the M.Ed. equivalent in Higher Education, this student may choose among the following electives:</p> <ul style="list-style-type: none"> <li>• ADTED 505 The Teaching of Adults</li> <li>• ADTED 560 Teaching Reading to College Students and Adults</li> <li>• CI 501 Teaching as Inquiry</li> <li>• EDLDR 530 Leadership for Inclusive Education</li> <li>• LDT 527 Designing Constructivist Learning Environments</li> <li>• SPLED 802 Evidence-Based Assessment for Teaching Learners with Special Needs</li> </ul>

\* Please note that elective course availability may vary depending on factors such as enrollment demand, faculty availability, and scheduling constraints, and therefore, certain electives may not be offered in every academic term.

Requirements for the Professional Doctorate: [GCAC-700 Professional Degree Policies](#).

C. [Scholarship and Research Integrity \(SARI\)](#):

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.**

The SARI program at Penn State is designed for graduate students' comprehensive multi-level training in the RCR in a way that is tailored to address the issues faced by individual disciplines. The program is implemented by Penn State colleges and graduate programs in a way that meets the needs of students in each unit. The SARI program has two parts: All graduate students are required to complete an online Institutional Review Board (IRB) training program provided by the Collaborative Institutional Training Initiative (CITI). All graduate students are also required to engage in an additional minimum 5 hours of discussion based RCR education. These discussions will encompass both universal and discipline-specific material. **For WCDEd students, SARI credits must be completed and are included in the portfolio as part of the qualifying examination.**

*How do WCDEd Graduate Students Fulfill Their SARI Requirements?*

- Complete CITI online training course modules and submit Certificate of Completion
- 2 hours from EDUC 815 on research integrity (hours included in course structure)
- 2 hours from a discussion activity at the summer summit to include a session on Authorship, Publication, and Peer Review
- 2 hours from Educ 810 on data management (hours included in course structure)
- 2 hours from Educ 811 on data management (hours included in course structure)
- Students are encouraged but not required to take 2 hours of online ORP workshops

D. [Summer Summit \(1 credit, repeatable\)](#):

Students will meet *in person* for a five-day summit at the University Park Campus to fulfill the residency requirement for online professional doctoral degree programs (see [Policy GCAC-213](#)). *A remote option is not possible as per GCAC.* Each student must complete at least one summit and enroll in 1 credit for the year(s) they attend. Students may complete the Residency at any time during their DEd experience, with the strong recommendation that this be completed prior to their last year of their program (i.e., before enrollment in the majority of their credits for the capstone experience). The Summer Summit will engage students with faculty and colleagues in a series of workshops, professional development, social and cultural experiences. In addition to addressing the residency requirement, the Summer Summit achieves two additional goals. First, the Summit will enhance students' understanding of issues in educational research by extending competencies developed in course work focused on their problem of practice and

advancing towards the research capstone project. Second, the Summit will build community among students and faculty through academic engagement and social activities on campus. Travel and accommodation for the Summer Summit are at the expense of the student.

E. Qualifying Examination:

For the qualifying examination, students will complete a portfolio that will be used to evaluate their past performance and potential for successfully completing the program. This exam must be completed before the candidate completes 18 credits. According to graduate school policy ([GCAC 704](#)) you must:

- have a grade-point average of 3.00 or greater for work done at the University while a graduate student;
- have no incomplete or deferred grades;
- 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.

The portfolio will include:

- A narrative statement of your career goals;
- Unofficial transcripts of all graduate study at Penn State completed prior to examination;
- A 5–10-page paper that broadly summarizes the area of interest that will be the topic for your Capstone project; specific content of the paper should be negotiated between the student and the adviser;
- Evidence of completion of Scholarship and Research Integrity (SARI) training.

Students will have two months to complete the portfolio and submit it to the Director of the Program. The Director and the student's adviser will review the examination and report back any identified deficiencies and remedial steps you will be required to undertake. The Director and adviser may also share any recommendations for further study or preparation.

F. Professional Doctoral Committee Formation, Composition and Duties:

- **Committee Appointment:** A student's Professional Doctoral Committee shall be nominated to the Graduate School by the Graduate Program Head (Associate Dean for Graduate Studies) as soon as possible after the student has secured an adviser, but in no event later than one semester following the date of the student's successful completion of the Qualifying Examination.

The student is responsible for establishing the doctoral committee with input from their adviser. After the student has established the doctoral committee, the Graduate Program Head is responsible for nominating members of the Committee to the Graduate School and ensuring appropriate Committee composition that is in the best interests of the student and the completion of their degree. Committees must be approved by the Dean of the Graduate School.

- Each committee shall have a Committee Chair and include the student's Professional Doctoral Culminating Experience Adviser. The Committee Chair and Professional Doctoral Culminating Experience Adviser may be one and the same. Committees may also include other participants who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student's area of study. All Committee Members are expected to participate fully in the affairs of the Committee. The guiding principle for members of the Committee is the success of the student.
- The committee serves in an advisory capacity to the student and assures that the project is

- feasible in scope and of sufficiently high quality to demonstrate the student's competence as a leader in the field of education.
- The Graduate Student Committee Procedures & DEd Committee Appointment Signature Form is obtained from [GCAC 702 at this link](#). General guidance of a DEd student is the responsibility of the doctoral committee.
  - A person not affiliated with Penn State who has particular expertise in the project area may be added as a "Special Member," upon recommendation by the doctoral committee and approval of the graduate dean (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the doctoral committee.
  - Chair—The primary duties of the chair are: (1) to maintain the academic standards of the DEd program and the Graduate School, (2) to ensure that the comprehensive/ proposal hearing, and final oral presentation are conducted in a timely fashion, (3) to arrange and conduct all meetings, and (4) to ensure that requirements set forth by the committee are implemented in the final version of the project. For additional information see [GCAC-702](#).

G. [Comprehensive Examination](#):

The comprehensive examination (See GCAC 706) will take place after successfully passing the Qualifying Exam and completing most coursework but before enrolling in the majority of research capstone credits. The comprehensive examination must be scheduled within a year of completion of all required course work. To be eligible for the comprehensive examination, a minimum grade-point average of 3.00 for work completed at the University as a graduate student and courses may not have deferred or missing grades.

Working with the Culminating Experience Adviser

- Identify the Professional Doctoral Committee.
- Students will submit a written project proposal (15-20 pages) to the Professional Doctoral Committee.
- Present an oral presentation of the project proposal at an online project proposal presentation session to the Professional Doctoral Committee.

The project proposal will generally build on the area of interest paper submitted for the qualifying exam and will expand the literature reviewed and propose a concrete project, including research activities to be undertaken for the Capstone Project GCAC-702.

The student's Professional Doctoral Committee will evaluate the quality of the proposed project and make recommendations for revisions where appropriate. If the committee determines that the proposed project is not sufficiently developed to move forward, or that the oral presentation was insufficient, the student will be allowed to repeat this examination once. The second examination must be held within one year of the first examination.

H. [Research Capstone Experience \(minimum 6 credits, repeatable\)](#):

EDUC 894- Students will complete their Capstone projects through the Research Capstone Experience course, which may be repeated for credit. EDUC 894 Capstone Experience (initial 6 credits required and additional 1 credit required in all ensuing semesters until a successful defense of the project has been achieved). Students will research and critically analyze the topic aligned with their career interests that was presented during the Comprehensive Examination. The capstone experience covers all phases of the research process from identifying problems of practice to reviewing literature, identifying study methods

and analytical techniques, and scholarly writing of research papers. This experience will include support modules to benefit students as they complete their projects and degrees.

Completion of a Research Capstone Experience is required for the DEd. The research capstone project is expected to address problems of practice and engage students, practitioners, or leaders in an educational setting, as relevant and appropriate to the student's interests. This capstone experience should be an independent effort by the student that extends beyond their course work and will result in a formal written document (dissertation). It is intended to support the student in gaining a better understanding of, and possibly provide solutions to, a local problem of practice in the student's professional setting.

The final oral exam will be evaluated by the student's doctoral committee and consists of an oral presentation of the Research Capstone Experience by the candidate and a period of questions and responses. Questions will relate in large part to the Research Capstone written document (dissertation), but may cover the candidate's entire program of study, because a major purpose of the examination is also to assess the general scholarly attainments of the candidate. The part of the examination in which the praxis is presented is open to the public and will be publicized, and faculty members will be encouraged to attend.

---

### Advisement

---

Student centered and student led. The decision to pursue the DEd is a serious one. It is important for the student to know what to expect from the program. At the start of the DEd program, all students are advised by the Director of the World Campus Education Doctorate. Over the next two semesters, the Associate Dean for Graduate Education and the Director will assist students in securing a research capstone adviser, yet, the responsibility is ultimately with the student. As the student begins to develop their DEd project, two additional graduate faculty members are selected (see GCAC 702) and added to the doctoral advising committee. Students are ultimately responsible for learning about and planning to fulfill degree requirements, but an adviser can help. The Director and faculty advisers provide information about the program's academic requirements, elective choice, balanced program development, and university resource availability. Students are urged to talk with their adviser minimally each semester about program plans. In some cases, a student's academic adviser may be different from their capstone adviser. The advising team, made up of the student and adviser, share the responsibility for planning a program of coursework that provides the student with appropriate academic knowledge, scholarly perspectives, and skills, and satisfies the curricular requirements of the program. Each student-adviser relationship is a unique and mutual one, it unfolds in a myriad of ways, inimitable to the problem of practice and the personalities involved. In some cases, a student's academic adviser may be different than their capstone adviser. Qualifications of faculty who may serve as advisers are specified by the Graduate School and doctoral program policy. Advisers must be College of Education faculty who are members of the Graduate Faculty. Identifying and securing an adviser is ultimately the responsibility of the student.

---

## Student Aid

---

World Campus students in graduate degree programs may be eligible for financial aid. Refer to the Tuition and Financial Aid section of the World Campus website for more information.

---

## Courses

---

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 to 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

---

## Grievance Procedure

---

The University has established grievance procedures. These procedures are published by the University and can be obtained from the Dean's Office of the College of Education in the Chambers Building. We encourage students to first bring concerns to the Program Director and then the Associate Dean for Undergraduate and Graduate studies to quickly address these concerns.

---

## Expectations for Graduate Student Conduct

---

By virtue of their maturity and experience, graduate students are expected to have learned the meaning and value of personal honesty and professional integrity before entering the Graduate School. Every student is expected to exhibit and promote the highest ethical and moral standards. A violation of such standards is regarded as a serious offense, raising grave doubt that the student is worthy of continued membership in the Graduate School community. The Student Code of Conduct is found in The Graduate School Academic Policy [GCAC-801](#). Violation of the Code may result in suspension or dismissal from the academic program and/or from the Graduate School.

*Research Integrity*--Graduate students are expected to adhere to the highest standards of research integrity in the conduct of their research and other educational activities. They are subject to University policy [AC47](#), "General Standards of Professional Ethics," and [RP02](#), "Addressing Allegations of Research Misconduct," which apply to all University personnel engaged in research activities.



---

## Code of Conduct

---

Students are expected to read and follow the Penn State Student Code of Conduct that can be found at <https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>.

---

## Academic Integrity

---

The Penn State DEd program expects all students to be aware of and adhere to the Penn State Graduate School's policies on academic integrity. The following is taken directly from the College of Education Academic Integrity Policy, which can be found at <https://ed.psu.edu/about/deans-office/associate-dean-undergraduate-and-graduate-education/academic-integrity-and-grade-mediation-policies-and-procedures>

As defined by Faculty Senate Policy [49-20](#), academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner, serving as a basic guiding principle for all academic activity at Penn State. The policy states:

*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.*

*To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.*

The College of Education has a Committee on Academic Integrity made up of faculty, students, and academic administrators. To ensure fairness and consistency in processes and outcomes, College Committees work with the Office of Student Conduct and the Office of the Provost of the University to develop procedures for handling and sanctioning dishonesty infractions.

### ***Use of Artificial Intelligence (AI)***

According to Penn State policy G-9: Academic Integrity, an academic integrity violation is “an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically.” Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative

technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor before submitting work.

[Sanctioning Guidelines for Violations of Academic Integrity | Academic Administrative Policies and Procedures Manual | The Pennsylvania State University \(psu.edu\)](#)

---

## Capstone Project Preparation and Graduation

---

### ***Capstone Preparation***

All DEd Students must complete a capstone project and should know Graduate School rules and deadlines concerning academic requirements and project preparation (See <http://gradschool.psu.edu/graduate-education-policies/>). The candidate is responsible for every aspect of project preparation, including final acceptance by the Graduate School. Capstone Projects should be formatted according to the most current version of the publication manual of the American Psychological Association and The Penn State Graduate School Thesis Guide.

### ***Electronic Copy of the Capstone Project***

Capstone Projects are submitted electronically. Students are encouraged to review the Thesis Guide available on the Thesis Office web page <http://gradschool.psu.edu/completing-your-degree/thesis-and-dissertation-information/how-to-submit-a-doctoral-dissertation/> or contact the Office of Theses and Dissertations ([gradthesis@psu.edu](mailto:gradthesis@psu.edu)). The Graduate School adheres strictly to its deadlines for the submission of written capstone projects.

### ***Graduation***

Early in the semester in which a student expects to graduate in a degree program, candidates must activate their intent to graduate on LionPATH. Deadlines and other resources are available on-line at the Graduate School website (<http://gradschool.psu.edu/completing-your-degree/thesis-and-dissertation-information/thesis-dissertation-performance-and-oral-presentation-deadlines-calendar/>). Students who fail to complete requirements by the deadline must re-activate their intent to graduate for the next semester. The candidate is responsible for all requirements concerning program, capstone registration, and fees.

### ***Continuous Enrollment***

All graduate students should be properly registered at a credit level appropriate to their degree of activity. After a DEd candidate has passed the comprehensive examination, the student must register continuously for each fall and spring semester until the final oral defense is passed.

### ***Procedure for Resolution of Student Concern***

Formal mechanisms are in place to resolve student problems in the classroom, outside the classroom, and regarding grade disputes. Concerns about course grades and grading should be handled between the student and his or her instructor. Please see the following: <http://senate.psu.edu/>.

### ***Withdrawal Policy***

Withdrawal from the University is defined as dropping all registered courses for the current semester or session or nonregistration for one or more semesters. Officially withdrawing from the University will also cause a cancellation of scheduled and registered courses for any future semester. In the case of a “summer-only” withdrawal, fall registration will be maintained and re-enrollment/readmission is not necessary. Anyone who has withdrawn from the University and now plans to register for coursework is required to apply for re-enrollment (see resume study information: <https://gradschool.psu.edu/graduate-admissions/how-to-apply/current-students/>). Matriculated students who need to drop all courses and wish to register in future semesters or who plan to take a semester off from graduate studies, are required to discuss their plans for withdrawal with their adviser at least four weeks prior to the semester in which they intend to withdraw. Following this discussion, the Associate Dean for Graduate Education will be notified, and a letter placed into the student’s academic file. Withdrawal is not the same as a temporary leave of absence. For information on a temporary leave of absence, see the following policy <https://gradschool.psu.edu/graduate-education-policies/gsad/gsad-900/gsad-906-graduate-student-leave-of-absence/>

### ***Re-Enrollment Policy***

Re-enrollment is required of all students who have withdrawn from the University. Withdrawn status is defined as a graduate student dropping all registered courses during the fall or spring semester or not registering for more than one semester with plans to enroll in a subsequent semester. If space is available, re-enrollment approval will normally be given to students in good academic standing in the College of Education before their withdrawal. Students initiate this procedure by completing the graduate resume study form (<https://gradschool.psu.edu/graduate-admissions/how-to-apply/current-students/>) and submitting it to Office of Graduate Enrollment Services; The Pennsylvania State University; 114 Kern Building, University Park, PA 16802-3396. Only students in degree status and in good academic standing are eligible for re-enrollment in the College of Education. Re-enrollment is a two-step process in which the student submits a formal request to the Associate Dean for Graduate Education in the College of Education and completes the Graduate School’s resume study form. The Associate Dean for Graduate Education must approve the resume study prior to re-enrolling. The Graduate Program in the College of Education requires the student to have had a 3.0 GPA when last enrolled. Students who resume study in the Graduate Program must meet with their DEd adviser to determine the plan of study. Additional coursework may be required for students who have withdrawn from graduate studies. This will be determined based on the period of time the student has been away from the University and prior course work completed. The plan of study may include a requirement of demonstrating continued competence.

---

### **College of Education Logo**

---

Use of the official Penn State (University Park) and/or College of Education logo is restricted to College of Education faculty and students. All students who use official logos for posters and oral presentations must have their presentation approved by their academic adviser. Once a student has graduated, official Penn State logos may only be used when a Penn State faculty person is listed as a co-presenter and has approved the presentation.

---

## College of Education Business Cards

---

A DEd student wishing to purchase business cards will do so at their own financial responsibility. Business cards can be ordered by contacting the multimedia print office here <https://www.psuprints.psu.edu/>

The University offers a variety of styles; however, the following example is the information that is required by the College of Education.

Credentials: Use the highest degree that you have earned to date after your name

You may add: DEd *Student*, College of Education

Cell Number: Please make certain voicemail message is professional.

Address: The Pennsylvania State University, University Park, PA 16802-6509

Email Address: [www. https://ed.psu.edu/](http://www.ed.psu.edu/)

---

## University Resources

---

### **Libraries**

World Campus students have a vast number of resources available to them to succeed in their distance education learning experience. One of those resources is the Penn State University Libraries system, with hundreds of thousands of academic resources. Penn State faculty, staff, and students have access to more than 600 research databases and more than 150,000 scholarly journals, 386,000 electronic books, and other academic resources to aid in research and academic assignments. There is a department that is specifically dedicated to education, <https://guides.libraries.psu.edu/education>

For complete information on all University Library locations may be found at:

<http://www.libraries.psu.edu/psul/home.html>

A series of FAQ's and useful "how to" instructions may be found at: <https://psu.libanswers.com/search/>.

Most importantly, if you have difficulty locating or retrieving information, please discuss the issue with your course instructor as soon as possible so that you may be guided toward appropriate resources.

Important notes regarding the library include:

1. All changes to your postal and/or email address must be reported directly to the University Libraries. The libraries are not notified of any address changes reported to the Registrar, Bursar, or any other Penn State office.
2. Notices for materials on hold, recalled and overdue materials, overdue and replacement fees, will be sent by email, unless requested otherwise.
3. The University Libraries remain open through all semester breaks and intersessions, with the exception of official University holidays.
4. Librarians are available to assist you in navigating the system or in locating specific materials.

Use the ASK! Page to contact a librarian in real time or via email: <http://ask.libraries.psu.edu/?stream=8>

### ***Penn State Access Account***

In order to access the necessary information technology services needed in your graduate studies, students must first activate their Penn State Access Account. An Access Account is a user ID (xxx123) and password that enables Penn State students, faculty, and staff to use the full range of Internet services including:

1. Penn State Online Courses
2. Penn State Email
3. Penn State University Library Resources
4. LionPATH, Penn State's system that contains your personal, financial, and academic records Unlike your Friends of Penn State Account that was created during the application process; your Penn State Access Account gives you access to the full range of internet services.

Your account is created once you register for your first class. You will receive your Access Account following your acceptance to World Campus, and you will be prompted to activate your account in an email to your personal email address. Go to the activation link in this email and complete all the steps to activate your account. New World Campus graduate students will receive an account within one week after their course registration is processed.

### ***Information Technology Services***

Information Technology Services (ITS) located at 2 Willard Building, 814.863.1035, Toll-free 1.888.778.4010 within PA) ensures that faculty, students, and staff have the information technology tools and infrastructure necessary to conduct the University's mission. ITS provides the infrastructure that enables members of the Penn State family to make maximum use of the appropriate information technology tools in their learning, teaching, research, outreach, administration, and support activities, and the cost-effective information technology resources required to support continuous improvement in the University's ability to fulfill its diverse mission. For more information on ITS go to <http://its.psu.edu>.

Technology services are available for World Campus students at: Technology Support:  
<http://student.worldcampus.psu.edu/help-and-support/technical-support>

### ***Penn State Email (Office365)***

All students should check their Penn State email accounts regularly for bursar account notifications, course information, campus events and more. Once your Penn State Access Account has been activated, use Penn State Office365 (<http://office365.psu.edu/>) to login and view your email. You can set up preferences to have your Penn State email forwarded to a personal email account. Faculty and Staff will use the Penn State (@psu.edu) email account address for communications to students throughout the academic program. It is the student's responsibility to routinely monitor this account and not use personal email accounts for communications related to academic activities. You should check your email daily, even when you are not enrolled in classes. Email in Canvas can be created in Canvas using the Inbox but responded to with your PSU email. You can also receive notifications as a text message. Refer to the Canvas Support page for students (<http://canvas.psu.edu>) for more information and setting up your devices.

### ***Penn State ID Card***

Penn State World Campus students are eligible to receive Penn State student identification cards, which can be used wherever student discounts are offered — bookstores, conferences, movie theaters, performing arts centers, etc. You must submit a request to receive your id+ card, and you can upload your own photo.

There are two ways for Penn State World Campus students to obtain a Penn State id+ Card — submitting your request online or visiting an id+ office in person.

To receive your Penn State id+ Card, you must have courses scheduled in LionPATH and must submit a picture for your ID card (required for all World Campus students).

Please follow this link for additional information and to submit a form for your ID card:

<https://student.worldcampus.psu.edu/enrollment-and-registration/student-id-card>

### ***Canvas-Learning Management System***

Penn State uses a cloud-based learning management system called Canvas. Faculty use the course management system to distribute course information and provide opportunities for students to engage with the material. You will use your Penn State Access Account to access Canvas and log in by the first day of class.

---

## **World Campus Student Resources**

---

The Penn State World Campus provides distance education learners with high-quality academic resources. For more information go to: <https://gwc.psu.edu/>

### ***Student Affairs/Health and Well Being Resources for Graduate Students***

Taking care of your health and well-being plays a significant role in a successful doctoral experience. It is also important to have resources available to the students for their individual needs and abilities. Penn State offers numerous resources you can access as a WCDEd student.

*Penn State World Campus Student Affairs offers programs and services that facilitate a co-curricular learning experience, as well as enrich your well-being and personal and professional development. Our efforts center on four key outcomes for students — advocacy, engagement, education, and support.*

*Penn State is committed, through our Policy AD69, to ensuring that people with disabilities have an opportunity equal to that of their nondisabled peers to participate in the University's programs, benefits, and services, including those delivered through electronic and information technology.*

*If you discover a web page or application that is not accessible or does not conform to Policy AD69, please contact our IT Accessibility Team by email at [accessibility@psu.edu](mailto:accessibility@psu.edu). Please describe the problem, including the web address or URL of the web page or application. You can also call the University Help Desk at 814-865-HELP*

(4357).

*Penn State students with disabilities are supported by Student Disability Resources (SDR). Contact SDR using their web form. For appointments, call 814-863-1807, Monday through Friday, between 8:00 a.m. and 5:00 p.m. Eastern Time (US).*

*If you believe you are experiencing or witnessing discrimination based on disability, you may file a formal grievance with Penn State's Affirmative Action Office.*

*The Student Affairs team works in partnership with Penn State Student Activities, the Office of Student Accountability and Conflict Response, the Paul Robeson Cultural Center, the LGBTQA Student Resource Center, and the Gender Equity Center.*

*We are here to help with accessing inclusion and wellness resources, connecting with your peers online, starting a club or organization, pursuing career goals, resolving a dispute with an instructor, addressing situations that affect your ability to complete course work, and other needs.*

<https://student.worldcampus.psu.edu/help-and-support/contact-our-teams/student-affairs-team>

<https://studentaffairs.psu.edu/health-wellness>

<https://student.worldcampus.psu.edu/inclusion-and-wellness/disabilities-and-accommodations>

---

## Academic Resources

---

### ***Expectations for Excellent Writing at the Graduate Level***

All written work will be graded based on assignment content criteria. However, all writing assignments are expected to demonstrate excellent graduate level writing, which includes writing that is free of typographical errors, misspellings, and punctuation errors. Excellent writing also contains proper grammar and correct APA formatting (when applicable). Writing should be concise, include relevant content and support, and meet assignment requirements in a well-presented, easy-to-read format. Students are encouraged to access the various resources available through The Graduate Writing Center at <https://gwc.psu.edu/>.

### ***Consultative Resources for Writing Support***

The College of Education office of Undergraduate and Graduate <https://pennstatelearning.psu.edu/writing> studies as well as the Graduate Writing Center <https://gwc.psu.edu/> provide several workshops each semester to help graduate students learn about a variety of writing topics. In addition to offering workshops, graduate students can schedule fifty-minute individual consultations, in person at University Park or by distance technology. They offer a wide range of services. They will provide overall examples of grammatical and organizational recommendations for revisions, but they do not edit papers. If a student would like detailed editing, they are recommended to hire a professional editor. At the Graduate Writing Center website, students will find handouts and PowerPoint slides from their most popular workshops. The Penn State World Campus provides resources for online students. Visit the World Campus Student Resource page <http://student.worldcampus.psu.edu/student-services/tutoring-and->

technology-resources for more information. World Campus students can also be referred by their course faculty to online writing resources. The College of Education uses the APA Manual for writing. Students are responsible for applying the APA style as presented in the following resources: a. American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. ISBN-13: 978-1433832178, ISBN-10: 1433832178

### ***University Statistical Consulting Center***

The Statistical Consulting Center (SCC) is a team of faculty, staff, and graduate students in the Department of Statistics at Penn State. The Statistical Consulting Center was created to offer the University a statistical support service for new research in various disciplines. Their consultants are statistical graduate students, professors and professionals trained in classical and new statistical techniques that will guide you in developing strong hypotheses and sound decisions. The SCC invites you to visit their web site <http://www.stat.psu.edu> to learn more about the SCC's activities in research collaboration, training and short-term consulting.

### ***Academic Calendar***

The University academic calendar can be found at

<http://student.worldcampus.psu.edu/your-courses-how-to-guide/academic-calendar>.

Please refer to this calendar for important course deadlines. The registration timetable can be found at: <https://www.registrar.psu.edu/registration/registration-timetable.cfm>.

### ***Registration and LionPATH***

LionPATH is the system for student information that is used to register for classes and pay bills. For complete information and directions, go to the registrar's website <http://registrar.psu.edu/lionpath/knowledge-center.cfm>. Here are some general training videos to help you navigate the new

LionPATH system for graduate students: <http://lionpathsupport.psu.edu/student-help/>. You should be able to schedule all your courses using LionPATH. If you have any trouble scheduling World Campus courses, please contact World Campus Registration at [registration@outreach.psu.edu](mailto:registration@outreach.psu.edu), 814-863-5256 or (800) 2523592.

For clarification on any policies or procedures in this handbook, please refer to The Graduate School policies and the Director of the WCDEd.

Revised 3/11-JP,ES