Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate curricular proposals approved through the Graduate Council curricular review process, is published 12 times each calendar year.

Questions/comments regarding the GCCR or its contents may be directed to the Director of Graduate Education Administration.

June 7, 2017

Graduate Degree Programs

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Graduate Courses

ADD

ANTH 573
Anthropology Research Practicum
RESEARCH PRACTICUM (3)
This course provides a structured overview of graduate-level anthropological research. Students will identify and complete a small research project while also reviewing progress regularly with the instructor and the whole class and receiving important information on the mechanics of the research and publication process for dissertation research and beyond.
PROPOSED START: FA2017
ASTRO 515
Astrostatistics
ASTROSTATISTICS (3)
Modern astronomical research -- the study of planets, stars, galaxies and the Universe -- and the linking of observational data to astrophysical theory encounter a wide array of challenges falling under the rubric of statistical inference. Cosmology, for example, addresses spatial clustering of galaxies, nonlinear regression of Big Bang astrophysical models, supervised regression of galaxy photometric redshifts, multiple hypothesis tests for faint source detection in images, multivariate classification, and time series analysis of billion-object multi-epoch surveys. Big Data arising from large-scale astronomical surveys and Bayesian modeling of astrophysical models are propelling astrostatistics into greater importance than in the past. Yet the curriculum for young astronomers typically includes no courses in statistical methodology. This course is designed to fill this gap.

The course progresses through three stages. First, basic principles in statistical inference are presented and discussed including elements of probability theory, point and interval estimation, and probability distributions. The techniques of least squares, maximum likelihood, and Bayesian inference are outlined here and exercised later in the course. Second, central fields of applied statistics are investigated including nonparametric statistics and density estimation, regression (including nonlinear models from astrophysical theory), and multivariate analysis (including unsupervised clustering and supervised classification). Specific statistical methods are linked to specific astronomical problems at each step. Third, the instructor and students choose topics for study, such as time series analysis, spatial point processes, censoring and truncation, Bayesian computation, and scientific visualization. Common characteristics of astronomical data that are not treated in standard statistical presentations are discussed in detail, including heteroscedastic measurement errors, irregularly-spaced time series, and nonlinear astrophysical models.

A crucial element of the course is practical training in the implementation of these statistical methods using sophisticated public-domain software environments. Software tutorials in class and text help educate the student to a level where data and science analysis can proceed at a mature level.

CONCURRENTS: ASTRO 501
PROPOSED START: FA2017

CI 513
Video Ethnography in Education
VIDEO ETHNOGRAPHY (3)
This seminar will show students how to use video ethnography in education research. The course is rooted in what is popularly known as the Preschool in Three Cultures method (also known as video-cued multivocal ethnography). We will learn about and watch films using video-based ethnographic research methods. Students will also carry out mini-video ethnographies in a local classroom.

CROSS-LISTED: CIED 513
PREREQUISITES: CI 502; ADTED 550; EDTHP 586; LDT 574
RECOMMENDED PREPERATION: A graduate course in education ethnography
PROPOSED START: FA2017

CI 541
Place(s) in Education
PLACE(S) IN EDUC (3)
In an essay about place, the anthropologist Clifford Geertz notes that “something that is a dimension of everyone’s existence, the intensity of where we are, passes by anonymously and unremarked. It goes without saying.” The purpose of this course is to foreground the concept of place and real places in our daily lives and academic work, particularly with respect to education (including schooling), to make sure that it does not go without saying. What is (a) place? How is it formed, bounded, made meaningful? How is it personal and social? What are its relationships with time and space? What are its relationships with experience, culture, citizenship, margins, diversity, and so many other topics? How does it shape living, especially learning and teaching in schools, and how is it shaped by these things? How do I and we fit in? And, following the feminist educational philosopher Nel Noddings, “should schools teach for an understanding and love of place or should they now offer curricula designed to transcend place?” Through a seminar format focused specifically on educational contexts, we will study place from a range of interdisciplinary perspectives and consider what these landscapes of place mean for teaching, learning, and educational research. Readings will draw from the fields of anthropology, art/s, curriculum, ecology, geography, indigenous thought, literature, philosophy, and sociology, all intersecting with education. Assignments will include citizenship in the community of this course, personal reflection about lived place(s) inside of schools and out, critical analyses of the literature on the intersections of education and place(s), and a final project focused on one aspect of how education and place(s) intersect that is of particular interest to the student. In dialogue, collaboration, the reading of each other’s writings, and other activities such as a walking tour of students’ most-meaningful places on campus, participants in this course will be and become citizens of the place (and its many physical, digital, and relational places) of the course. Students will exit the course with a broad understanding of the complexity of place(s) in education, including in the work of teachers and researchers.

PROPOSED START: FA2017

CJPA 808
Capstone Project in Criminal Justice and Policy Administration
CAPSTONE PROJECT (3)
This is a capstone course and a requirement for all students in the M.P.S. in Criminal Justice and Policy Administration. During their final semester the student will work closely with a faculty adviser (selected to match the student on substantive and/or methodological expertise) on a self-selected criminal justice and policy administration-related project. The student is expected to draw on data and methods encountered during their prior course work. At the end of the semester the student will be required to make a formal peer presentation to other enrolled students and all their faculty advisors. The student also will be required to submit a final report/paper to their faculty adviser by the end of the semester.
PREREQUISITES: CJPA 501, CJPA 502, CJPA 803, CJPA 820, CJPA 865, CRIMJ 503
PROPOSED START: FA2017

COMM 530
Research Methods in Strategic Communications
STRAT COMM RSRCH (3)
The purpose of this course is to provide students with an understanding of the methods and practices used to conduct effective research in examining practical and theoretical questions in strategic communications. Successful strategic communications campaigns are informed by research conducted before (planning), during (monitoring), and after (evaluation) the implementation of the campaign. Further, research based on theoretical models can help understand and explain the effects of strategic communications on consumers, individuals, and society.
This course will be organized so that students will (1) gain exposure to a breadth of methods used by industry and academic researchers; (2) understand the role of theory in informing strategic communications research and its applications; (3) gain depth and experience in several research methods and techniques; and (4) conduct research and obtain research-writing experience, in either academic or professional venues. Students also will learn how to use databases employed by strategic communications researchers to conduct audience/consumer analysis and media research. A range of specific research methods will be discussed, with emphasis placed on trends or contemporary developments in research.

In addition to examining the principles, methods, and techniques of strategic communications research, the course will address issues such as when research should or should not be conducted, analyzing data sets, forming meaningful research questions, determining the proper means to answer the questions, and presenting the results and solutions in a clear and compelling manner.

PROPOSED START: FA2017

COMM 531
Strategic Communications: Theory and Implementation
STRAT COMM THEORY (3)
This course provides students with a comprehensive understanding of professional strategic communications via examining key theoretical and conceptual fundamentals of persuasive communication, attitude formation and change, and mass communication, while examining applied implications that affect the strategic communications industry. Students in this course will be: 1) exposed to academic research that analyzes and explains how and why the implementation of strategic communication works, and 2) shown how this information can be tested, extended, and applied to goal-oriented communication campaigns. Through comprehending both the theoretical underpinnings of strategic communications practices and their proper application, students will gain valuable knowledge that applies to both scholarly pursuits -- which help to develop theory and knowledge -- and professional pursuits, in which theoretical advancements can provide real-world solutions.

Strategic communications professionals need to comprehend a wide range of theoretical frameworks to understand how theory and research can inform the implementation of communications plans and decision-making. Students in this course will gain knowledge in traditional and contemporary academic research that examines the mechanisms of persuasive and mass communication in affecting consumers' beliefs, attitudes, and behaviors. Students will examine the interplay of these theories and identify key gaps in the literature and/or untested potential relationships that could help better explain how strategic communications plans work or should work. Based on this insight, students will apply their theoretical knowledge to realistic industry situations and will be able to offer specific suggestions and communication strategies to solve actual problems. Students will learn how the implementation, testing, and extension of relevant theory can guide precise strategic-communications decisions and strategies that lead to specific outcomes among varied target audiences and consumers. The material covered in this course forms the foundation of understanding how the field of strategic communications functions and how this knowledge can be advanced and applied to achieve desired, communication-based results for any entity.

PROPOSED START: FA2017

COMM 830
Strategic Communications Industry
STRAT COMM INDUST (3)
Technology is transforming the strategic communications industry. COMM 830 provides students with an overview of the merging of the advertising, public relations, and corporate communications
industries. Students will learn how digital technology has transformed paid, earned, and owned media. Students will explore the transformation of audiences from passive users to active and interactive media-savvy consumers. Special emphasis will include the global and ethical impacts of evolving strategic communication. Students will explore the industry structure as it has evolved from traditional media to the development of the digital media landscape from the internet, Web 2.0, and the post-PC era. The course also provides an overview of strategic communications as it applies to agency, firm, government, corporate, and nonprofit organizations.

Students will gain an understanding of the analog and new media landscape and will develop an understanding of the economic and financial indicators that drive the present industry. The course will explore how traditional media practices are impacted by technology as well as the impact of technology on entrepreneurial opportunities for industry practices from broadcast and digital to print, advertising, journalism, and public relations. The course will examine the roles and characteristics of content providers, carriers, and the ever-changing traits and needs of digital media consumers with a focus on emerging technologies on the evolution of interactivity. The course will provide insight into content creation, management, networking, online communities, and content consumption, and the role of evaluation and metrics in understanding the digital landscape.

In addition, the course will provide an overview of the social issues facing the digital industry and insights into best practices.

PROPOSED START: FA2017

COMM 831
Digital Media Analytics I
DIG MEDIA ANALYTIC (3)
This course provides an overview of the methods for collecting, analyzing, and utilizing audience data for digital media. The class will cover the fundamentals of traditional media audience measurement and web metrics, with an emphasis on “first-party” data. Students will learn the methods of data collection, analysis, and use for traditional broadcast media, and the transformation of these practices in the newly digitized and converged multiplatform, multiscreen environment.

The course will also cover the basics of data capture for new media and the use of this data for the design of metrics appropriate for various purposes such as monitoring traffic, conversions, and revenue generation. The use of metrics in pricing models for advertising, sales generation, and content distribution will also be covered.

PREREQUISITES: COMM 530, COMM 830
PROPOSED START: FA2017

COMM 832
Multimedia Content Development and Delivery
MULTIMEDIA CONTENT (3)
This course is designed to provide students with a background in the intellectual and practical skills involved with the development, execution, and delivery of strategic messages and content. Students will learn conceptual strategies that lead to the creative process and the resulting message executions that are delivered to targeted audiences on behalf of companies, brands, and organizations through numerous media formats.

This course will explore how the role of branded content is evolving in the modern strategic communications landscape and how to apply different types of content generation to new and traditional communications channels. Students will evaluate the pros and cons of numerous modes of content delivery, and will learn the processes and tactics needed to create and implement numerous communication strategies across the major traditional and contemporary media platforms currently
used in the industry. Students also will apply the necessary processes and steps to develop an effective multimedia content plan for any client.
PREREQUISITES: COMM 531, COMM 830
PROPOSED START: FA2017

COMM 833
Ethics and Decision Making in Strategic Communications
STRAT COMM ETHICS (3)
This course provides a broad exploration of ethical topics in the practices of strategic communications, public relations and advertising. In particular, it investigates transparency, digital ethics, diversity, and mass-communication ethics as they apply to the development and application of communications strategy and content. Students will learn how ethical tenets are examined and incorporated into current theory and research within the fields of general ethical philosophy, public relations, corporate social responsibility, crisis communications, persuasion, and cultural-communication studies. By subsequently applying these principles to industry examples and professional codes of conduct, students will better understand the importance of ethical decision making in the field of strategic communications. Building on insights from the class, students will engage in online discussions and will apply topics learned in the class to identify and analyze contemporary ethical issues and problems affecting the strategic communications industry.
PREREQUISITES: COMM 830
PROPOSED START: FA2017

COMM 834
Strategic Communications Campaigns
STRAT COMM CAMPGNS (3)
This capstone course requires students to apply the knowledge they have acquired in all the other foundation courses to develop a strategic communications campaign on behalf of a professional client. Students will conduct both primary and secondary research first, and then analyze the competitive environment surrounding the client’s service/brand. Based on the research, they will then design the messages, media, and other communication tools as part of a comprehensive communications campaign for the client.
PREREQUISITES: COMM 530, COMM 531, COMM 830, COMM 831, COMM 832, COMM 833
PROPOSED START: FA2017

COMM 835
Social Media Communications
SOCIAL MEDIA COMM (3)
Social media is profoundly transforming human society in almost every aspect, in particular, communication and business. As social media has become an integral part of human life, it is crucial to understand the underlying mechanisms of social media before making best use of it. A profound knowledge of social media and how to use it productively is not only something “nice to know,” but a capability people must have to survive and excel in this new media age. This course focuses on two areas: 1) an in-depth understanding of the social media impact on strategic communications; and 2) how to make best use of social media tools. The impact of social media on cognition, knowledge collaboration, media industry, and strategic communications strategies will be covered. A solid knowledge of social media mechanisms serves as a foundation for making the best use of social media, no matter how current media evolves or what new media platforms emerge in the future.
PREREQUISITES: COMM 830
COMM 836
Strategic Communications Leadership
STRAT COMM LDRSHP (3)
The rise of digital media and the public's demand for transparency in business have elevated the importance of strategic communication. Long gone are the days where communicators were viewed as tacticians in organizations. Instead, today strategic communicators often hold top positions in companies. This course will provide students with the essential business knowledge they need to navigate as successful communicators. This will include a focus on the business essentials needed such as: terminology, reputation drivers, and leadership roles. It also builds awareness of key stakeholders such as investors, analysts, and communities. Building on these insights, students will be able to conduct communications audits for a company and understand how and why strong communicators are critical to successful companies.
PREREQUISITES: COMM 830
PROPOSED START: FA2017

COMM 837
Researching Multicultural Populations in Strategic Communications
MULTICULTURAL COMM (3)
There is an increased demand for professional communicators who understand how to reach culturally and ethnically specific market segments using strategic communications strategies. The focus of this course will be on how to effectively and strategically communicate with multicultural populations using mass communication to develop an inclusive environment where diversity is embraced, respected, and valued. The course will explore the economic, political, and social impact of culture and race in our society, socio-economic differences, trends within various multicultural communities and groups, and how traditional and new media communities are reaching these communities. The content of this course will be useful to understand the multicultural market segment. The goal of the course is to understand culture-based communication strategies and market research, multicultural communication research and theories, and apply this understanding to strategic communication decisions.
PROPOSED START: FA2017

COMM 838
Strategic Communications Law
STRAT COMM LAW (3)
This course provides a broad exploration of strategic communications law. In particular, it examines how the First Amendment applies to strategic communications, the basic tenets of advertising regulation, privacy issues including the collection and use of personal and geolocation information, intellectual property issues including the use of trademarks and copyrights, and the role of self-regulation in a global communications environment. Students will learn to recognize and anticipate key legal issues that they will face as strategic communications practitioners and how to find answers to relevant legal questions.
PREREQUISITES: COMM 830
PROPOSED START: FA2017

COMM 839
Digital Media Analytics II
DIG MEDIA ANALY II (3)
This course will prepare students to demonstrate their competency and ability to navigate the digital media ecosystem and to develop, implement, administer, and evaluate digital marketing campaigns. Toward this end, students will learn to match digital solutions to clients’ marketing objectives through critical analysis and understanding of the tools and processes of the industry. Students will differentiate between digital and traditional media by identifying the strengths and weaknesses of each and understanding how digital complements and extends traditional campaigns. Specifically, students will become familiar with the targeting advantages of digital as related to programmatic buying and re-marketing, as well as behavioral and contextual targeting.

Digital advertising formats and platforms will be explored, and students will learn to differentiate between them and to evaluate which formats are best based on client needs and objectives. Digital ad format standards and creative guidelines will be reviewed. Technologies and tools specific to the industry will be summarized, including buy-side and sell-side ad servers, verification systems, and audience segmentation tools.

Concepts of statistical analysis will be applied to digital analysis, specifically in the context of A/B testing. Students will apply statistical tests to establish confidence intervals when evaluating alternative marketing approaches and opportunities.

PREREQUISITES: COMM 530, COMM 830, COMM 831
PROPOSED START: FA2017

DAAN 600
Thesis Research

THESIS RESEARCH (1-15/Repeatable Max: 15)
PREREQUISITES: DAAN 501
PROPOSED START: FA2017

EDPSY 525
Cognitive Processes in Learning from Multiple Representations

LEARNING FROM MERS (3)
Multiple external representations (MERs) refer to instructional materials that contain more than one representation for describing or depicting content. Examples are materials that include two or more representations such as verbal text, formulae, diagrams, graphs, animations, and so on. This course will also cover materials that include multiple text documents. Regardless of the specific representational combinations used, acquiring knowledge from these representations requires the learner to both comprehend the individual representations and integrate across them, a demand that students often face, but infrequently achieve. This course will cover the major theoretical frameworks used to understand the cognitive processes required for learning from MERs as well as current research addressing these processes.
PROPOSED START: FA2017

HPA 853
Leadership Ethics in Health Services Organizations

LEADERSHIP ETHICS (3)
This course is designed to examine the theories and frameworks that underlie the influence of values and ethics (personal, professional, organization, and social) on leadership practices in health care organizations, and to challenge students to examine their own ethical assumptions. The primary emphasis of this course is on the values held by individuals and their impact on administrative problem-solving processes. Values conflicts will be explored in the context of individual value clashes with the broader organizational and social values held by healthcare organizations. Students will be exposed to a
broad range of theoretical literature on values and ethics, but the primary focus of this course is on the development of practical leadership knowledge and skill that will lead to more reflective, intelligent, and principled practices. The primary course goal is to provide students with the tools to be more effective when confronting issues that have ethical implications in their own organizations.

**PROPOSED START: FA2017**

**LDT 835**  
Supervised Field Experience in Online Instruction  
SUPV ONLINE INST (3)  
The Supervised Field Experience in Online Teaching is a practical application of contemporary skills and practice related to online or hybrid (residential + online) education. This field experience allows students to apply and demonstrate their skills in designing, developing, and delivering online instruction to an authentic audience.  
The supervised field experience synthesizes and applies online program instruction in a real-world context. The experience can be tailored and differentiated to match the students’ professional goals related to their desired role(s) within an educational system. The student’s online teaching field experience will contain adequate rigor that both demonstrates practical application of skills learned during Learning, Design, and Technology certificate or degree coursework as well as provide new opportunities for professional development and growth.

**PROPOSED START: FA2017**

**ME 566**  
Metal Additive Manufacturing Laboratory  
METAL ADD MFG LAB (3)  
This course will provide in-depth and hands-on laboratory experience in metal-based additive manufacturing. The laboratory activities will expose students to all aspects of the additive manufacturing workflow for metal components, starting with conceptual design, proceeding through fabrication, post-processing, and part inspection. Laboratory activities will include part design and analysis, process simulation and modeling, build preparation and machine set up, fabrication and post-processing, and non-destructive inspection and measurement. Laboratories will include computational design tools and simulation models as well as fabrication and post-processing (e.g., heat treatment, machining). Finally, the laboratory activities will also stress safe powder handling, equipment, and laser safety, which is particularly important when working with metallic powders and feedstocks.  
The laboratory is intended for students that have a basic understanding of the different additive manufacturing processes and are gaining familiarity with the engineering and science of additive manufacturing. The laboratory activities will provide students with the scientific foundation and research skills necessary to rigorously ascertain the performance of additively manufacturing materials, processes, and parts.  
Upon completion of the laboratory, students should be able to describe the workflow for additive manufacturing, identify main cost drivers, and describe the differences when using metals versus polymers. They should also understand the key tradeoffs between design, manufacturing, and materials as it relates to the additive manufacturing processes utilized in the laboratory activities.

**PREREQUISITES:** IE 587  
**CONCURRENTS:** ESC 545  
**PROPOSED START: SP2018**
PADM 572  
Research and Theory in Public Budgeting and Finance  
BUDGETING RESEARCH (3)  
The course is designed to provide students with an understanding of the seminal theories and literature in the various topical areas that define the study of public budgeting and public finance. Students will be able to understand and apply the theories in their own research as well as to understand the strengths and limitations of the theory in the context of the topical area. These areas include principles of public budgeting and public finance; the budget process; budget practices; taxation; non-tax revenues; and debt administration. While emphasis is placed on public budgeting and finance as it relates to the U.S. government at the federal, state, and local levels, international experiences are also studied.  
PROPOSED START: FA2017

PLSC 569  
Counterterrorism  
COUNTERTERRORISM (3)  
This course investigates the topic of counterterrorism. It surveys the history and evolution of counterterrorism campaigns, strategies, and tools using relevant scholarly and professional literature on the subject as well as contemporary and practical case studies that explore the application of counterterrorism. It begins with an examination of the current status of U.S. counterterrorism and the institutions and agencies that conduct counterterrorism. The course then moves into a discussion of specific counterterrorism strategies and tactics, ranging from military interventions to the use of community outreach, development, culture, and soft power. The course examines the challenges posed by network and clandestine structures of terrorist threats to counterterrorism officials, as well as the ethical implications of counterterrorism efforts. The comparative focus of the course is used to inform contemporary U.S. counterterrorism with the lessons learned from historical and contemporary counterterrorism campaigns waged by other states such as the United Kingdom, Israel, Turkey, France and Colombia.  
PROPOSED START: FA2017

PLSC 837  
Radicalization, Counter-Radicalization, and De-Radicalization  
RADICALIZATION (3)  
This course examines the communicative, social, and psychological factors related to individual and mass trajectories into and out of engagement in terrorism and other forms of political violence. It investigates the factors that promote the radicalization process, as well as the theoretical and practical foundations of efforts at counter-radicalization and de-radicalization both in the United States and abroad. With an emphasis on the persuasive strategies employed by terrorist groups and counter-terrorist forces (including government officials, analysts, and community outreach organizations), the course explores the social and psychological processes that move an individual towards engagement in political violence; the conceptual distinctions between radicalization, violent radicalization, counter-radicalization, and de-radicalization; the specific efforts designed and implemented by counter-terrorist forces meant to prevent violent radicalization; existing programs and initiatives designed to divorce an individual from his/her violent ideology; and the question of whether radicalization is fundamental to terrorism.  
PROPOSED START: FA2017
PLSC 838
Tolls and Analysis of Counterterrorism
ANALYSIS CTR TERR (3)
This course explores the various resources and analytical techniques available to terrorism and counterterrorism experts today. It gives students an overview of the major sources of data on terrorist groups, terrorist incident reports, risk climates, and legal and criminal justice data surrounding terrorism and counterterrorism. It provides students with critical data gathering and analysis skills useful to practitioners, and engages them in reporting and threat briefing exercises. The course begins with an overview of the resources available to counterterrorism professionals, including information and data on terrorist groups, terrorist incidents, legal and criminal justice data related to terrorism, data on individuals engaged in terrorism, and relevant government documents. The course focuses on how the data can be accessed, norms and practices for analyzing the data and compiling it into reports, and the advantages and limitations of the various bodies of information available.
PREREQUISITES: HLS 805; PLSC 805; PLSC 569; PLSC 836; PLSC 837
PROPOSED START: FA2017

SSED 897
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 18)
Formal courses given on a topical or special interest subject which maybe offered infrequently; several different topics may be taught in one year or semester.
PROPOSED START: FA2017

CHANGE

OLD
ANTH 572
Advances in Biological Anthropology Research
ADV BIOL ANTH RES (1-3)
This course will provide exposure to current data collection methods and analyses in biological anthropology research, and offer specific examples of application. The course will focus especially on the creative application of newly available technologies to help address major outstanding issues in biological anthropology, or on how the combination of traditional approaches and modes of data collection with advances in computational or statistical analysis can advance the field. Research design issues, data limitations and computational analysis requirements, and anticipated future developments will be considered for each method and subject area combination. Students will be exposed to the challenges, limitations, and processes of ultimately successful research studies and programs, to provide a practical awareness and guidance towards the development of their own research projects and careers in biological anthropology.
EFFECTIVE START: FA2014

NEW
ANTH 572
Advances in Anthropological Methods
ADV ANTH METHODS (1-3)
This lecture-based course will provide exposure to current data collection methods and analyses in anthropology research, and offer specific examples of application. The course will focus especially on the creative application of newly available technologies to help address major outstanding issues in
integrative anthropology, or on how the combination of traditional approaches and modes of data collection with advances in computational or statistical analysis can advance the field. Research design issues, data limitations and computational analysis requirements, and anticipated future developments will be considered for each method and subject area combination. Students will be exposed to the challenges, limitations, and processes of ultimately successful research studies and programs, to provide a practical awareness and guidance towards the development of their own research projects and careers in anthropology.

PROPOSED START: FA2017

OLD

BRS 502
Human Behavior in Management and Technology
HUMN BHV MGMT TECH (1)
Explore the relationship between human behavior and professional activities including ethical leadership and decision-making.
EFFECTIVE START: FA2013

NEW

BRS 502
Human Behavior and Ethics in Management and Technology
HUMAN BHV & ETHICS (3)
Ethical leadership continues to be a key issue in our society and is a topic of growing interest to the public and researchers alike. Our world more than ever needs ethical leadership to address critical sociotechnological problems such as climate change, sustainable energy and materials, quality food and water, population growth, prejudice, and global conflict to name just a few. This course will provide students with an improved mechanistic understanding of basic human behavior foundational to ethical leadership and decision making. Specifically, a series of important psychological studies will be examined which provide insights into human needs, personality, individual and social behavior, and leader-follower dynamics which are needed to identify new approaches for developing and managing leadership. Students will explore the literature themselves and share their findings and insights with the larger group. Students will apply what they learn by proposing new management processes for ensuring ethical leadership and decision making and share those with their peers.
PROPOSED START: FA2017

OLD

ENGL 597
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 12)
Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.
EFFECTIVE START: SP1987

NEW

ENGL 597
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 18)
Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.
OLD

**NURS 582**
Scientific Basis for Nursing Practice
NURSING PRACTICE (3)
Critical appraisal of the scientific basis of selected areas of nursing practice.
PREREQUISITES: NURS 581
EFFECTIVE START: FA2008

NEW

**NURS 582**
Review and Analysis of the Literature for Nursing Science
NURSING SCIENCE (4)
In this course, the conceptual and scientific basis of nursing will be critically and systematically appraised. Students will focus their inquiry on a self-selected area of research with the goal of developing the foundation of the literature review for their dissertation.
PREREQUISITES: NURS 580
PROPOSED START: SP2018

OLD

**NUTR 505**
Advanced Nutrient Metabolism
ADV EMTABOLISM (4)
Integration of biochemical, physiological, and hormonal processes involved in nutrient metabolism and function in humans. NUTR 505 provides the student with both a review of the fundamentals of nutrient metabolism but also more advanced topics in the biochemistry, physiology, metabolism, and regulation of nutrients important in health and disease. At this advanced level, students develop an understanding of the integration and interdependency of many of these metabolic processes. There will be an initial review of cellular structure and function and the basics of organ systems, followed by the physiology and microbiology of the gastrointestinal (GI) tract related to nutrient processing, including the impact of dietary fibers on GI function. For each nutrient, the following topics will be covered: food sources and/or dietary considerations; chemical structure and characteristics; and regulation of digestion, absorption, and excretion. Water, macronutrient (carbohydrate, protein, and lipids), and micronutrient (vitamins and minerals) metabolism, function, and regulation will be presented. For some select nutrients of public health concern, the metabolic mechanisms of deficiency and/or toxicity will be discussed. Metabolic integration relevant to nutritional needs and biomedical applications will be highlighted in this course. Students will apply their knowledge to current biomedical situations relevant to nutrition and health professionals. This course prepares students for the advanced courses in assessment and clinical nutrition.
EFFECTIVE START: SU2016

NEW

**NUTR 805**
Advanced Nutrient Metabolism
ADV EMTABOLISM (4)
Integration of biochemical, physiological, and hormonal processes involved in nutrient metabolism and function in humans. NUTR 805 provides the student with both a review of the fundamentals of nutrient
metabolism but also more advanced topics in the biochemistry, physiology, metabolism, and regulation of nutrients important in health and disease. At this advanced level, students develop an understanding of the integration and interdependency of many of these metabolic processes. There will be an initial review of cellular structure and function and the basics of organ systems, followed by the physiology and microbiology of the gastrointestinal (GI) tract related to nutrient processing, including the impact of dietary fibers on GI function. For each nutrient, the following topics will be covered: food sources and/or dietary considerations; chemical structure and characteristics; and regulation of digestion, absorption, and excretion. Water, macronutrient (carbohydrate, protein, and lipids), and micronutrient (vitamins and minerals) metabolism, function, and regulation will be presented. For some select nutrients of public health concern, the metabolic mechanisms of deficiency and/or toxicity will be discussed. Metabolic integration relevant to nutritional needs and biomedical applications will be highlighted in this course. Students will apply their knowledge to current biomedical situations relevant to nutrition and health professionals. This course prepares students for the advanced courses in assessment and clinical nutrition.

PROPOSED START: FA2017

OLD

NUTR 560
Capstone Project in Nutritional Sciences
CAP PROJ NUTR SCI (2-5/Repeatable Max: 6)
Completion of a Capstone Project involving research and application of leadership principles in nutrition practice.
PREREQUISITES: NUTR 540, NUTR 850
EFFECTIVE START: SU2016

NEW

NUTR 860
Capstone Project in Nutritional Sciences
CAP PROJ NUTR SCI (2-5/Repeatable Max: 5)
This course is the culminating course for the MPS in Nutritional Sciences program. Students will implement the proposal they developed in NUTR 540 that is based on the leadership opportunity project identified in NUTR 850. NUTR 860 is a course that requires that students synthesize the research gathered from the leadership opportunity project, their literature review, and their Capstone Project results to prepare a paper and give a presentation of their findings to their fellow students and to a professional audience. Students will use the findings from their Capstone Project to formulate evidenced-based solutions that can be used in nutrition practice.
PREREQUISITES: NUTR 540, NUTR 850
PROPOSED START: FA2017

OLD

BA 510
Supply Chain and Operations Management
SUP CHAIN OPS (1-3)
Introduction to the organizational processes and methods used to create and deliver goods and services.
EFFECTIVE START: FA2008

NEW

BA 810
Supply Chain and Operations Management
SC OPERATIONS MGMT (1-3)
This course is designed to provide students with an overview of the role of operations in the organization, the kinds of decisions operations and supply chain managers make, and the impact of these decisions on the strategic and tactical position of the firm. Supply chain management is a particular focus in the course. The interaction of production, distribution and information resources plays a critical role in developing and sustaining a firm’s competitive advantage.
PROPOSED START: FA2017

OLD
PADM 574
Research and Theory in Public Management
RES/THRY PUB MNGMT (3)
Theoretical and empirical bases for selected functions of public managers.
PREREQUISITES: PADM 570
EFFECTIVE START: SP1988

NEW
PADM 574
Research and Theory in Public and Nonprofit Management
PUBLIC NONPROF MGT (3)
This course provides a broad exploration of public and nonprofit management issues to improve students’ abilities to analyze the given institutional matrix of modern public management. The informed and skillful practices of public and nonprofit management will improve public values and service delivery in effective and efficient ways. This course is designed to understand the theories, perspectives, and functions of management in the public and nonprofit sectors; and to assess management practices, possibilities, and challenges encountered with emerging issues.
The topics include traditional approaches of management, new public management, history of management, general management theory, structural issues, institutionalized values of management, managerial functions, strategic management, performance management, accountability and leadership, organizational design and institutional governance, global perspectives of management, challenges for public governance, and frontier of management
Students will gain better perspectives of managing the public and nonprofit sectors and build skills to analyze and evaluate management issues and practices.
PREREQUISITES: PADM 570
PROPOSED START: SP2019
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: College of Communications
Department or Instructional Area: Department of Advertising and Public Relations

New Graduate Program, Option, or Minor: Add

Designation of new graduate program: Master of Professional Studies in Strategic Communications
Classification of Instructional Programs (CIP) Code: 
Designation of new graduate option: 
Designation of new graduate minor: 

Indicate effective semester:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: Change Drop

Current designation of graduate program: 
Current designation of graduate option: 
Current designation of graduate minor: 

New designation of existing graduate program (if changing): 
New designation of existing graduate option (if changing): 
New designation of existing graduate minor (if changing): 

Brief description of the change (if not noted above): 

Indicate effective semester:
First semester following approval
Second semester following approval

Submitted by Graduate Program Head
Frank Dardis
Printed name
Signature
Date: 2/27/17

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Mike Schmierbach
Printed name
Signature
Date: 2/28/17

Approved by College/School Dean/Chancellor (or Designee):
Marie Hardin
Printed name
Signature
Date: 2/15/17
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of John Challis
Printed name
Signature
Date: 6/18/2017

Recommended by Chair, Graduate Council Committee on Programs and Courses:

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 6/18/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 6/18/2017
Graduate Program offering the Master of Professional Studies in Strategic Communications

11/15/2016
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Program Objectives

The proposed Master of Professional Studies (MPS) in Strategic Communications is designed for working professionals who are seeking advanced education in strategic communications to enhance their careers, to support organizational goals and objectives, and to apply strategies for developing and implementing strategic communications plans and campaigns for organizations and clients. It is designed to be delivered via Penn State’s World Campus.

The proposed MPS degree in Strategic Communications examines the nature and role of purposive, persuasive communications across varied client-related and consumer-related settings. The program is based on the well-supported conclusion of strategic communications research and theory that well-managed, measurable, and effective campaigns are necessary for any organization or brand to achieve its communications goals, which in turn support all organizational goals. Thus, the program draws comprehensively on research, theory, and practice primarily arising from the field of Advertising and Public Relations, with additional content drawn from other areas of mass communication and mass persuasion research. In general, coursework in the program addresses the way that traditional and contemporary media techniques of strategic, persuasive communication can enhance public attitudes, beliefs, and behaviors in relation to organizations, companies, or any entity. The degree program is designed to teach students how research, theory, and the practical application of modern mass-communication tools can lead to effective purposive-communications campaigns that enhance company or organizational standing among important target audiences.

A capstone course (COMM 834 -- Strategic Communications Campaigns) provides a culminating opportunity for students to demonstrate that they can apply the principles, theory, and content studied during the program. Students will draw on their course readings, activities, and experiences for the knowledge base of their capstone projects, which will require the full conceptualization and implementation of a strategic communications campaign. Representative aspects of each project would include setting effective communications goals; identifying proper target audiences to best achieve the goals; developing specific, effective messages for each target audience; creating the message content across multiple media platforms; implementing a message-delivery plan that optimizes effectiveness and efficiency; and evaluating campaign performance against predetermined, measurable benchmarks.

Students who complete the proposed MPS in Strategic Communications can expect to:

- Obtain a comprehensive knowledge of media-based research, theory, and practice related to the strategic communications industry;
• Develop an understanding of basic mass-communication processes that can influence individuals' attitudes, beliefs, and behaviors;

• Understand the attributes, complexities, and roles of new and traditional media in affecting the outcomes of successful strategic communications campaigns;

• Develop practical knowledge of message-content creation and delivery methods across major contemporary media to implement specifically targeted communications campaigns;

• Develop awareness of the ethical issues that can arise when utilizing persuasive communication at a mass level;

• Develop skill at diagnosing the effectiveness of strategic communications efforts through proper goal-setting, benchmarking, and evaluation methods.
Program Justification Statement

Need for Program

The Outreach Office of Marketing Research conducted a market scan to assess the viability of an online professional master’s degree related to strategic communications in February 2016 (attached as separate file). The study concluded that the market potential is positive for the development of the program, especially based on the competitive price of the program within the current online market, the gap it would fill in World Campus curricular portfolio, and its ability to capitalize on the motivations of the target audience. The study reported that the target audience for the proposed program includes approximately 1.7 million, with an expected increase of over 20% over the next decade. The study also reported that, although current conferrals of graduate degrees in the field are relatively low, they are expected to increase in the increasingly competitive and specialized professional environment mentioned above. Further, the report indicates that graduate degrees, which reflect higher-level and more differentiated bases of knowledge, are becoming more desirable in the workplace, as those professionals in the field with graduate degrees typically earn up to 50% more than those without one. The report also suggests that the proposed degree might be attractive to a younger target market than historically is seen at World Campus, due to the relatively young age of students currently enrolled in the Undergraduate Degree program in Strategic Communications.

As technology has spurred incredible new media consumption and opportunities for individuals and entities alike, managing the message-communication system for the entities has become a much more complex, diversified, and difficult process. This boom in technology also has coincided with previously used silo-generating terms like "advertising," "public relations," and "promotions" becoming increasingly conceptualized under the larger umbrella term of "strategic communications." In essence, the concept incorporates and emphasizes the notion that specifically targeted, purposive, and persuasive communication on behalf of any entity -- and the ability to manage such a system -- is now more important and more complicated than ever if the entity hopes to shape individuals' attitudes, beliefs, and behaviors regarding itself through mass-media and other mass-communication efforts. In short, organizations, companies, brands, groups, movements, and any other entities that compete for public information and perceptions need employees who understand how the new media landscape operates, how and when to maximize the effectiveness of persuasive messages in such an environment, and who can develop and manage an ongoing, comprehensive strategic communications system.

This shortfall of knowledge and experience created the need for a workforce that possesses the newer, more advanced knowledge and approach to handle the new landscape, which is the
purpose of the proposed program. Its coursework emphasizes (a) theory that provides explanatory frameworks, (b) empirical research that provides data for evidence-based decisions and evaluation, and (c) practical application of theory and research to modern strategic communications efforts. This program will be directed at individuals who are in the early and middle stages of their organizational careers, currently in or aspiring to managerial positions. The content of the program will be appropriate for such individuals employed in a wide range of functional specialties and industry roles, as also explained in the Outreach Office of Marketing Research market scan. As the market scan indicates, there is a growing need for such a type of education, and the offering of the currently proposed program via Penn State's World Campus offers unique potential to be successful.

This proposal represents several years’ effort to offer a professional master’s degree in Strategic Communications through the World Campus. The master's degree was first envisioned as the Department of Advertising and Public Relations, in recognition of the changing professional landscape described above, began offering a Strategic Communications undergraduate degree via World Campus in Fall 2013. Since the program was launched, it has seen increasingly growing enrollment sizes, thus underscoring the increasing industry need for education in strategic communications. The proposed master's degree now seeks to address the need described above of the industry now demanding more managers -- not just doers -- of strategic communications.

Projected Program Size

At the outset of the program (due to faculty availability limits), we expect to limit acceptance into the program to 15 students. Thus, we predict approximately 75 enrollments during the first full program year (fall-spring-summer). This conservative enrollment prediction is based on approximately 15 students enrolling in 2 courses in each of fall and spring, and 1.5 courses in summer (allowing for partial participation in the summer). The program’s projected rollout scenario involves a staggered rollout of required courses, all of which will be delivered in fall or spring semesters. Only electives will be offered in summer at the outset, although as the program grows, electives will begin to be offered in the fall and spring. As we have seen in other programs, enrollment growth can be dramatic in the first few years of the program. We would meet the increased demand by offering multiple sections of courses along with adding elective courses as needed. These types of concerns will be addressed as the new program administrator is hired in Fall 2018, who will then teach courses, manage course offerings, hire faculty as appropriate, advise graduate students, and so on.
Program Title Justification

The graduate program name “Strategic Communications” and the degree title of Master of Professional Studies are appropriate because the proposed program emphasizes the practical application of knowledge about strategic communications, based primarily on research and theory from the subfields of Public Relations and Advertising, to the students’ present and future job duties.

Academic Unit’s Ability to Offer a Quality Online Program

The College of Communications will be the academic and administrative home of the degree, mostly specifically within the Department of Advertising and Public Relations. The Department of Advertising and Public Relations currently offers an online Bachelor's Degree in Strategic Communications, which was the first online degree offered by the College. The College currently is launching two more online Bachelor's degrees: Digital Media and Journalism, and Digital Multimedia Design (joint program with College of IST and College of Arts and Architecture).

The College of Communications at Penn State is the largest, nationally accredited mass communications program in the country, and the Department of Advertising and Public Relations is one of the largest in-residence majors at Penn State University. Faculty in the Department of Advertising and Public Relations and related communications sub-fields conduct research, publish, and teach in the knowledge domains covered by the proposed MPS in Strategic Communications courses and also consult with organizations on relevant topics. The combined experience and expertise of the College Communications and the Department of Advertising and Public Relations provide strong evidence for the ability to offer a quality online program.

Impact on Current Course Offering and Faculty Load

This program involves the proposal of 12 new courses from the Department of Advertising and Public Relations. This will increase initial faculty load of current Department faculty, both during course development and during delivery. However, the program’s business model is to eventually be financially self-sustaining, including the provision of Director and faculty salary for the delivery of courses. There currently are 11 Graduate Faculty in the Department, all of whom teach in-residence graduate courses from time to time in addition to their undergraduate duties (at least one College of Communications in-residence graduate section per semester is covered by Department faculty). Further, two of the 12 new courses being proposed -- both of which are electives -- will be developed and taught by Graduate Faculty members in the College of Communications from other departments, so having two faculty per semester teach one section each in the proposed program will add no uncommon burden on the Department or
College. Additionally, the College of Communications also has committed to hiring a Director of the program beginning in Spring or Summer 2018 (before the program launch date of Fall 2018). This Director will manage the program, teach courses, hire/appoint additional faculty as needed, and so on. In sum, there are no hardships expected in delivering the rollout of courses as projected in the rollout plan.

**New Courses to be Designed for the Program**

The following 12 courses will be designed for online delivery in support of the MPS in Strategic Communications:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 530</td>
<td>Research Methods in Strategic Communications</td>
</tr>
<tr>
<td>COMM 531</td>
<td>Strategic Communications: Theory and Implementation</td>
</tr>
<tr>
<td>COMM 830</td>
<td>Strategic Communications Industry</td>
</tr>
<tr>
<td>COMM 831</td>
<td>Digital Media Analytics</td>
</tr>
<tr>
<td>COMM 832</td>
<td>Multimedia Content Development and Delivery</td>
</tr>
<tr>
<td>COMM 833</td>
<td>Ethics and Decision Making in Strategic Communications</td>
</tr>
<tr>
<td>COMM 834</td>
<td>Strategic Communications Campaigns (Capstone Course)</td>
</tr>
<tr>
<td>COMM 835</td>
<td>Social Media Communications</td>
</tr>
<tr>
<td>COMM 836</td>
<td>Strategic Communications Leadership</td>
</tr>
<tr>
<td>COMM 837</td>
<td>Reaching Multicultural Populations with Strategic Communications</td>
</tr>
<tr>
<td>COMM 838</td>
<td>Strategic Communications Law</td>
</tr>
</tbody>
</table>
Fiscal Responsibility for the Program

The College of Communications assumes fiscal responsibility for the program under the RDC-1 guidelines established by the World Campus. World Campus provides instructional design and development, and is responsible for program management, course set up online, program and brand marketing, student services, and related budget/finance. The College of Communications faculty will develop and deliver the academic components and teaching responsibilities. The College will receive 55% of the gross tuition from the World Campus. A separate "Graduate Program Cost Analysis Form" has been created by World Campus and currently is awaiting approval from the Graduate School.

How the Program Strengthens the Existing Programs of the College and University

This online program provides a much needed resource for working professionals who could not otherwise obtain a Penn State education. Simultaneously, the program will bring in financial resources to the College of Communications that will allow it to grow its capacity and impact in this area as well as others. The College of Communications is the largest, nationally accredited mass communications program in the country.

The Department of Advertising and Public Relations is well-suited to be the intellectual home of the proposed program. The Department has consistently been highly ranked in its field for all levels of teaching, research, and service. Faculty in the Department conduct research, publish, and teach in the knowledge domains covered by the proposed program courses and also consult with professional and alumni organizations on relevant topics. In addition, the Department manages and delivers the current Undergraduate Degree program in Strategic Communications via World Campus.

Appropriateness of the Program for Off-campus Delivery

This program is designed solely for Internet-based, off-campus delivery via Penn State’s World Campus to an audience comprised of working adult professionals studying at a distance.

The success of the existing online courses offered by the College of Communications and the Department of Advertising and Public Relations demonstrates the appropriateness of the subject matter for off-campus delivery. It also indicates that the College and the World Campus possess the capacity and commitment needed to offer the high-quality, off-campus graduate program described in this document.
Non-duplication of Other Degree Programs

The proposed program is not currently offered at Penn State, although it draws predominantly on the disciplines of Advertising and Public Relations, especially the sub-area of Strategic Communications. No other master’s degree program is offered within the Penn State system that focuses primarily on Strategic Communications campaigns and management through mass media and other mass-communication channels.

Complete Program Statement

A. Degree requirements: **30** credits minimum to complete program.

1. Student must take the following **21** required credits (7 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 530</td>
<td>Research Methods in Strategic Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 531</td>
<td>Strategic Communications: Theory and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 830</td>
<td>Strategic Communications Industry (foundations course)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 831</td>
<td>Digital Media Analytics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 832</td>
<td>Multimedia Content Development and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>COMM 833</td>
<td>Ethics and Decision Making in Strategic Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 834</td>
<td>Strategic Communications Campaigns (capstone course):</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Prereqs: All 6 courses listed above</em></td>
<td></td>
</tr>
</tbody>
</table>

2. Student must take at least an additional **6** elective credits (2 courses) from the list below (listed in no particular order):
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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 835</td>
<td>Social Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 836</td>
<td>Strategic Communications Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COMM 837</td>
<td>Reaching Multicultural Populations with Strategic Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 838</td>
<td>Strategic Communications Law</td>
<td>3</td>
</tr>
<tr>
<td>COMM 839</td>
<td>Advanced Digital Media Analytics</td>
<td>3</td>
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</tbody>
</table>

3. Student must take at least an additional 3 elective credits from any World Campus courses, which can be at 400-level (this includes all elective courses listed above).

B. Proposed Degree Map/Plan for Students

<table>
<thead>
<tr>
<th>FA 1</th>
<th>SP 1</th>
<th>SUMMER</th>
<th>FA 2</th>
<th>SP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 530: Research Methods in SC</td>
<td>COMM 531: SC: Theory and Implementation</td>
<td>Elective</td>
<td>COMM 832: Multimedia Content Development and Delivery</td>
<td>COMM 834: SC Campaigns (capstone course)</td>
</tr>
<tr>
<td>COMM 830: SC Industry (foundations course)</td>
<td>COMM 831: Digital Media Analytics</td>
<td>Elective</td>
<td>COMM 833: Ethics and Decision Making in SC</td>
<td>Elective</td>
</tr>
</tbody>
</table>

C. Course Scheduling/Sequencing of Required Courses

1. Schedule 2 Required Courses per semester for first wave of enrollees (i.e., for first academic year) until program is operational, then offer 3-4 Required Courses per semester in second wave of enrollees and beyond, and as Director and/or other faculty hired.
2. Proposed Course Roll-Out and Offerings of Required Courses
(different waves of enrollees taking courses are designated by different colors)

<table>
<thead>
<tr>
<th>FA 2018</th>
<th>SP 2019</th>
<th>FA 2019</th>
<th>SP 2020</th>
<th>FA etc.</th>
<th>SP etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 530</td>
<td>COMM 531</td>
<td>COMM 530</td>
<td>COMM 531</td>
<td>COMM 530</td>
<td>COMM 531</td>
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<tr>
<td>COMM 830</td>
<td>COMM 831</td>
<td>COMM 830</td>
<td>COMM 831</td>
<td>COMM 830</td>
<td>COMM 831</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMM 832</td>
<td>COMM 834*</td>
<td>COMM 832</td>
<td>COMM 834*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMM 833</td>
<td></td>
<td>COMM 833</td>
<td></td>
</tr>
</tbody>
</table>

*COMM 834 = Capstone course

3. At least 2 Electives need to be activated and offered by Summer 2019 (summers not shown on above table).

D. Projected Time Line of Important Events

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>• Submit Program Proposal and Course Proposals to Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>• Receive approval from Graduate School</td>
</tr>
</tbody>
</table>
| Summer 2017 | • Begin marketing the program and accepting applications for Fall 2018
  • Admissions Committee formed
  • Begin developing COMM 530, COMM 830 internally |
| Fall 2017 | • Launch search for Director
  • Begin developing COMM 531, COMM 831 internally |
| Spring 2018 | • Admissions Committee determine incoming class
  • Hire Director |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hire Administrative Assistant</strong></td>
<td>Finalize COMM 530, COMM 830 through World Campus</td>
</tr>
<tr>
<td></td>
<td>Begin developing at least two COMM electives internally</td>
</tr>
<tr>
<td><strong>Summer 2018</strong></td>
<td>Finalize COMM 531, COMM 831 through World Campus</td>
</tr>
<tr>
<td></td>
<td>Begin developing COMM 832, COMM 833, electives internally</td>
</tr>
<tr>
<td><strong>Fall 2018</strong></td>
<td><strong>Launch program:</strong> Offer COMM 530, COMM 830</td>
</tr>
<tr>
<td></td>
<td>Begin developing COMM 834 (capstone) internally</td>
</tr>
<tr>
<td></td>
<td>Finalize at least two COMM electives through World Campus</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>Offer COMM 531, COMM 831</td>
</tr>
<tr>
<td></td>
<td>Finalize COMM 832, COMM 833, COMM electives through World Campus</td>
</tr>
<tr>
<td><strong>Summer 2019</strong></td>
<td>Offer at least 2 COMM electives</td>
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<td>Finalize COMM 834 (capstone) through World Campus</td>
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<tr>
<td><strong>Fall 2019</strong></td>
<td>Offer COMM 832, COMM 833, and any COMM elective(s)</td>
</tr>
<tr>
<td><strong>Spring 2020</strong></td>
<td>Offer COMM 834 (capstone) and at least one COMM elective</td>
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</tbody>
</table>
Graduate Bulletin Copy

Strategic Communications

Frank E. Dardis, *Lead Faculty of Strategic Communications*
Office: 212 Carnegie Building
814-863-7993
fed3@psu.edu

Degree Conferred
Master of Professional Studies (MPS)

The Graduate Faculty

College of Communications

- Lee Ahern, Ph.D. (Pennsylvania State University) Associate Professor of Communications
- George Anghelcev, Ph.D. (University of Minnesota Minneapolis) Associate Professor of Communications
- Robert Baukus, Ph.D. (University of Massachusetts in Amherst) Associate Professor of Communications
- Denise Bortree, Ph.D. (University of Florida) Associate Professor of Communications
- Colleen Connolly-Ahern, Ph.D. (University of Florida) Associate Professor of Communications
- Frank E. Dardis, Ph.D. (University South Carolina-Columbia) Associate Professor of Communications
- Marcia DiStaso, Ph.D. (University of Miami) Associate Professor of Communications
- Michel M. Haigh, Ph.D. (University of Oklahoma) Associate Professor of Communications
- Matthew Jackson, Ph.D. (Indiana University Bloomington) Associate Professor of Communications
- Ann Marie Major, Ph.D. (Southern Illinois University-Carbondale) Associate Professor of Communications
- Fuyuan Shen, Ph.D. (University of North Carolina at Chapel Hill) Professor of Communications
- S. Shyam Sundar, Ph.D. (Stanford University) Distinguished Professor of Communications
- Bu Zhong, Ph.D. (University of Maryland College Park) Professor of Communications
Master of Professional Studies in Strategic Communications

The MPS degree in Strategic Communications is a 30-credit program of study for individuals who are in the early and middle stages of their strategic communications careers, currently in or aspiring to managerial positions. The content of the program will be appropriate for such individuals employed in a wide range of functional specialties and industry sectors, including advertising, public relations, and strategic communications.

The MPS degree in Strategic Communications examines the process and application of purposive mass communication that is delivered to specific target audiences through varied mass media and other communications channels. Program content exposes the student to a broad range of strategic communications theory, research, and practical application related to developing and implementing effective communications plans for companies and organizations of all types. Courses examine how persuasive communication functions through mass media and other communication channels; how specific communications goals are developed based on theory and rationale; how strategic communications plans and campaigns are created and executed; and how the effectiveness of communications plans is measured and evaluated.

Admission Requirements

Requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Educational Background

A minimum 3.00 junior/senior grade-point average (on a 4.00 scale) is recommended. Students also are expected to have some industry work experience prior to admission.

Language of Instruction

The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. Consult the English Proficiency section of the Graduate Bulletin Application and Admission Procedures page for more information.

Core Application Packet

- Completed official online Graduate School application and payment of nonrefundable application fee.
• Statement of purpose: a 2-3 page essay articulating career and educational goals that demonstrates the student’s written communication skills.

• A current vita or résumé.

• Three letters of recommendation that attest to the student’s readiness for graduate study and document the requisite industry experience. Letters must be submitted through the online application. Within the online application you will be asked to enter the names and email addresses of three individuals who will be providing your recommendation. Those individuals will receive a note via email asking them to complete a brief form that will serve as your recommendation. Please inform all recommenders they must submit the form in order for your application to be complete.

• Official transcripts from all post-secondary institutions attended.

Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

Total required credits for the MPS: at least 30 credits at the 400, 500, or 800 level; at least 27 must be at the 500 or 800 level, with at least 6 at the 500 level.

1. Student must take the following 21 required credits (7 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Credits</th>
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<tr>
<td>COMM 530</td>
<td>Research Methods in Strategic Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 531</td>
<td>Strategic Communications: Theory and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 830</td>
<td>Strategic Communications Industry</td>
<td>3</td>
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<tr>
<td>COMM 831</td>
<td>Digital Media Analytics</td>
<td>3</td>
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<tr>
<td>COMM 832</td>
<td>Multimedia Content Development and Delivery</td>
<td>3</td>
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2. Student must take at least an additional 6 elective credits (2 courses) from the list below:

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<tr>
<th>Course Number</th>
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<th>Credits</th>
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<tr>
<td>COMM 835</td>
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<td>COMM 836</td>
<td>Strategic Communications Leadership</td>
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<tr>
<td>COMM 837</td>
<td>Reaching Multicultural Populations with</td>
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<td></td>
<td>Strategic Communications</td>
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<tr>
<td>COMM 838</td>
<td>Strategic Communications Law</td>
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</tr>
<tr>
<td>COMM 839</td>
<td>Advanced Digital Media Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Student must take at least an additional 3 elective credits from any World Campus course(s), which can be at 400-level (this includes all elective courses listed above).

**CULMINATING EXPERIENCE:**  (3 credits)

- COMM 834 -- Strategic Communications Campaigns (Capstone Course)

The culminating experience provides students with an opportunity to apply their knowledge of the theories and principles concerning strategic communications to a practical campaign project. Specific campaign clients and scope can vary, but all representative aspects of each project would include: setting effective communications goals; identifying proper target audiences to best achieve the goals; developing specific, effective messages for each target audience; creating the message content across multiple media platforms; implementing a message-delivery plan that optimizes effectiveness and efficiency; and evaluating campaign performance against predetermined, measurable benchmarks.

**Course Substitutions**

Substitutions for the above prescribed courses, either with resident-education courses, alternate online courses, or courses from other institutions, will be considered on a case-by-case basis.
subject to restrictions outlined in the Transfer of Nondegree and Certificate Graduate Credits, and must be petitioned and approved in advance by the program administrator, with input from the student’s adviser.

Student Aid
Refer to the Student Aid section of the Graduate Bulletin. 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 and 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.
Residency for Online Delivery

As stated in the document, “Residency and Related Policies for Off-Campus Graduate Degree Programs,” professional master’s degree programs must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising. Below is a listing and description of the proposed plan to offer online students in the Master’s of Professional Studies in the Strategic Communications the elements of residency.

Interaction Between Faculty Members and Students Above and Beyond Direct Instruction

Academic advising: Students will work with their academic advisers to develop a professional development plan and plan of study for the program. Advisers and students will meet via a combination of e-mail, telephone and other distance technology when appropriate. If the program grows to the point where this is no longer feasible, the department will provide other advising resources, who will work with students on routine advising issues.

Academic integrity: The proposed MPS in Strategic Communications program will provide orientation documents that outline the course of study and to policies for graduate students including the University’s expectations for academic integrity. Faculty will be encouraged to use software to filter documents for plagiarism.

Open discussion: Online courses will include a combination of threaded (topic) discussions via the computer and if feasible (given the time difference among students) live chats in chat rooms facilitated by the use of pedagogical technology. Conferencing software may be utilized for synchronous lectures and office hours that can be taped and archived for later viewing.

Non-class lectures and seminars: Visiting scholars and leadership professionals will lead discussions in non-class guest lectures and seminars. We envision using a variety of technology, including but not limited to, web-casting, threaded discussions, and live chats.

Interaction Among Peers

Collaborative work groups: Team projects will be required in some of the proposed MPS in Strategic Communications courses. Teams will use designated discussion threads, chat rooms, or other group communication technology for their team communication.

Discipline-based student clubs and interdisciplinary student organization: We will facilitate students forming online special interest groups (SIGs) based on their professional goals. Students would be able to communicate via bulletin boards, web conferencing, e-mail, and other electronic media.
Access to Information and Instructional Resources

Penn State’s Libraries provide a wide variety of resources to students enrolled in programs through the World Campus. These resources include full access to the Library’s electronic catalog and databases, research support, and delivery of circulating materials through Library Distance Delivery services.

Exposure to and Socialization in the Field of Study

Seminars and skill-enhancement seminars: We will conduct periodic expert-led seminars via either real-time or asynchronous conferencing software. We will request that members of the faculty and other graduate students lead discussions.

Participation in professional activities: We will encourage students to attend professional conferences to meet with faculty as appropriate. Students will be encouraged to become active in professional associations as appropriate.

Access to Suitable Academic Advising and Support Services

Academic advising: As stated above, every student admitted to the proposed MPS program will be advised by the new Director. If the director is not in place by the time of the program launch (Fall 2018), Dr. Dardis will serve as the academic adviser during the launch phase of the program. Allowing for program growth, additional online-only faculty hires made by the Director may be assigned advising responsibilities. At the beginning of their entry into the program, students will work with their adviser to develop a plan of study for the program. Advisers and students will meet via a combination of e-mail, telephone, and other distance technology. If the program grows to the point where this is no longer feasible, the department will provide other advising resources, who will work with students on routine advising issues. General policies and procedures will be posted electronically for access at the students’ convenience. The program Director and administrative staff will be available to answer general questions or direct students to the appropriate resources.

World Campus Student Services: The World Campus Student Services team fields inquiries about registration, processes admissions to the program, collects and accounts for fees, and maintains student records. A “Faculty and Student Technical Help Desk” provides help to students whose system or network configurations interfere with their studies.

Contribution of Graduate Students to the Degree Program, the College, and the University

Student e-portfolios: Students will be encouraged to develop e-portfolios to share information about their academic and professional accomplishments.
**Informal seminars:** Students will be encouraged to conduct informal seminars via electronic media.

**Mentors:** Existing students will be encouraged to serve as mentors for new students entering the program.

**Identification with Penn State**

**Communications:** Proposed MPS in Strategic Communications students will receive communication from the Department and College. The College website will highlight information about outstanding MPS in Strategic Communications students and faculty.

**Membership in academic and professional groups:** Students will be encouraged to join appropriate academic and professional associations.
Program Operation and Maintenance

Program Administration

Dr. Frank E. Dardis (Ph.D. South Carolina) Associate Professor of Communications (Advertising and Public Relations), Lead Faculty of Strategic Communications will be the interim program administrator for the proposed MPS in Strategic Communications. Dr. Dardis is the current Lead Faculty of the undergraduate Strategic Communications program delivered through World Campus. He also is an affiliate faculty of Penn State's Media Effects Research Laboratory. He has published numerous articles, chapters, and conference papers on various aspects of strategic communications, including digital/interactive advertising and persuasion. In addition to regularly presenting research papers at major conferences, Dardis’ work has appeared in publications such as *Journal of Interactive Advertising*, *Mass Communication and Society*, *Journal of Consumer Behavior*, *Media Psychology*, *Journal of Political Marketing*, *Journal of Promotion Management* and *Corporate Communications: An International Journal*. He is Associate Editor of *Journal of Promotion Management* and is a member of the editorial boards of the *Journal of Interactive Advertising* and *Mass Communication and Society*. With considerable industry experience, he also teaches both undergraduate and graduate courses addressing current research and practice related to strategic communications. Dr. Dardis will serve as interim program administrator until a full-time Director is hired.

The College of Communications (through the Department of Advertising and Public Relations) will conduct a national search for a full-time program Director after approval of the program proposal. The ideal candidate will have a degree in Advertising, Public Relations, or a closely related field involving Strategic Communications with 10-15 years of academic or professional experience in department leadership and/or professional development. The position will be filled by an individual that qualifies for membership in the graduate faculty; the program Director will be expected to teach courses and advise students within the program. In addition, candidates should have experience that demonstrates the ability to coordinate hiring, supervision, and evaluation of instructors, to effectively communicate with diverse audiences, and to engage in program planning and strategy development. In addition to the program Director, additional administrative assistance and support will be provided by the College.

Faculty Expertise

Dr. Lee Ahern (Ph.D., Penn State) Associate Professor of Communications (Advertising and Public Relations): Dr. Ahern is the Lead Faculty of Penn State's minor of Digital Media Trends and Analytics (DMTA), offered jointly through both the College of Communications and
the College of Information Sciences and Technology. He also is a senior research fellow at the Arthur W. Page Center for Integrity in Public Communication, and project manager for the Page Center’s Sustainability Communications Initiative. He is past chair of the International Environmental Communication Association (www.theieca.org) and past head of the Communication Science, Health, Environment and Risk Division of the Association for Education in Journalism and Mass Communication. Ahern has collaborated on grants with the Pennsylvania Department of Health, Penn State Institute for Energy and the Environment, the William Penn Foundation and the Penn State Sustainability Institute. Ahern's area of expertise, and primary contribution to grant-funded research, includes evaluation, measurement, analysis and interpretation of science communications campaigns. His work has been published in Social Science Quarterly, Public Understanding of Science, Science Communication, Journalism & Mass Communication Quarterly and Health Communication.

Dr. George Anghelcev (Ph.D., Minnesota) Associate Professor of Communications (Advertising and Public Relations): Dr. Anghelcev's industry experience highlights include working in strategic planning for Campbell-Mithun Advertising in Minneapolis, Minnesota, and for Romania’s Ministry of Public Information. His research lies at the intersection of psychology and strategic communication. He studies how advertising can be used to promote ideas and social values in addition to products and brands. He has examined how emotions and mood influence psychological responses to advertisements in multiple social advertising domains (including public health, volunteering, environmental protection and the support of charitable organizations) as well as in the area of product and brand advertising. His most current research focuses on cultural differences in emotional and cognitive responses to environmental communication and public health advertising. Anghelcev's research has been published in Journalism and Mass Communication Quarterly, Psychology & Marketing, Journal of Marketing Communications, Journal of Social Marketing and other journals.

Dr. Robert Baukus (Ph.D., Massachusetts) Department Head and Associate Professor of Communications (Advertising and Public Relations): Dr. Baukus has been a marketing communications consultant for more than 16 years for network news corporations, advertising agencies, newspapers, media production agencies and the pharmaceuticals industry. His research has been published in Journalism Educator, the Journal of Health Communications, and Communication Research Reports, among others. He has presented numerous papers related to advertising and marketing communications. His research interests include marketing communications, advertising campaigns, media planning and advertising research methods.

Dr. Denise Bortree (Ph.D., Florida) Associate Professor of Communications (Advertising and Public Relations): Dr. Bortree is the director of the Arthur W. Page Center for Integrity in
Public Communication. She brings more than 10 years of practical experience to her teaching, including positions as communication manager, public relations manager and marketing manager for a number of organizations. Dr. Bortree has authored more than 25 peer-reviewed journal articles that have been published in journals such as *Journalism and Mass Communication Quarterly*, *Journal of Public Relations Research*, *Nonprofit Management and Leadership*, *Public Relations Review*, the *International Journal of Nonprofit and Voluntary Sector Marketing* and the *International Journal of Volunteer Administration*. Bortree sits on the editorial board of the *Journal of Public Relations Research*, and she has held leadership roles in the public relations division of the Association for Education in Journalism and Mass Communication (AEJMC) including her current role, head of the division. In addition, she is the past chair for the Association/Nonprofit Division of the Public Relations Society of America (PRSA).

**Dr. Colleen Connolly-Ahern (Ph.D., Florida) Associate Professor of Communications (Advertising and Public Relations):** Connolly-Ahern’s research interests include international political advertising and health communications, as well as issues of culture, framing and media access in strategic communications. She has published more than a dozen peer-reviewed articles, as well as one law review article, and her work has appeared in journals such as *Journalism & Mass Communication Quarterly, Journal of Public Relations Research*, and *Communication, Culture and Critique*. Since coming to Penn State, she has presented more than 25 papers at academic conferences. She is a former head of the Public Relations Division of AEJMC, a member of the editorial board of *Journal of Public Relations Research*, and has served as a member of the Advisory Board for the Penn State Yearbook, La Vie. Among other industry positions, she worked as managing editor for *Marine Log Magazine* and promotion manager for *USA Today* before starting her own marketing communications firm, Abbey Lane Marketing.

**Dr. Marcia W. DiStaso (Ph.D., Miami-FL) Associate Professor of Communications (Advertising and Public Relations):** Prior to entering academia, Dr. DiStaso worked in management and as a high-net-worth stock broker for the global investment management firm T. Rowe Price. She also has experience in agency (Ketchum), nonprofit (American Red Cross) and university (University of South Florida) public relations. She currently has an active consulting business primarily focusing on social media. Additionally, she has taught in higher education for over 11 years, including appointments at the University of South Florida, the University of Miami, and Penn State, where she won the Association for Education in Journalism and Mass Communication Promising Professor Award. DiStaso is very involved with the profession. She is an Arthur W. Page Society member and active in the Public Relations Society of America (PRSA), especially the Financial Communications section after serving as chair for three years and the Educators Academy where she is the 2015 chair. She also serves as an editorial board member of four journals, including the *Journal of Public Relations Research*, and is a research
editor for the Institute for Public Relations Science of Social Media Research Center. Plus, she is an advisory board member for the International Public Relations Research Conference and a senior research fellow for the Arthur W. Page Center. She has a book on the ethical practice of social media in public relations along with over 70 publications in journals, books, and online outlets. She often presents on social media and her research projects with over 80 presentations around the world.

**Dr. Michel M. Haigh (Ph.D., Oklahoma) Associate Professor of Communications (Advertising and Public Relations):** Dr. Haigh has more than six years as a public relations writer, editor, designer and web designer. She has co-authored more than 40 conference presentations, seven of which have been recognized with a "Top Paper" award. She has published more than 30 articles in journals such as *Journalism & Mass Communication Quarterly, Journal of Broadcasting & Electronic Media, Communication Monographs, Communication Research, Journal of Social and Personal Relationships, Newspaper Research Journal, Corporate Communications: An International Journal* and *Communication Quarterly*. She is a member of the Association for Education in Journalism & Mass Communication (AEJMC) and the Broadcast Education Association (BEA). She has served as an Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) site team member since 2012.

**Dr. Matthew Jackson (Ph.D., Indiana) Department Head and Associate Professor of Communications (Telecommunications):** Matt Jackson teaches communications law, Internet law, advertising law, copyright, telecommunications policy, media programming strategies and survey of electronic media. He has published articles in numerous outlets, including *Cardozo Arts & Entertainment Law Journal, Hastings Communications and Entertainment Law Journal, Journal of Communication, Federal Communications Law Journal, Communications Law and Policy*, and *Journal of Broadcasting and Electronic Media*. He also wrote the chapter on cable regulation for the textbook "Communication and the Law." He presents his research at numerous academic and professional conferences each year and was recently elected vice-chair of the Law and Policy Division of the International Communication Association. His professional experience includes work in both commercial and public radio, where he earned regional awards from the Associated Press for his radio features. Before commencing his radio career, Jackson founded his own music management agency, Fervent Music.

**Dr. Ann Major (Ph.D., Southern Illinois) Associate Professor of Communications (Advertising and Public Relations):** Ann Marie Major brings years of experience in public relations to her position. Her research interests focus on public opinion, mass media and environmental studies. She has authored articles in *Journalism Quarterly*, the *International

**Dr. Fuyuan Shen (Ph.D., North Carolina) Professor of Communications (Advertising and Public Relations):** Dr. Shen is an affiliate faculty of Penn State's Media Effects Research Laboratory. His research and teaching areas are media effects, persuasion, and strategic communications. His research has appeared in such journals as *International Journal of Advertising, Journal of Advertising, Journal of Communication, Journalism & Mass Communication Quarterly,* and *Mass Communication and Society.* He teaches undergraduate classes in advertising as well as a graduate research seminar in strategic communications. He has also taught as a visiting professor at Hong Kong Baptist University and the University of Hawaii at Manoa. He served an associate editor of *Asian Journal of Communication,* and is currently Editor of *Mass Communication and Society.*

**Dr. S. Shyam Sundar (Ph.D., Stanford) Distinguished Professor of Communications (Advertising and Public Relations; Media Studies):** Dr. Sundar is the founder of Penn State's Media Effects Research Laboratory, a leading facility of its kind in the country. He teaches courses in the psychology of communication technology, media theory, and research methodology. His industry experience includes more than eight years as a journalist. Dr. Sundar’s research is supported by the National Science Foundation, Korea Science and Engineering Foundation, the MacArthur Foundation and Lockheed Martin Information Systems and Global Services, among others. Dr. Sundar was among the first to publish refereed research on the effects of internet-based media in *Journal of Communication,* the flagship publication of the International Communication Association (ICA). His work has also appeared in other leading journals, such as *Communication Research, Human Communication Research, Media Psychology, Human Computer Interaction, International Journal of Human-Computer Studies, Behavior & Information Technology, The Information Society, Journal of Advertising,* and *Journalism & Mass Communication Quarterly.* In a content analysis of journal articles published during the first decade of the Internet, Sundar was identified as the most published author of Internet-related research in the field of communications, and across 11 leading journals of communications, marketing and advertising (Cho & Khang, 2006; *Journal of Advertising,* 35: 3, 143-163). He has served on the editorial boards of 18 journals, including *Communication Research, Journal of Communication, Human Communication Research, Media Psychology, Journalism & Mass Communication Quarterly, Journal of Broadcasting & Electronic Media* and *Journal of Advertising.* He is currently editor-in-chief of the *Journal of*
Computer-Mediated Communication, which is ranked #1 in the field of Communication and #3 in the field of Information Science & Library Science, according to 2015 ISI Journal Citation Reports (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1083-6101).

Dr. Bu Zhong (Ph.D., Maryland) Professor of Communications (Journalism): Dr. Zhong is an associate professor of journalism in the College of Communications. He is a faculty affiliate at Center for Advanced Data Assimilation and Predictability Techniques (ADAPT), Penn State's Media Effects Research Laboratory, and ICT4D Consortium. He is also a senior research fellow of the John Curley Center for Sports Journalism. His research applies decision making theories to studying how judgment and decisions may be altered by information use, ranging from news, sports information and the information shared on social media. Special attention has been paid to research projects with practical implications, such as how ICT may empower journalists or vegetable farmers, and how social media use may enhance healthcare and patients' life quality. His research has been published in Journal of Communication, Journalism and Mass Communication Quarterly, Computers in Human Behavior, Computers and Electronics in Agriculture, Journalism and Mass Communication Educator, Newspaper Research Journal, American Behavioral Science, Asian Journal of Communication and International Journal of Sports Communication. Before he joined the Penn State faculty, he had been a journalist at China Daily in Beijing, CNN Washington Bureau and CNN World Center in Atlanta for 10 years.

Academic Advising and Learning Support

At the launch of the program, the program administrator will advise the students in the program. However, as noted above, the program’s self-sustaining model will allow the hiring of a program Director and faculty and/or staff as needed to meet program needs, including needs for student advising. Student advising duties will consist, at a minimum, of

1. an annual meeting with each student to review his/her progress and plans;
2. provision of guidance and approval of course selection; and
3. referral to resources for assistance with any issues that are preventing the student from reaching their full potential.

Facilities

The proposed program will be delivered through the Penn State’s World Campus. However, office space for program Director, instructors, and staff will be provided by the College of Communications. The needs of the program will be routinely assessed to ensure adequate space is provided.
**Libraries**

The Penn State University Libraries provide extensive resources to students who enroll through the World Campus. MPS in Strategic Communications students will be able to use library resources (articles, books, media, and other materials). The Libraries provide online tutorials and orientations to students who may not be familiar with using the Library’s resources. In addition the Library offers an “Ask the Librarian,” resource so students can seek customized support through chat, phone, or e-mail.

**Technological Resources Needed by Students**

Students will need access to an internet-linked computer with video and audio capabilities in order to take part in the program.

**Computing Hardware**

Students are expected to possess or have access to networked computers that meet the minimum system specifications outlines in the technical requirements for World Campus courses. The requirement can be found at [http://student.worldcampus.psu.edu/technical-support/technical-requirements-for-world-campus-courses](http://student.worldcampus.psu.edu/technical-support/technical-requirements-for-world-campus-courses).

**Technology Orientation**

Students will receive an orientation to the online learning environments used in the program.
Mechanism for Assessing Program Quality

The quality of the proposed MPS in Strategic Communications program will be assessed using multiple criteria at various stages of curriculum and course development and initial program implementation, as well as on an ongoing basis once the program is fully operational.

Curriculum Development

The general requirements and structure of the proposed MPS in Strategic Communications program were developed primarily by graduate faculty of the College of Communications' Department of Advertising and Public Relations, the expertise of which is detailed above and many of whom also developed, teach in, and manage the current online, undergraduate degree program in Strategic Communications. They benchmarked their initial curriculum structure against offerings of various other postgraduate Strategic Communications degree programs identified in a market scan conducted by the Outreach Office of Marketing Research published in February 2016, resulting in modest revision of the proposed program curriculum and structure.

Course Development

Graduate faculty within the College of Communications will develop courses for this proposed MPS program. The course development process will include reviews at several stages to ensure course quality. Graduate faculty will expand the initial broad topical outline for each course in detail to include specific learning elements. These detailed course learning plans will be reviewed for domain comprehensiveness and appropriate depth. Once suggestions for content revision are considered, the full content, appropriate delivery methods, and assessments (materials) for each lesson will be developed in conjunction with learning designers. After review, if needed, the materials will be further revised and reviewed. Once a course is launched, periodic review will occur to ensure that the materials are still contemporary and relevant. This will be accomplished through the assessment of program quality.

Course Instruction

Instruction will be evaluated for each course section with the end-of-course Student Rating of Teaching Effectiveness (SRTE) surveys administered online by the Office of the Vice Provost of Academic Affairs and by student input tailored to the content of each course. After each semester or academic year, these data will be reviewed by the program Director and each faculty member.
Program Quality Assessment

The College of Communications currently utilizes multiple forms of program assessment for its Graduate program and all undergraduate majors taught in residence, as well as for the online undergraduate program in Strategic Communications. Many of these efforts are conducted to maintain national accreditation for the undergraduate in-residence program, but allow for assessment of the Graduate program and undergraduate Strategic Communications program as well. Many of the specific assessment tools lend themselves to being applied to the proposed online MPS degree. Most notably, an assessment tool used in the Department of Advertising and Public Relations for both the in-residence major and the online Strategic Communications program is a review of student work by professional alumni in the industry, which leads to the discussion of potential changes in course content, curricular adjustments, and so on. Because the proposed MPS is a professional degree, the College will conduct such assessment efforts annually with industry managers and executives -- not just practitioners -- to evaluate not only the skills being learned, but also the managerial implications of the program.

Additionally, students will be asked to complete surveys assessing the quality of various aspects of the proposed MPS in Strategic Communications program. Survey topics will include availability of program courses, advising practices, program relevance to career and personal goals, and instructional technology and modalities. Initially this survey will be conducted at the end of each academic year. Assuming responses stabilize over time, we will reconsider the value and timing of the annual survey. In addition, upon completing the degree, students will be asked to complete an exit survey in order to gain student feedback on the overall program. This survey will assess student satisfaction in relation to program objectives, as well as such topics as academic support services, capstone course experience, and the program’s impact to date on student careers. Periodically, students who began the program but who have not enrolled in courses for 2 consecutive semesters also may be surveyed to determine factors related to their non-enrollment.

There is no nationally recognized accrediting body for graduate programs in Strategic Communications. The accrediting bodies that evaluate the undergraduate programs in the College of Communications do not currently conduct accreditation assessments of graduate programs.
Appendix: Consultation for MPS in Strategic Communications

Original Consultation Request

Zimbra  fed3@psu.edu

Consultation for MPS Strategic Communications by December 6

<table>
<thead>
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<tr>
<td>To</td>
<td>PETER JONES KAREITHI <a href="mailto:pjk12@psu.edu">pjk12@psu.edu</a>, <a href="mailto:bcameron@smeal.psu.edu">bcameron@smeal.psu.edu</a>, RENATA S ENGEL <a href="mailto:rse1@psu.edu">rse1@psu.edu</a>, Richard Brungard <a href="mailto:jrb320@psu.edu">jrb320@psu.edu</a>, DENISE HAUNANI SOLOMON <a href="mailto:dhs12@psu.edu">dhs12@psu.edu</a>, ERIC SILVER <a href="mailto:exs44@psu.edu">exs44@psu.edu</a>, <a href="mailto:atapia@ist.psu.edu">atapia@ist.psu.edu</a>, <a href="mailto:vcr1@psu.edu">vcr1@psu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Dear Colleagues:

By way of this email, we are seeking consultation on the MPS in Strategic Communications (proposal attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (Tuesday, December 6) is needed and appreciated.

The proposal originates from the College of Communications, and more specifically, from the Department of Advertising and Public Relations.

I look forward to your comments on the proposal, which may be in either email or letter form to me. Thank you.

********************************
Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications
Pennsylvania State University
212 Carnegie Building
Consultation with Brian Cameron (cc: Hans Baumgartner and Russell Barton)

---

Zimbra fed3@psu.edu

RE: Consultation for MPS Strategic Communications by December 6

---

From: Brian Cameron <bcameron@smeal.psu.edu>  
Subject: RE: Consultation for MPS Strategic Communications by December 6  
To: FRANK DARDIS <fdardis@psu.edu>  
Cc: Hans Baumgartner <HansBaumgartner@psu.edu>, Russell Barton <rrb2@psu.edu>

Wed, Dec 07, 2016 03:54 PM

Frank

We have reviewed the proposal for an online MPS in Strategic Communications and have no objections. We wish you well in this new endeavor!

Best regards,

Brian Cameron

Brian H. Cameron | Associate Dean for Professional Graduate Programs | Smeal College of Business | The Pennsylvania State University | University Park, PA 16802 | Phone: 814-863-1460 | Email: bcameron@smeal.psu.edu

-----Original Message-----
From: FRANK DARDIS [mailto:fdardis@psu.edu]  
Sent: Friday, November 18, 2016 12:59 PM  
To: PETER JONES KAREITHI; Brian Cameron; RENATA S ENGEL; Richard Brungard; DENISE HAUNANI SOLOMON; ERIC SILVER; atapia@ist.psu.edu; vcrl@psu.edu  
Subject: Consultation for MPS Strategic Communications by December 6

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Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications
Pennsylvania State University
212 Carnegie Building
University Park, PA 16802
Phone: (814) 863-7993
************************************************
Dear Frank,

Liberal Arts has no concerns to raise about the proposed MPS in Strategic Communications. Best of luck with the rest of the process. Eric

On Fri, Nov 18, 2016 at 12:58 PM, FRANK DARDIS <fdardis@psu.edu> wrote:

Dear Colleagues:

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Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications
Pennsylvania State University
212 Carnegie Building
University Park, PA 16802
Phone: (814) 863-7993
*********************************************************

--

Eric Silver
Associate Dean for Research and Graduate Studies
Professor of Sociology and Criminology
College of the Liberal Arts, 105 Sparks Building
Pennsylvania State University
Twitter @esilverpsu

http://sociology.la.psu.edu/people/exs44
Thanks for seeking our input, Dr. Dardis, but I'm afraid we do not have any significant faculty expertise in this area that would enable us to provide meaningful feedback on this proposal.

All best wishes,

Victor

Victor C. Romero

Associate Dean of Academic Affairs, Maureen B. Cavanaugh Distinguished Faculty Scholar & Professor of Law
-----Original Message-----
From: FRANK DARDIS [mailto:fdardis@psu.edu]
Sent: Friday, November 18, 2016 12:59 PM
To: PETER JONES KAREITHI <pj12@psu.edu>; bcameron@smeal.psu.edu; RENATA S ENGEL <rse1@psu.edu>; Richard Brungard <jrb320@psu.edu>; DENISE HAUNANI SOLOMON <dhs12@psu.edu>; ERIC SILVER <exs44@psu.edu>; atapia@ist.psu.edu; Romero, Victor <vcr1@psu.edu>
Subject: Consultation for MPS Strategic Communications by December 6
Dear Colleagues:

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Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications
Pennsylvania State University
212 Carnegie Building
University Park, PA 16802
Phone: (814) 863-7993
Second Consultation Request to Denise Solomon, Peter Kareithi, and Andrea Tapia

No response from:

1. Peter Kareithi: Program Coordinator, Master of Arts in Communications, Penn State-Harrisburg

2. Andrea Tapia, Director, Graduate Studies, College of Information Sciences and Technology

Zimbra fed3@psu.edu

Fwd: Consultation for MPS Strategic Communications by January 25

From: FRANK DARDIS <fdardis@psu.edu>
Subject: Fwd: Consultation for MPS Strategic Communications by January 25
To: PETER JONES KAREITHI <pjk12@psu.edu>, DENISE HAUNANI SOLOMON <dhs12@psu.edu>, atapia <atapia@ist.psu.edu>

Thu, Jan 12, 2017 10:40 AM

1 attachment

Dear Colleagues:

I am forwarding the below email of a request in December seeking consultation on the MPS in Strategic Communications (proposal attached). Since the original December email below, I know that I have met with some of you about some issues you raised related to the proposal. So, as follow-up to our discussion, I am now re-sending the proposal for consultation. If you did not respond to the original request for consultation, I request that you do so now. So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (Wednesday, January 25) is needed and appreciated.

The proposal originates from the College of Communications, and more specifically, from the Department of Advertising and Public Relations.

I look forward to your comments on the proposal, which may be in either email or letter form to me. Thank you.

*************************************************

Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications  
Pennsylvania State University  
212 Carnegie Building  
University Park, PA 16802  
Phone: (814) 863-7993  
************************************************

From: "FRANK DARDIS" <fdardis@psu.edu>  
To: "PETER JONES KAREITHI" <pjk12@psu.edu>, "bcameron" <bcameron@smeal.psu.edu>, "RENATA S ENGEL" <rse1@psu.edu>, "Richard Brungard" <jrb320@psu.edu>, "DENISE HAUNANI SOLOMON" <dhs12@psu.edu>, "ERIC SILVER" <exs44@psu.edu>, "atapia" <atapia@ist.psu.edu>, "vcr1" <vcr1@psu.edu>  
Sent: Friday, November 18, 2016 12:58:35 PM  
Subject: Consultation for MPS Strategic Communications by December 6

Dear Colleagues:

By way of this email, we are seeking consultation on the MPS in Strategic Communications (proposal attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (Tuesday, December 6) is needed and appreciated.

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Frank E. Dardis, Ph.D.  
Associate Professor  
Department of Advertising & PR  
College of Communications  
Pennsylvania State University  
212 Carnegie Building  
University Park, PA 16802  
Phone: (814) 863-7993  
************************************************

MPS Strategic Communications Program Proposal NOV 18 2016.pdf
764 KB
Consultation with Denise Solomon

Zimbra  

RE: Consultation for MPS Strategic Communications by January 25

From: Denise Solomon <dhs12@psu.edu>  
Subject: RE: Consultation for MPS Strategic Communications by January 25  
To: FRANK DARDIS <fdardis@psu.edu>

Hi Frank,

Sorry for being a day late on this...

Thank you for your adjustments to the proposal and your conversation about it. I am supportive of the degree proposal.

Denise

Denise Solomon
Head and Liberal Arts Research Professor
Communication Arts & Sciences
317 Sparks Building
University Park, PA 16802
Phone c/o Robin Haynes: 814-865-5232

From: FRANK DARDIS [mailto:fdardis@psu.edu]
Sent: Thursday, January 12, 2017 10:41 AM
To: PETER JONES KAREITHI; DENISE HAUNANI SOLOMON; atapia
Subject: Fwd: Consultation for MPS Strategic Communications by January 25

Dear Colleagues:

I am forwarding the below email of a request in December seeking consultation on the MPS in Strategic Communications (proposal attached). Since the original December email below, I know that I have met with some of you about some issues you raised related to the proposal. So, as follow-up to our discussion, I am now resending the proposal for consultation. If you did not respond to the original request for consultation, I request that you do so now. So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (Wednesday, January 25) is needed and appreciated.

The proposal originates from the College of Communications, and more specifically,
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I look forward to your comments on the proposal, which may be in either email or letter form to me. Thank you.

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Frank E. Dardis, Ph.D.
Associate Professor
Department of Advertising & PR
College of Communications
Pennsylvania State University
212 Carnegie Building
University Park, PA 16802
Phone: (814) 863-7993
****************************************
TO: Francis Dardis, Lead Faculty, Strategic Communications  
FR: Renata Engel, Associate Vice Provost for Online Programs  
DA: December 1, 2016  
RE: Program Proposal  

The World Campus is pleased to continue its partnership with the College of Communications’ Department of Advertising and Public Relations and to provide feedback on the proposed Masters of Professional Studies in Strategic Communications for delivery via the World Campus.

The proposal shows a thoughtful approach to an emerging field where the department has noted expertise. Through the new degree program, the department has an opportunity to reach an audience of professionals early-career to mid-career while they continue to work and pursue the degree online. Twelve courses will be developed for the program with a rollout schedule that is appropriate and considers the sequencing of the required and elective courses. The involvement of the department’s current graduate faculty—many of whom are already teaching resident and online courses—will be an asset to the program’s design and delivery. Finally, with the addition of a program director, which they expect to add before the launch of the program, they will enhance the complement of faculty members while solidifying the academic administration of the program.

We look forward to working with the department and college as they develop, launch, and deliver this new program.

CC: Robert Baukus, Head, Department of Advertising and Public Relations  
Ford Risley, Associate Dean for Undergraduate and Graduate Education  
Karen Pollack, Assistant Vice Provost for Undergraduate Online and Blended Programs  
Richard Brungard, Planning and Program Manager
February 7, 2017

Dear Dr. Dardis,

I am pleased to inform you that your SARI@PSU Program Plan has been received and approved for implementation beginning in the fall semester of 2018. Thank you very much for your time and attention to detail.

We have set up a folder in Box at Penn State to facilitate SARI@PSU program tracking and communication. You will receive a notice from Box regarding this account. At this site you will find a copy of your approved plan and a unique spreadsheet that reflects the specific requirements of your SARI@PSU plan. Once the SARI@PSU program is underway, you may download the spreadsheet and enter information regarding your students’ progress in meeting your SARI@PSU requirements. You will be notified when to upload the spreadsheet. We will keep this folder updated with your current plan and tracking form. Our goal is to make this system as simple and transparent as possible, so please let us know if you have any comments or suggestions.

If, in the future, you find that changing needs require you to modify your SARI@PSU plan, please let us know and submit a revised SARI@PSU program plan form to the Office for Research Protections at least 30 days prior to the change. You may do this by email. Documents to support the SARI@PSU program can be found in Box and also on the SARI@PSU website (www.research.psu.edu/training/sari), which includes additional resources for SARI@PSU education. As always, your questions, comments, and suggestions concerning any aspect of the SARI@PSU program are welcome.

Thank you again for your participation in this important initiative, and for supporting Penn State’s commitment to modeling and teaching the responsible conduct of research and scholarship in our community.
Sincerely,

Deb

Debrah Poveromo

Education Coordinator
The SARI@PSU program provides an opportunity to engage graduate students broadly in a
dialog surrounding issues pertinent to research ethics. The SARI@PSU program for graduate
students has two parts:

1) During the first year of enrollment, graduate students will be required to complete an
online RCR course provided by the Collaborative Institutional Training Initiative (CITI),
a Division of BRANY. The Office for Research Protections (ORP) provides a link to this
training via the SARI@PSU Resource Portal on the ORP website:
https://www.research.psu.edu/education/sari/CITI

2) Graduate students will also be required to engage in 5 hours of discussion-based RCR
education prior to degree completion. These discussions should encompass both universal
and discipline-specific material.

Please consider the following information when planning your college’s discussion-based
training. Several topics have been identified by the Public Health Service Office of Research
Integrity as core elements of RCR (responsible conduct of research) education. RCR activities
offered within your college should focus on these topics as they relate to research conducted by
the disciplines in your college.

- Conflict of interest – personal, professional, and financial
- Policies regarding human subjects, live vertebrate animal subjects in research, and safe
  laboratory practices
- Mentor/mentee responsibilities and relationships
- Collaborative research including collaborations with industry
- Peer review
- Data acquisition and laboratory tools; management, sharing and ownership
- Research misconduct and policies for handling misconduct
- Responsible authorship and publication
- The scientist as a responsible member of society, contemporary ethical issues in
  biomedical research, and the environmental and societal impacts of scientific research
Clearly, there are graduate programs for which some of the topics listed above may have no relevance. Furthermore, there may be topics not listed that are essential to meaningful RCR education in a particular field. Each college’s SARI@PSU program(s) should address this diversity with discussion-based education that is most relevant for the participating students. Colleges may be able to develop a single program that works for all students within the college; alternatively, a single plan may encompass several categories of graduate program (e.g. Biomedicine, Science and Engineering; Social Sciences; Humanities; and Professional), or it maybe more relevant to have departmentally-anchored RCR education. Whether submitting separate plans for each represented category or a single plan for the entire college, the plans should clearly describe how the needs of each group will be addressed.

SARI@PSU programs may include a variety of activities determined by the college to be effective and engaging. Custom-designed workshops, forums, and classes, or existing classes and seminars offered by the college, and/or participation in external offerings may all be included. SARI@PSU plans may include encouragement to attend some of the RCR programs offered through the ORP, such as Scholarship and Research Ethics (SARI) events (see the ORP website for further information about upcoming events). Colleges cannot solely rely on these programs, however, as seating is limited, and ORP workshops alone are insufficient to address discipline-specific issues as necessary for complete RCR training. Participation in a maximum of two hours of ORP-sponsored events may be counted towards the five-hour requirement. For an existing course to be suitable for fulfilling one of the training requirements, the Colleges must document that relevant topics from the above list are covered in such a course.

In the future, colleges may want to modify the programs offered to meet changing needs. Any substantial revisions to the programs offered should be resubmitted to the ORP for review at least 30 days prior to the date of a new activity (using the form provided on the SARI@PSU Resource Portal at the ORP website).

Completed SARI@PSU Program Plans should be submitted to the ORP (by campus mail to - The 330 Building, Suite 205, or electronically to sari@psu.edu, 865-1775). Please contact sari@psu.edu with any questions.
SARI@PSU Program Plan

College (and graduate program) submitting this SARI@PSU Program Plan: College of Communications (MPS in Strategic Communications)

Part 1: CITI online RCR training program:

Please describe A) how students will be made aware of the requirement; B) when students will be expected to complete the requirement; and C) how student participation will be monitored:

COMM 530 (Research Methods in Strategic Communications) is a required course during students' first semester in the program. As part of this course, students will conduct an original research project. On the syllabus, students will be told: A) that successful RCR training is a requirement for the first year of the program (and for the current course and for their project). B) Therefore, they must complete RCR training to do their project. Students will choose between the RCR online training and the Human Subjects IRB online training. If their project requires them to do research with human subjects, they must do the IRB training, which will take the place of the RCR training. However, for students who will not be conducting any type of human subject research, they will take the RCR training. C) Students also will be told that proof of certification is required to begin and successfully complete their project and, accordingly, the course.

Part 2: Five hours of discussion-based RCR education:

Type of program(s) to be offered (e.g. workshop, seminar series, credit offering, ORP workshop, etc.) and frequency of offering:

COMM 530 (Research Methods in Strategic Communications) is a required course during students' first semester in the program. As part of this course, the second week (3 hours) will be devoted to "Contemporary ethical issues in strategic communications research," which covers general ethical information about research in the industry and academia (data acquisition, tracking tools, market research industry ethics, conflicts of interest, collaboration between academia and industry, funded research/grants, etc). A later week in the course (3 hours) will discuss specific topics more germane to students' projects in the course: policies regarding
human subjects; data collection and responsible analysis/reporting practices, management, sharing, and ownership; responsible authorship and publication, etc.

RCR topics to be discussed:

Please see description of topics above.

How will discussion be facilitated in the instruction?

The MPS in Strategic Communications is an online degree. So, discussion on the above topics will be facilitated via textbook chapters, contemporary outside readings, online discussion boards (for which participation is a graded requirement), weekly assignments/papers, and exam material.

Please explain how your plan will meet the needs of students in particular disciplines or programs in your college, considering the different categories of programs (e.g. Biomedicine, Science and Engineering; Social Sciences; Humanities; and Professional):

The MPS in Strategic Communications is an online degree geared toward industry professionals seeking advanced education and employment/management opportunities. As such, the COMM 530 course will introduce them to the current state of academic and industry research in the field, which includes ethical principles that apply to many general areas of contemporary research efforts. Additionally, on a micro level, each student will have to conduct his/her own primary research project and present the results, so many specific ethical principles regarding primary research will be emphasized. Based on such an approach, students will not only learn the current backdrop of general ethical issues regarding research in the field, but they also will understand the specific ethical practices that inform the process of conducting and reporting original research.

This form is available in electronic format at https://www.research.psu.edu/node/316
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Liberal Arts
Department or Instructional Area: Classics and Ancient Mediterranean Studies (CAMS)

New Graduate Program, Option, or Minor: □ Add
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
□ First semester following approval
□ Second semester following approval

Existing Graduate Program Option, or Minor: □ Change □ Drop
Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing): To revise the existing dual-title partnerships
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
□ First semester following approval
□ Second semester following approval

Submitted by Graduate Program Head

Mark Munn
Printed name
Signature
Date: 04/11/2016

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

Dr. Lisa Nelson
Printed name
Signature
Date: 4/13/2016

Approved by College/School Dean/Chancellor (or Designee):

Eric Silver
Printed name
Signature
Date: 4/15/16
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of John Challis
Printed name
Signature
Date: 6/8/2017

Recommended by Chair, Graduate Council Committee on Programs and Courses:

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 6/8/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 6/8/2017
From: Mark Munn, Head, Department of Classics and Ancient Mediterranean Studies
To: The Graduate School
Subject: Revision of CAMS Dual-Title PhD program requirements and description, second submission

Taking into account the concerns and recommendations in the memo from the GCJCC of September 21, 2016, submitted here are the following documents which comprise a request to revise the existing Dual-Title degree program description for the Department of Classics and Ancient Mediterranean Studies (CAMS) and to establish a new Dual-Title PhD partnership with the Department of Philosophy, and prospectively with the Department of English.

Contents:

1. Response to GCJCC memo of September 21, 2016 (p. 2)
2. Background to proposed revision (p. 2)
3. Justification for CAMS dual-title PhD (p. 3)
4. Existing CAMS dual-title degree description with tracked changes (p. 5)
5. Letter of consultation from the Head of Philosophy (proposed CAMS dual-title partner) (p. 12)
6. Letter of consultation from the Head of English (prospective CAMS dual-title partner) (p. 13)
7. Letter of consultation from the Head of Communication Arts and Sciences (p. 14)
8. Letter of consultation from the Head of Comparative Literature (p. 15)
JUSTIFICATION FOR CAMS DUAL-TITLE PHD

The Department of Classics and Ancient Mediterranean Studies (CAMS) seeks to revise the requirements for a dual-title PhD partnership to facilitate the participation of new departments in a dual-title program with CAMS. This revision and the partnerships to follow will represent an appropriate utilization of the depth and quality of graduate faculty available in CAMS, and will enable graduate students in partnering programs to present themselves with distinctively strong credentials in the aspects of their disciplines that deal with antiquity and its heritage. Most fields in the arts and humanities acknowledge strong roots in the classical world of Greece, Rome, ancient Israel, and in the heritage of surrounding civilizations. The breadth of training provided by such a partnership will enhance not only the research credentials of Penn State PhDs, but will also certify their qualifications to offer instruction that may appeal to allied departments and programs in the humanities (General Humanities, Languages and Cultures, Classics, Religious Studies, History, e.g.), making them stronger candidates on the job market.
Strength of the field of Classical Studies relative to Penn State
Despite the fact that we have a strong graduate faculty in the fields of classics and ancient Mediterranean Studies, Penn State is in the minority of major research universities with no graduate degree program in classical studies. Doctoral programs in Greek and Latin classics, and increasingly programs in ancient Mediterranean civilizations more broadly, are offered at most R1 universities in North America. The Society for Classical Studies maintains a list of 55 colleges and universities offering doctoral degrees in Classics (see https://classicalstudies.org/education/list-of-graduate-programs-classics); among them are 28 public state universities; of these, nine are our partners in the Big Ten Academic Alliance (formerly the CIC). CAMS at Penn State has recently established a post-baccalaureate certificate in Ancient Languages, but ever since the department of History ceased admitting doctoral students in ancient history (after 2010/2011) CAMS faculty have had limited opportunity to instruct graduate students.

Strength of Penn State graduate faculty in Classics and related fields
CAMS presently has 15 graduate faculty members (five professors, six associate professors, four assistant professors including two courtesy appointments). This exceeds the number of tenure-line faculty in the comparable departments of Classical and Near Eastern Studies at the universities of Wisconsin and Minnesota (12 each), both of which grant PhDs, while doctoral programs in Classics are offered at the University of Illinois with 9, Rutgers with 8, and Indiana University with 7 tenure-line faculty. Our faculty numbers in these fields are exceeded only at the universities of Michigan and Ohio State among our Big Ten peers, while recent data collected by the dean of the College of the Liberal Arts places the comparative scholarly productivity of Penn State CAMS faculty near the top of our peer institutions. The strengths of the graduate faculty in CAMS at Penn State are clearly under-utilized.

Graduate training and placement record of CAMS faculty
From the 1989 until 2015 CAMS participated in the training and placement of History PhDs specializing in ancient history; by 2007 this partnership was formalized in a dual-title partnership between CAMS and History. After the 2010/2011 academic year, the History department re-aligned its priorities in graduate training and no longer accepted students to study ancient history. Over the course of this partnership, thirty students were admitted to graduate study in ancient history and completed a significant amount of their coursework under the direction of CAMS faculty (many with joint-appointments in History). Two of these students are presently completing their doctorates. Of the remaining 28 graduate students in ancient history, fifteen completed their PhDs, ten moved on from Penn State after completing an MA (five to other doctoral programs; two into secondary teaching; one into academic administration; two left the field), and three left the field before completing a degree. Of the fifteen PhDs, nine hold tenure-track positions (two are now tenured), one is the director of a major research institute in Israel, four hold temporary teaching positions, and one is an accompanying spouse. Their record of success is part of the overall record of graduate studies in History, but it is salutary to recognize that their placements, which include research universities (Baylor, University of Oklahoma), liberal arts colleges (St. Olaf, Gettysburg) and regional universities, were due in large part to their training in CAMS, where their research skills in ancient languages and their training in multiple cultural traditions in the ancient Mediterranean world have made them stand out.

What CAMS has to offer
A demonstrated competency to conduct research in ancient Greek or Latin is the primary benefit of a dual-title degree in CAMS (other ancient languages are also offered, relevant especially for those who pursue biblical studies). Reading-intensive 400-level Greek or Latin language courses are the regular path to mastery of the tools of philology and of the relevant genres of prose or poetry in that language. Dual-degree students will be allowed up to two 400-level language courses in order to demonstrate that they are capable of conducting independent research in that language. With the establishment of dual-title partners CAMS will offer CAMS 592, Proseminar, an in-depth introduction to the tools and methods, and current scholarship, in the disciplinary fields that cover the study of ancient Mediterranean cultures and societies (CAMS faculty, including courtesy faculty from allied departments, will partner in the instruction of this course). CAMS 593, Research Seminar, will offer topics of broad interest to humanists interested in the classical and ancient
Mediterranean world. Past topics offered under this listing include: The Athenian Empire; Constructions of Identity in the Ancient Mediterranean; Ancient Mediterranean Religions: A Greek Perspective; Origins of History: the Historiography of the Ancient Mediterranean. Potential topics include: Gender and Sexuality in the Greek and Roman World; Sacrifice in Ancient Religion; Eros in Greek Art and Politics; Shakespeare and the Classics; Political Theory in the Greek and Roman World.

Intersections with other departments
Among faculty and graduate students in the College of the Liberal Arts there already exists a strong common interest in the study classical languages, literatures, and cultures. Graduate students in English and Comparative Literature are pursuing the study of Latin from antiquity through the medieval period. From the same departments, as well as Communications Arts and Sciences and Philosophy, graduate students and faculty, along with CAMS faculty, are participating this year in the Hellenic Studies Group sponsored by the Institute for Arts and Humanities, where classical texts are the focus of discussion. The CAMS lecture series each year brings students and faculty together with leadings scholars in classics and related fields. There already exists, in other words, a broad context within the Liberal Arts for a network of mutually supportive graduate students and faculty whose work intersects in the classics. These disciplinary connections with the classical world and its legacy are also recognized in a range of courses in potential allied departments. Any one of the following existing courses, taught by the appropriate faculty with a sufficient focus on classical texts, could satisfy CAMS dual-title course requirements:

CAS 503, Rhetorical Theory
CAS 505, Historical Development of Rhetorical Theory
CMLIT 502, Comparative Criticism I: Classical to Neoclassical
CMLIT 506, Studies in Literary Themes and Motifs
CMLIT 507, Comparative Poetics
ENGL 504, Rhetoric and Poetics
ENGL 541, Medieval Studies
ENGL 584, Studies in Rhetoric
PHIL 553, Ancient Philosophy Seminar
PHIL 561, Major Figures in Ancient Philosophy
PHIL 589, Philosophy Translation Seminar

Support for Dual-Title PhD Students
Beyond instruction in the disciplines in CAMS, dual-title PhD students will be eligible for at least one year of a graduate assistantship in CAMS, enabling them to assist in popular CAMS courses such as CAMS 5, Ancient Mediterranean Civilizations CAMS 45, Classical Myth, CAMS 100, Ancient Greece, CAMS 101, Roman Republic and Empire. Such experience, including the opportunity to lecture in class, further enhances the resumé of graduate students as they prepare for a challenging job search. Further enrichments are available through participation in the regular CAMS colloquium series, which brings students together with outstanding visiting lecturers speaking on a variety of topics. CAMS has resources available to match the support provided by any allied department for conference travel, or travel to research collections for our dual-title students. CAMS also offers awards for foreign travel (the Knoppers Award, the Price Award) for which graduate students are eligible. With past proven success, CAMS faculty can mentor graduate students as they prepare conference papers and job talks, and can participate in mock job interviews.
Degrees Conferred

Students electing this program through participating departments will earn a degree with a dual-title at both the Ph.D. level and the master's levels, i.e., Ph.D. in (graduate program name) and Classics and Ancient Mediterranean Studies, or master's degree in (graduate program name) and Classics and Ancient Mediterranean Studies.

The following graduate programs offers a dual degrees in Classics and Mediterranean Studies: History, Philosophy.

The Graduate Faculty

Classics and Ancient Mediterranean Studies-affiliated faculty include individuals with budgeted appointments in Classics and Ancient Mediterranean Studies and individuals with courtesy joint appointments.

The Program

Dual-title degrees grounded both in CAMS and a given discipline will acknowledge and foster interdisciplinary scholarship. This dual-title degree program will increase the intellectual rigor, breadth, and depth of graduate work in a participating program through immersion in the disciplinary fields covered by the Department of Classics and Ancient Mediterranean Studies: the philology and literatures and languages of ancient Mediterranean languages, societies, their history, social and material cultures, and their reception by other cultures of those societies.
This dual-title program will thus provide a context in which students will learn how to synthesize knowledge within and across traditional disciplinary boundaries. In addition, this dual-title degree program will provide qualified students opportunities for instructional training encouraging an interdisciplinary approach to teaching.

The primary advantages of this dual-title program include the intellectual and academic advantages and benefits of interdisciplinary study, as well as the enhancement of the reputation of the departments concerned through an innovative program, leading to recruitment of highly qualified graduate students, and an improved placement of doctoral graduates in highly-competitive humanities fields.

This dual-title degree program does not duplicate any other degree program in the University.

Admission Requirements

Admission Requirements

Admission Requirements

Admission Requirements

Admission Requirements

Students must first be admitted to a participating program; only after admittance by a participating program, In addition to meeting the admission requirements set forth by the Graduate School and the participating department, students seeking admission to the dual-title program will students be admitted to graduate study in CAMS by an admissions committee of CAMS faculty and the approval of the head of CAMS. Students must first be admitted to a participating primary program before applying for the dual-title degree. CAMS will follow the timetable and admissions requirements of the participating program. Students must be admitted to the dual-title program in CAMS before admission to candidacy in the participating primary program.

Students must apply and be admitted to their primary graduate program and The Graduate School before they can apply for admission to the CAMS dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the CAMS dual-title program. Doctoral students must apply for enrollment into the dual-title degree program in CAMS prior to obtaining candidacy in their home department.

Applicants to this dual-title degree program should have a junior/senior cumulative average of at least 3.30 (on a 4.00 scale) and appropriate academic preparation. Preference will be given to those candidates whose undergraduate record demonstrates expertise in a field relevant to ancient Mediterranean studies (history, literature, archaeology) and proficiency in the 12th credit at an intermediate level (e.g. three semesters of study) in one or more ancient languages. Where applicable, a minimum GPA of 3.5 (on a 4.00) scale is requisite for graduate work previously undertaken. Prospective students seeking admission to this dual-title degree program are required to write a statement of purpose that addresses the ways in which their research and professional goals will reflect an interest in interdisciplinary research in the participating program and the disciplines and fields included in CAMS.

Ph.D. Degree Requirements
To qualify for a dual-title degree, students must satisfy the requirements of the primary graduate program in which they are enrolled. In addition, they must satisfy the degree requirements for the dual-title in CAMS, listed below.

This dual-title degree will require CAMS-related course work, have requirements in addition to those for graduate degrees in a participating program. Those requirements normally include including additional course work in ancient languages, the completion of a CAMS-related thesis at the master’s level (optional; see below), additional components to the comprehensive examinations at the doctoral level, and the completion of CAMS-related doctoral dissertation, those at the master's level (optional; see below) and doctoral levels (compulsory). A CAMS master's and a doctoral graduate supervisory committee, chaired by faculty a CAMS faculty member closely related to the student's field of interest, will supervise the graduate study of each student accepted into this dual-title program until all CAMS-related coursework is completed. Students will be expected to attend and participate actively in the CAMS regularly-scheduled colloquia.

Master's Degree

13 credits, including:
6 required credits (CAMS 592: CAMS Proseminar; CAMS 593: Research Seminar).
9 additional credits in 500 or 400-level work in CAMS courses.

9 credits of CAMS-related coursework at the 400 or 500 level

2 of these credits will come from CAMS 592 (Proseminar)

Reading knowledge of one ancient language: proficiency to be demonstrated through 400/500 level work in that language as instructed by CAMS language faculty.

Writing requirement: completion and approval of two seminar research papers. These research papers should be conceived, in terms of length, format, and quality, as suitable for submission to refereed journals for publication. A student has the option of filing one of those research papers with the Graduate School as a master’s thesis, in the appropriate format specified by the Graduate School.

Although the Graduate School permits eight years to complete the master's degree, master's-level students who expect to enter the Ph.D. program are strongly encouraged to graduate in either spring or summer at the end of the second year. The culminating experience leading to the master's degree will be evaluated in accord with the procedures and standards of the participating program and of CAMS.

Ph.D. Degree

6 required credits (CAMS 592: CAMS Proseminar; CAMS 593: Research Seminar).
9 additional credits in 500 or 400-level work in CAMS courses.
9 additional credits (a minimum of 6 should be at the 500-level) in CAMS courses or courses relevant to the student's research interests.

Reading knowledge of a second ancient language—proficiency to be demonstrated through 400/500 level work in that language as instructed by CAMS language faculty—or competence, demonstrated in course work or field study, as approved by the student's supervisory committee, in a research technique in a technical field relevant to CAMS: e.g., archaeology, art history, anthropology, historical linguistics, literary studies and analysis.

Dissertation on a CAMS-related topic as approved by the student's committee.

Coursework

15 credits of CAMS-related coursework at the 400 or 500 level or above, 3 of these credits will come from CAMS 592 (Proseminar). At least 2 credits will come from CAMS 593 (Research Seminar) or 597 (Special Topics). The remainder may come from CAMS courses or courses relevant to the student's research interests, as approved by the student's doctoral adviser and the CAMS program director of graduate studies. Unless exempted by the student's doctoral committee, at least 6 of these credits should be in an ancient language. No more than 6 credits can come from 400-level courses.

Candidacy

In order to be admitted to doctoral candidacy in the dual-title degree program, students must meet the Ph.D. candidacy requirements specified by the cooperating department. In addition, the student will be required to present a portfolio of work in CAMS to their committee. Such a portfolio would include a statement of the student's interdisciplinary research interests, a program plan, and samples of writing that indicate the student's work in CAMS.

The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the CAMS program. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

Doctoral Committee Composition

A representative of CAMS will serve on the student's doctoral committee, which will take the student's home departmental practice into consideration in determining how to include an appropriate CAMS component in the student's candidacy and comprehensive examinations, and in the dissertation.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a CAMS dual-title Ph.D. student must include at least one member of the CAMS Graduate Faculty. Faculty members who hold appointments in both programs' Graduate Faculty
may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in CAMS, the member of the committee representing CAMS must be appointed as co-chair. The CAMS representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

**Modern Foreign Language and English Competency Requirements**

The student will fulfill the English Competency requirements specified by the participating program.

**Modern Language Reading Proficiency Requirements**

Master's students will fulfill a requirement of reading knowledge of one ancient language. Ph.D. candidates will fulfill a requirement of reading knowledge of two ancient languages or of one ancient language and competence in a research technique. Language proficiency will be demonstrated through 400/500 level work in the languages concerned, as instructed by CAMS faculty.

Students will be expected to acquire and demonstrate reading proficiency in those modern foreign languages (e.g., but not exclusively, French, German, Italian) appropriate to their research interests, as identified in consultation with the student’s doctoral committee.

**Dissertation**

A dissertation on a CAMS topic is required of students in this dual-title degree program. The CAMS topic of the dissertation will be approved by the student’s committee, as approved by the doctoral committee of the student’s home department doctoral committee.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both their primary graduate program and CAMS. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Student Aid**
Graduate assistantships are available to students in this program and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500-599. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate language requirements when taken by graduate students. Courses below the 400 level do not qualify. A graduate student may register for or audit these lower-level courses in order to make up deficiencies, but not to meet requirements for an advanced (graduate) degree.

CLASSICS AND ANCIENT MEDITERRANEAN (CAMS) course list

- CAMS 400W Comparative Study of the Ancient Mediterranean World (3)
- CAMS 405 Law and Economy in the Ancient Near East (3)
- CAMS 410 Classical Epic (3)
- CAMS 411W Classical Drama (3)
- CAMS 420 Introductory Targumic Aramaic
- CAMS 425W Books of the Bible: Readings and Interpretation (3-12)
- CAMS 440W Studies in Classical and Ancient Mediterranean Archaeology (3-6)
- CAMS 442 Sport in Ancient Greece and Rome (3)
- CAMS 450W Gender and Sexuality in Ancient Greece and Rome (3)
- CAMS 470 Languages and Cultures of the Ancient Near East (3)
- CAMS 471 Sumerian
- CAMS 472 Akkadian
- CAMS 480 Greeks and Persians (3)
- CAMS 481 Introduction to Middle Egyptian and Hieroglyphics
- CAMS 490 Ancient Mediterranean Languages (3-6)
- CAMS 492 Intermediate Field Methods (3-6)
- CAMS 493 Intermediate Field Analysis (3-6)
- CAMS 520 Advanced Sumerian
- CAMS 521 Advanced Akkadian
- CAMS 592 Proseminar: Theories, Methods, and Sources (3-6)
- CAMS 593 Research Seminar (3-6)
- CAMS 596 Individual Studies (1-9)
- CAMS 597 Special Topics (1-9)
- CAMS 599 Foreign Studies (1-12 per semester, maximum of 24)
- CAMS 603 Foreign Academic Experience (1-12)
- GREEK 420 Greek Prose Authors (3-6)
- GREEK 425 Greek Historians (3-6)
- GREEK 440 Greek Poetry (3-6)
- GREEK 440 Greek Drama (3-6)
- GREEK 520 Greek Mythography (3)
- GREEK 596 Individual Studies (1-9)
- GREEK 599 Foreign Studies (1-12 per semester, maximum of 24)
- HEBR 481 Advanced Biblical Hebrew
- HEBR 452 Readings in Biblical Hebrew
- LATIN 402 Republican Literature (3-12)
LATIN 403 Augustan Age Literature (3-12)
LATIN 404 Silver Age Literature (3-12)
LATIN 510 Latin Seminar (3-6)
LATIN 596 Individual Studies (1-9)
LATIN 599 Foreign Studies (1-12 per semester, maximum of 24)

Last Revised by the Department: Fall Semester 2008

Blue Sheet Item #: 36-07-008

Review Date: 6/17/08

Faculty linked: 6/5/14
March 24, 2016

Memo

To: Graduate School Review Committee  
From: Amy Allen, Head of Philosophy Department  
Re: proposed changes to CAMS dual-title degree program

I am writing to express my enthusiastic support of the proposed changes to the CAMS dual-title degree program. These changes will facilitate collaboration between CAMS and Philosophy, and potentially between CAMS and other units, and will enhance the training of graduate students who participate in such partnerships.

My department has been working with CAMS since the beginning of the fall semester to develop a proposal for a CAMS-Philosophy dual title PhD program. As part of those ongoing conversations, at our most recent department meeting, on March 23, 2016, the proposed changes to the CAMS dual-title degree program were discussed and unanimously approved.

The Philosophy Department is eager to move ahead to establish a dual-title PhD program with CAMS, so it is our hope that the Graduate School will approve the proposed changes to the CAMS dual-title degree program so that this collaboration can move forward.
17 October 2016

To: Mark Munn, Head of Classics and Ancient Mediterranean Studies

From: Mark Morrisson, Head of English

Re: Possible English participation in CAMS dual title PhD

Having reviewed the proposal for the CAMS dual title PhD program and the correspondence regarding a possible additional year of TA funding to allow students to complete the rigorous language demands of the degree, I am enthusiastically in favor of making English a participating department. This program will appeal to some of our rhetoric graduate students for whom the training and expertise of the CAMS program would enhance their engagement with the Greek and Roman rhetorical traditions, making them not only stronger scholars but also better prospects on a job market that might feature rhetoric positions outside of English departments. Moreover, some of our Medieval literature students might well wish to choose this option, as it would provide excellent training not just in the languages but also the scholarly discourse on the ancient Mediterranean world that is always a relevant context for the Latin and romance language Medieval literature informing Old and Middle English literature. Latin was not only the language of the church, but also of the law, and a significant literature in Medieval England. A number of English graduate students take Latin together over the summer (5 or 6 of them did this past summer), and those same students might consider augmenting those language skills with the kind of rigorous historical, analytic, and linguistic training a CAMS degree provides.

Please let Debbie Hawhee, DGS in English, or me know how we can help see this dual title program to fruition.
Date: March 27, 2016
To: Graduate School Review Committee
From: John Gastil, Head of Communication Arts & Sciences Department
Re: Changes proposed for CAMS dual-title degree program

I support without reservation the proposed changes to the dual-title degree program in CAMS. I think re-focusing such programs is appropriate from time-to-time, and these changes make sense. Focusing on the PhD rather than both PhD and MA gives the program more emphasis on the key degree, which is the doctoral degree. The dual degree best serves those who seek academic employment post-PhD and can point to a dual certification to show the versatility as a new colleague.

At the same time, the program shifts its focus away from Mediterranean languages to the wider scope of Mediterranean societies. That also seems a prudent move, in that it welcomes students who are as interested in the larger Mediterranean cultural context as they might be in any particular Mediterranean languages. The emphasis on culture in academia isn’t changing, as pluralism and globalization are likely long-term trends in a changing world. Thus, the focus on society rather than language seems prudent.

The other changes of note are removing specific requirements, which can constrain a program like this. Good judgment in admission can be exercised without so many specific requirements, which can tie the hands of an admission committee when it finds the perfect student who might otherwise run afoul of a specific metric, such as GPA.

Thus, in my estimation, these changes make good sense.
Date: March 25, 2016

To: Committee on Programs and Courses, Graduate Council

From: Robert R. Edwards, Interim Head

Re: Philosophy and CAMS dual-title proposal

I am very pleased to add my endorsement to the proposal for a dual-title degree program in Philosophy and Classics and Ancient Mediterranean Studies. This proposal brings together the complementary strengths of a successful doctoral program in Philosophy and the scholarly accomplishments of an excellent research faculty in Classics and Ancient Mediterranean Studies. I think the disciplinary formation of classical studies can add a significant dimension to graduate students who are interested in ancient philosophy as an area of research and teaching. At the same time, access to graduate teaching should significantly advance the academic goals of CAMS. The program outlined in this proposal can serve as a good model for collaboration between other departments in the humanities.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Liberal Arts
Department or Instructional Area: Comparative Literature

New Graduate Program, Option, or Minor: [ ] Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: 18.0104
Designation of new graduate option: Dual-Title Doctoral Program in Comparative Literature and Women's Studies
Designation of new graduate minor:

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop

Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Submitted by Graduate Program Head

Robert Edwards
Printed name
Signature
Date: 10/26/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

Lisa Nelson
Printed name
Signature
Date: 10/26/2016

Approved by College/School Dean/Chancellor (or Designee):

Eric Silver
Printed name
Signature
Date: 10/26/16
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<tr>
<th>Role</th>
<th>Printed name</th>
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<td>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</td>
<td>On Behalf of John Challis</td>
<td>Valak-kiwi</td>
<td>6/8/2017</td>
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<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
<td>On Behalf of M. Kathleen Heid</td>
<td>Valak-kiwi</td>
<td>6/8/2017</td>
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<td>Noted by Dean of the Graduate School:</td>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td>Valak-kiwi</td>
<td>6/8/2017</td>
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A proposal to the Graduate Council to Establish a Dual-Title Degree Program in Comparative Literature and Women’s Studies

Submitted by the Department of Comparative Literature
Head, Robert R. Edwards rrel@psu.edu
A proposal to the Graduate Council to Establish a Dual-Title Degree Program in Comparative Literature and Women’s Studies

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I. Program Justification and Objectives

A. The departmental and interdepartmental context

The Pennsylvania State University Doctoral (PhD) program in Comparative Literature aims to (a) provide students with the conceptual and methodological tools they will use to interpret literature and its history in global contexts, (b) help them develop a comprehensive understanding of literary systems, processes, and networks across languages and cultures, and (c) guide them in using their specialized knowledge and skills to produce research of publishable quality. The program prepares graduates for college and university teaching, and careers in other related fields.

The proposed dual-title PhD program in Comparative Literature and Women’s Studies builds on existing strengths in the Department of Comparative Literature, and on existing links between Comparative Literature and the Department of Women’s, Gender, and Sexuality Studies, to create a new pathway for students to develop professional and scholarly expertise in the study of the intersections between literature as a global, multilingual, form of cultural expression; the general field of the aesthetic; and gender systems that mediate them (and are mediated by them in turn).

B. The college context

The 2008-13 strategic plan for Penn State's College of the Liberal Arts announced the aspiration of moving from national prominence to national leadership. It announced further that two key steps to achieving this goal are achieving national leadership in graduate education and recruiting and retaining top faculty, and that multi-disciplinarity is a key value organizing the pursuit of this
The proposed dual-title PhD program in Comparative Literature and Women’s Studies will be a valuable resource in the pursuit of national leadership.

The proposed program will raise the profile and improve the quality of graduate education in the College of the Liberal Arts in several ways. It will improve the quality of graduate education by providing an easily recognizable intellectual center within Comparative Literature for the various approaches to the graduate-level study of women, feminism, and gender in relation to global literary production that have emerged at Penn State over the last decades. The university offers a great many resources for this sort of work; they are organized and centered on the Department of Women’s, Gender, and Sexuality Studies, which acts as a central node in a vast network of scholars across the college and the university who work on issues related to women. The dual-title degree will help focus the intersection of those resources, as they apply to and interact with the field of Comparative Literature, into a coherent field of study in which students can receive training and credentialing.

The proposed dual-title PhD program in Comparative Literature and Women’s Studies will help recruit and retain top faculty in parallel ways. Top scholars relish the opportunity to work with strong graduate students. And they prize the opportunities for dynamic intellectual exchange and exploration that most readily emerge and flourish on campuses with thriving graduate programs. Increasing the store of these opportunities in areas related to Comparative Literature will help the department attract and retain scholars in a variety of related fields.
As a partnership between otherwise stand-alone units, the proposed program will institutionalize a form of multi-disciplinarity that promotes interdisciplinary and trans-disciplinary cross-fertilization. These values are already in evidence across the college, and appear for instance in the ten existing partners for the Women’s Studies dual-title PhD, as well as in Comparative Literature’s existing dual-title PhD programs in Comparative Literature and African Studies, and Comparative Literature and Asian Studies. Both units therefore understand well the kinds of intellectual and pedagogical value produced by the dual-title program, and are experienced in working with other departments to offer dual-title PhD degrees.

C. Justification for the degree title

The primary advantages of dual-title degrees include the intellectual and academic advantages of interdisciplinarity, strengthening the reputation of individual programs/departments through innovative degree programs, increased recruitment of quality graduate students, and improved placement of doctoral graduates. The dual-title Ph.D. program in Comparative Literature and Women’s Studies will address the histories and the globally diverse cultures of women, and, more broadly, the general history of concepts of gender and their relation (philosophical, economic, cultural, social) to languages and to the many factors, including institutional structures, that affect the production and circulation of literary and other aesthetic works in multiple cultural settings.

The program aims to produce Penn State doctoral graduates with a competitive advantage for Comparative Literature and Women’s Studies-related employment in academia and elsewhere. The program uses the research projects and institutional networks of Comparative Literature and Women’s, Gender, and Sexuality Studies graduate faculty to provide research opportunities for Penn State doctoral students.
D. Program objectives

The principal aim of the proposed dual-title PhD program in Comparative Literature and Women’s Studies is to provide graduate students in Comparative Literature with an opportunity to add an interdisciplinary component to their graduate training that enhances their scholarly work and increases their competitiveness on the job market. It will do this by collaboratively drawing upon the resources of Comparative Literature and Women’s, Gender, and Sexuality Studies to create a formal structure for training graduate students to describe, analyze, and evaluate the practices, phenomena, and policies that both issue from and structure the experiences and possibilities of women, as well as training for students to analyze how gender and sexuality intersect with literary production in multiple societies. This training will cultivate breadth by pushing students to think across disciplines, geographic regions, geopolitical boundaries, domains of practice, aesthetic fields, literary genres, and historical eras. But it will balance this breadth with rigor: it will combine systematic training in the best methods of comparative literary research, including working with primary sources in languages other than English, with a thorough grounding in the techniques and intellectual resources of state of the art scholarship on women, gender, and sexuality.

In implementing that picture of graduate training, the proposed dual-title PhD program in Comparative Literature and Women’s Studies has three broad learning objectives at its core (in addition to the objectives that animate the regular doctoral program in Comparative Literature). Students will leave the program with expert awareness of responsibly produced knowledge and ethical research techniques for producing new knowledge, about (a) the forces that constitute, shape, distinguish, and link the lives of women in a variety of historical and geographic
locations; (b) ways to understand the history of women, of gender, and of sexuality in global perspectives and specific local and linguistic contexts, with emphases on the relation of these fields to the history of the aesthetic, as well as to a variety of other economic, social, or philosophical structures that help determine the natures of gender and the lives of women; and (c) the history, content, conceptual options, and ethical stakes of the theoretical debates about the best ways to engage in the field of Women’s Studies. Thus, this program does not duplicate any other program of graduate study at this institution.

With these learning objectives at its core, the dual-title PhD program in Comparative Literature and Women’s Studies will also satisfy several broader aims. As a program committed to integrating knowledge produced across disciplines, it will reinforce and broaden the knowledge that students acquire and that scholars typically cultivate. It will provide an intellectual and physical location where inherently interdisciplinary scholarship on literature and related art forms (film, new media, etc.), as related to Women’s Studies, can assist in broadening graduates’ academic credentials. Students in related disciplines such as English or History who want to acquire formal knowledge about transcultural approaches to women/gender/sexuality and Women’s Studies beyond what is offered by their home departments will be able to acquire that knowledge through the seminars offered in the Department of Comparative Literature. The dual-title degree will acknowledge and foster scholarly work across disciplines and build on existing strengths in the partnering departments.
E. Size of program and impact on course offerings and faculty load

Comparative Literature normally admits 3-5 students a year to its PhD program. The proposed dual-title degree in Comparative Literature and Women’s Studies will probably therefore enroll one new student every few years. The three required graduate courses for the dual-title program are offered yearly and are taught by graduate faculty in Women’s, Gender, and Sexuality Studies, making no additional demands on teaching resources in Comparative Literature.

F. Student recruitment and employment prospects

Students will enter the proposed program either from the ranks of existing graduate students in Comparative Literature or from students newly admitted to the department. Students of either type will have to apply to and secure permission from both departments to complete the dual-title program in accordance with the requirements detailed below. The program will be advertised on the web pages of the departments of Comparative Literature and Women’s, Gender, and Sexuality Studies, as well as on the web pages of other units and in the Graduate Degree Programs Bulletin. Professional meetings, conferences, and undergraduate programs in Comparative Literature and in Women’s Studies will also be mined for recruitment opportunities.

The broad training that this program promises will naturally enhance the job market experience: graduates will qualify for a wider selection of jobs across academic disciplinary and interdisciplinary units and in the larger employment marketplace. Successful graduate placement will make the program more attractive in terms of recruiting the brightest students and scholars
to the program, and this in turn will raise the prestige of the program and render it more likely to attract a more diverse array of quality students.

G. Costs and funding

The dual-title in Comparative Literature and Women’s Studies may require one or two additional semester(s) to complete the 9-18 credits of coursework beyond the requirements for the Comparative Literature degree alone. Funding is not guaranteed, but may be available on a competitive basis. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner.

Students in the dual-title program will be eligible for financial support from the Department of Women’s, Gender, and Sexuality Studies, which offers several teaching assistantships per year to dual-degree students. However, the bulk of the funding for such students will come from Comparative Literature. The departments will work closely together to ensure that student support packages are comprehensive and properly coordinated across units, and that appropriate teaching opportunities are provided. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner. Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin.

Students will receive assistance from the graduate faculty in Comparative Literature and in Women’s, Gender, and Sexuality Studies to write grants to support their research and other academic endeavors. Students will also be eligible for opportunities to participate in faculty efforts to secure extramural funding. External funding secured by Comparative Literature and
Women’s, Gender, and Sexuality Studies graduate faculty also may provide additional graduate funding.

II. List of New Courses
The necessary seminars exist in the Comparative Literature graduate curriculum or in Women’s, Gender, and Sexuality Studies. The Department of Comparative Literature offers several seminars each semester, on a variety of topics. When one of these seminars contains significant content pertaining to issues of gender, women, and/or sexuality, the Graduate Director for Women’s, Gender, and Sexuality Studies can approve it to count toward dual degree credits for students in any of the dual title degree programs with Women’s Studies. In addition, Comparative Literature may develop one or more graduate courses with titles that explicitly invoke gender and sexuality as topics of inquiry (such as Literary Systems of Gender, or Women and World Literature). The Department of Comparative Literature will cooperate with the Graduate School’s Curricular Committee on the approval of new courses relating to the dual-title program, while exercising judgement regarding course proposals in its own curriculum which may not be proposed for the dual-title program. As courses are proposed and, in due course, approved by the Curricular Committee, they will provide additional course options for student in the dual-degree programs in Women’s Studies.

III. Complete program statement

Dual-title Degree in Comparative Literature and Women’s Studies
A. Degree Conferred

Students electing this program will earn a degree with the dual-title of Ph.D. in Comparative Literature and Women’s Studies.

B. The Graduate Faculty

Jonathan Abel, Associate Professor of Comparative Literature and Asian Studies

Magalí Armillas-Tiseyra, Assistant Professor of Comparative Literature

Gabeba Baderoon, Associate Professor of Women's Studies and African American Studies, affiliate faculty in Comparative Literature

Lee Ann Banaszak, Professor of Political Science and Women’s, Gender, and Sexuality Studies

Robin G. Becker, Associate Professor of English and Women’s, Gender, and Sexuality Studies

Thomas Beebee, Edwin Erle Sparks Professor of Comparative Literature and German

Gail L Boldt, Associate Professor of Education, Language, Culture and Society, and Women’s, Gender, and Sexuality Studies

Robert Caserio, Professor of English, Comparative Literature, and Women’s Gender, and Sexuality Studies

Patrick Cheney, Edwin Erle Sparks Professor of English and Comparative Literature

John P. Christman, Professor of Philosophy, Political Science and Women’s, Gender, and Sexuality Studies

Christine Clark-Evans, Associate Professor of French and Women’s, Gender, and Sexuality Studies

Ariane Cruz, Assistant Professor of Women’s, Gender, and Sexuality Studies

Alicia Decker, Associate Professor of Women’s, Gender, and Sexuality Studies and African Studies
Mary G. DeJong, Associate Professor of English and Women’s, Gender, and Sexuality Studies
LeeAnn DeReus, Associate Professor of Human Development & Family Studies and Women’s, Gender, and Sexuality Studies
William J. Doan, Professor of Theatre and Women’s, Gender, and Sexuality Studies
Lorraine R. Dowler, Associate Professor of Geography and Women’s, Gender, and Sexuality Studies
Jonathan Eburne, Associate Professor of Comparative Literature and English
Caroline Eckhardt, Professor of Comparative Literature and English
Robert R. Edwards, Edwin Erle Sparks Professor of English and Comparative Literature
Hoda El Shakry, Assistant Professor of Comparative Literature
Nergis Ertürk, Associate Professor of Comparative Literature
Charlotte Eubanks, Associate Professor of Comparative Literature, Japanese, and Asian Studies
Yvonne M. Gaudelius, Professor of Art Education and Women’s, Gender, and Sexuality Studies
Lori D. Ginzberg, Professor of History and Women’s, Gender, and Sexuality Studies
Cheryl J. Glenn, Professor of English and Women’s, Gender, and Sexuality Studies
Amy S. Greenberg, Professor of History and Women’s, Gender, and Sexuality Studies
Marie Hardin, Professor of Communications and Women’s, Gender, and Sexuality Studies
Irene E. Harvey, Associate Professor Emerita of Philosophy and Women’s, Gender, and Sexuality Studies
Eric Hayot, Distinguished Professor in Comparative Literature and Asian Studies
Erin Heidt-Forsythe, Assistant Professor of Women’s, Gender, and Sexuality Studies and Political Science
Lisa S. Hogan, Senior Lecturer of Communication Arts and Sciences and Women’s, Gender, and Sexuality Studies

Rosemary Jolly, Weiss Chair of the Humanities in Literature and Human Rights, Professor of Comparative Literature, English, Bioethics, and Women’s, Gender, and Sexuality Studies

Julia Spicher Kasdorf, Professor of English and Women’s, Gender, and Sexuality Studies

Karen Keifer-Boyd, Professor of Art Education and Women’s, Gender, and Sexuality Studies

Patricia Barthalow Koch, Associate Professor of Biobehavioral Health

Brian Lennon, Associate Professor of English and Comparative Literature

Margaret Lorah, Affiliate Assistant Professor of Counselor Education and Women’s, Gender, and Sexuality Studies.

Margaret M. Lyday, Associate Professor Emerita of English

Janet Lyon, Associate Professor of English and Women’s, Gender, and Sexuality Studies

Maha Marouan, Associate Professor of African American Studies and Women’s, Gender, and Sexuality Studies

Sophia McClennen, Professor of International Affairs and Comparative Literature

Michelle McGowan, Associate Professor of Women’s, Gender, and Sexuality Studies and Bioethics

Sally A. McMurry, Professor of American History and Women’s, Gender, and Sexuality Studies

Bénédicte Monicat, Professor of French and Women’s, Gender, and Sexuality Studies

Lise Nelson, Associate Professor of Women’s, Gender, and Sexuality Studies and Geography

John Ochoa, Associate Professor of Spanish and Comparative Literature
Jacqueline Reid-Walsh, Associate Professor of Education, Language and Literacy Education, and Women’s, Gender, and Sexuality Studies

Carolyn E. Sachs, Professor of Rural Sociology and Women’s, Gender, and Sexuality Studies

Jessica Lynn Schultz, Assistant Professor Kinesiology and Women’s, Gender, and Sexuality Studies

David Shapiro, Professor of Economics, Demography, and Women’s, Gender, and Sexuality Studies

Shuang Shen, Associate Professor of Comparative Literature and Asian Studies

Stephanie Shields, Professor of Women’s, Gender, and Sexuality Studies and Psychology

Scott Smith, Associate Professor of English and Comparative Literature

Sandra Whipple Spanier, Professor of English and Women’s, Gender, and Sexuality Studies

Susan Squier, Julia Brill Professor of Women’s, Gender, and Sexuality Studies and English

Anna Ziajka Stanton, Assistant Professor of Comparative Literature

Reiko Tachibana, Associate Professor of Comparative Literature, Japanese, and Asian Studies

Nancy Tuana, DuPont/Class of ’49 Professor of Philosophy, Women’s, Gender, and Sexuality Studies, and Science, Technology, and Society; Director, Rock Ethics Institute

Theresa K. Vescio, Assistant Professor of Psychology and Women’s, Gender, and Sexuality Studies

Nicolai Volland, Assistant Professor of Asian Studies and Comparative Literature

Jennifer A. Wagner-Lawlor, Associate Professor of Women’s, Gender, and Sexuality Studies and English

Adrian Wanner, Liberal Arts Research Professor of Russian and Comparative Literature
**Linda Ann Wray**, Professor of Biobehavioral Health and Women’s, Gender, and Sexuality Studies

**Melissa W. Wright**, Professor of Geography and Women’s, Gender, and Sexuality Studies

**We Jung Yi**, Assistant Professor of Asian Studies and Comparative Literature

**C. Admission Requirements**

**1. Timing and process**

For admission to the dual-title Ph.D. degree under this program, a student must first apply and be admitted to the graduate program in Comparative Literature. Once admitted to the Comparative Literature graduate program, with the approval of that program’s graduate director the student can then apply to the Women’s Studies Admissions Committee, which will be composed of graduate faculty in the Department of Women’s, Gender, and Sexuality Studies. The application must include a statement of purpose that addresses how the student’s research and professional goals intersect with the objectives of the dual-title graduate degree program in Comparative Literature and Women’s Studies. The Women’s Studies Admissions Committee reviews applications and recommends students for admission to the dual-title PhD program.

Students may apply to the dual-title program when they request admission to the Comparative Literature Department, or at any time prior to taking the candidacy exam in Comparative Literature, provided that they a) secure the approval of the graduate director in Comparative Literature, and b) have sufficient funding and time to complete the dual-title requirements. Practically speaking, this will likely mean applying to the dual-title program before completing the second year of study in Comparative Literature.
2. GPA and GRE requirements

Applicants should have an undergraduate junior/senior cumulative average of at least 3.00 (on a 4.00 scale), and, where applicable, a minimum GPA of 3.50 for all graduate work previously undertaken. Exceptions to the minimum GPA requirement may be made for students with special backgrounds, abilities, and interests. All applicants are required to take the GRE. However, non-US citizens who are residing abroad at the time of application and who face significant hardship may contact the Director of Graduate Studies to ask for a waiver of this requirement. Applicants must submit the scores of the Graduate Record Examination (GRE) taken within five years previous to the date of application.

D. Degree Requirements

The doctoral degree in Comparative Literature and Women’s Studies is awarded only to students who are admitted to the Comparative Literature doctoral program and admitted to the dual-title degree in Women’s Studies. To qualify for a degree in Comparative Literature and Women’s Studies, students must satisfy the requirements of the Comparative Literature program, in which they are primarily enrolled, and of the Women’s Studies dual-title program. Except where noted otherwise, students must complete the requirements listed below in addition to completing the general requirements for doctoral study in the Department of Comparative Literature.

1. Coursework

The minimum course requirements for this dual-title Ph.D. degree are 18 credits of coursework related to Women’s Studies, all at the 500 level or above. Of these 18 credits, 9 consist of the required core course sequence in Women’s, Gender, and Sexuality Studies:

- WMNST 501: Feminist Perspectives on Research and Teaching Across the Disciplines (3 credits);
- WMNST 507: Feminist Theory (3 credits);
- WMNST 502: Global Perspectives on Feminism (3 credits).

Students also must complete 9 additional credits of Women’s Studies course work at the 500 level chosen in consultation with the Graduate Director in Women’s, Gender, and Sexuality Studies. Particular courses may simultaneously satisfy requirements in Comparative Literature and in the Women’s Studies dual-degree. Students who already hold a master's degree or other graduate credits from another institution may petition the Graduate Director in Women’s, Gender, and Sexuality Studies to waive a required course and substitute another course to fulfill degree requirements for the dual-title.

**2. Language Requirements**

There are no additional language requirements for the dual-title degree (the usual doctoral requirements of the Department of Comparative Literature are to be followed).

**3. Candidacy**

The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, candidates for the dual-title Ph.D. in Comparative Literature and Women’s Studies will be required to present to their committee a portfolio of work in Women’s Studies which includes a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions taken up by scholars of Women’s Studies.

**5. Committee Composition**

A dual-title student’s committee may have one chair if this faculty member has graduate faculty standing in both the Department of Comparative Literature and the Department of Women's, Gender, and Sexuality Studies. If that is not the case, the student's committee must have co-chairs, with each having graduate faculty status in one of the two departments. Two members of
the committee (including the chair or co-chair) must have an affiliation with the Department of Women’s, Gender, and Sexuality Studies. Likewise, at least two members of the committee (including the chair or co-chair) must have graduate faculty standing in the Department of Comparative Literature.

6. Comprehensive Exams

The faculty member representing Women’s, Gender, and Sexuality Studies on the student’s committee will participate in developing, administering, and evaluating the student’s comprehensive exams. The exam will incorporate written and oral components based on the student’s thematic or regional areas of interest and specialization and may include questions on queer theory, feminist methodology, global women’s studies and sexuality studies in Comparative Literature.

7. Dissertation

The candidate must complete a dissertation and pass a final oral defense of that dissertation on a topic that reflects original research in both Comparative Literature and Women’s Studies in order to earn the dual-title Ph.D. degree.

E. Student Aid

Graduate assistantships and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Other resources are detailed in §I.F above, in the discussion of costs and funding.

IV. Accreditation

No accrediting body exists.
V. Affected departments and programs

The Department of Women’s, Gender, and Sexuality Studies has existing dual-title MA or PhD agreements with the following departments:

- Art Education
- Curriculum & Instruction
- English
- French
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Rural Sociology

None of these departments is substantially affected by the new dual-title degree in Comparative Literature and Women’s Studies.
Graduate Bulletin Description

Comparative Literature (CMLIT)

Program Home Page

ROBERT R. EDWARDS, Department Head
442 Burrowes Building
814-863-0589
cmlit@psu.edu

Degrees Conferred:

- Ph.D., M.A.
- Integrated B.A./M.A. Program in Comparative Literature
- Dual-Title Ph.D. in African Studies
- Dual-Title Ph.D. in Asian Studies
- Dual-Title Ph.D. in Women’s Studies

The Graduate Faculty

The Program

Graduate programs in Comparative Literature combine a core of comparative literature requirements with courses in selected literatures and further comparative courses, according to each student's interests. For example, programs of study can concentrate on such topics as genres, themes, periods, movements, folktale and oral literature, criticism, and the links between literature and related fields such as theatre or women's studies.

The M.A. is a general humanistic degree that helps prepare students for a variety of situations, including teaching in private high schools or community colleges, or further graduate work. The Ph.D. is a more specialized degree. The Ph.D. in Comparative Literature can be combined with a minor in a professional field such as teaching English as a second language. Other potential combinations include our dual-title Ph.D. programs in Comparative Literature and Asian Studies, Comparative Literature and African Studies, or Comparative Literature and Women’s Studies.

Only the faculty members and courses officially associated with the Department of Comparative Literature are listed here. Faculty members and courses in other departments are also available to comparative literature students according to their preparation.

Admission Requirements
Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Students with appropriate course backgrounds and at least a 3.00 junior/senior average (on a 4.00 scale) will be considered for admission. The admission process is highly competitive and the best qualified students will be admitted subject to space availability. Students with a degree from a US institution must supply the GRE, all others must supply TOEFL. The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. Consult the English Proficiency section of the Graduate Bulletin Application and Admission Procedures page for more information. Those international students who provide TOEFL scores do not need to provide the GRE, but are encouraged to submit their scores, if feasible. Most students who do graduate work in comparative literature hold a B.A. or M.A. degree in comparative literature or in a particular language and literature. Students completing degrees in such fields are welcome to apply--as are students in other humanistic fields, such as philosophy or history, if they have studied literature.

For admission to the M.A. program, students should be prepared to study at least one foreign literature in its own language. For admission to the Ph.D. program, students should be prepared to study at least two foreign literatures in their own language. Doctorate-seeking students usually complete the M.A. before being formally admitted to the Ph.D. program, but exceptional students may be admitted from the B.A. level directly to the Ph.D. Students are encouraged to plan a unified M.A./Ph.D. program if they take both degrees here; however, Ph.D. applications are welcomed from students holding or completing an M.A. elsewhere.

**Master's Degree Requirements**

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

A minimum of 30 credits at the 400, 500, or 800 level is required, with at least 18 credits at the 500 level. There are 9 credits required in the following core courses: CMLIT 501 (3 cr.), CMLIT 502 (3 cr.), and CMLIT 503 (3 cr.). In addition, 18 credits in comparative literature courses and other literature courses are required, with at least 6 credits in non-Anglophone literature. The culminating experience for the degree is a satisfactory master’s paper completed while the student is enrolled in CMLIT 596 (3 cr.). Students must demonstrate advanced proficiency in at least two languages (one may be English).

**Doctoral Degree Requirements**

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin. Requirements for the Ph.D. in comparative literature include (1) 9 credits total in 3 required courses: CMLIT 501 (3 credits), CMLIT 502 (3 credits), and CMLIT 503 (3 credits)--with substitute courses if these have been used in the M.A. program; (2) at least an additional 24 credits in literature courses, including course work in the
three languages that the student selects, with emphasis on the student's primary literature—students should organize their course work, as much as possible, around a unifying principle, such as genre, period, or theme; (3) passing a candidacy examination; (4) proficiency in two foreign languages; (5) passing a comprehensive examination; and (6) a written dissertation and passing a final oral examination (the dissertation defense). The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

On item (4), the foreign languages are to be prepared at a level that permits thorough literary analysis of texts and related material in those languages.

Other Relevant Information

Students pursuing a graduate degree in comparative literature have individualized programs of study within the requirements specified above. For example, one student may emphasize film and new media; another, the novel. One student may concentrate on earlier literatures; another, on international modernism. One student may be interested primarily in the European tradition; another, in literatures. In such a program, the relationship between student and adviser is important. Each graduate student works with faculty advisers familiar with comparative studies as a whole and with the student's particular area of interest.

Integrated B.A./M.A. Program in Comparative Literature (CMLIT)

The Department of Comparative Literature offers an integrated B.A./M.A. program that is designed to allow academically superior baccalaureate students to obtain both the B.A. and the M.A. degrees in Comparative Literature within five years of study. The first two years of undergraduate course work include the University General Education and Liberal Arts requirements in addition to language and literature study in the major. In the third year, students are expected to define areas of interest in two primary literatures in different languages. In addition, students in the B.A./M.A. program should begin to undertake work in a second foreign language. The fourth year includes graduate-level work in methodology and the student's selection of primary literatures, which replaces comparable 400-level senior year courses. The fifth and final year of the program typically consists of graduate work in Comparative Literature courses as well as the chosen literatures. The program culminates with an M.A. paper.

By encouraging greater depth and focus in the course of study beginning in the third undergraduate year, this program helps students more clearly define their area of interest and expertise in the otherwise vast field of international literatures. As a result, long-range academic planning for exceptional students pursuing doctoral degrees after leaving Penn State, or other professional goals, will be greatly enhanced. The student may also be more competitive in applying for admission to Ph.D. programs as well as for institutional and national grant monies and scholarships.

Admission Requirements
The number of openings in the integrated B.A./M.A. program is limited. Admission is selective based on specific criteria and the unqualified recommendation of faculty. Applicants to the integrated program:

1. Must be enrolled in the Comparative Literature B.A. program.[1]
2. Must have completed 60 credits of the undergraduate degree program. (It is strongly suggested that students apply to the program prior to completing 100 credits). Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study.
3. Must be accepted without reservation into the M.A. program in Comparative Literature. Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Comparative Literature graduate program for the Master of Arts degree, listed above.
4. Should have a recommended overall GPA of 3.2 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
5. Must present a departmentally approved plan of study in the application process. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.
6. Must be recommended by the chairs of the Department's undergraduate and graduate committees.

A typical sequence of coursework for the integrated program would appear as follows:

- Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.A. in Comparative Literature are listed in the Undergraduate Bulletin. Degree requirements for the M.A. degree are listed in the Master’s Degree Requirements section above. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.S. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.
- The courses that will double-count for both degrees must be specified, by course abbreviation and number. A list of possible courses that could be double-counted is acceptable, as long as the list is short (ideally between 6 and 8 possible courses – definitely no more than 10). Note that these courses must be at the 400, 500, or 800 level.

**Year One:**

6 credits:  
CMLIT 010  
CMLIT 100
Year Two: 6 credits: Foreign Language (beyond the 12-credit level)
6 credits: Courses in Literature

Year Three: 9 credits: 400-level courses in Literature, including CMLIT 400Y
(variable credits) Work in foreign language (credits do not count towards the major, but reading proficiency is required for the M.A. degree)

Year Four: 3 credits: CMLIT 501, 502, and/or 503
6 credits: Comparative Literature courses
6-9 credits: 500-level courses in Literatures (at least 3 credits in non-Anglophone literature)

Year Five: 3 credits: CMLIT 501, 502, and/or 503
9-12 credits: 500-level courses in Literatures (at least 3 credits in non-Anglophone literature)
6 credits: 500-level Comparative Literature Courses M.A. paper

Dual-Title Ph.D. in Comparative Literature and African Studies

Comparative Literature doctoral students who have research and educational interests in African Studies may apply to the Dual-Title Doctoral Degree Program in African Studies. The goal of the program is to enable doctoral students from Comparative Literature to complement their knowledge and skills in their primary discipline with in-depth knowledge of prevailing theories on and problem-solving approaches to thematic, regional, or national issues pertaining to African development and change.

The Dual-Title Doctoral Degree Program will provide interested Comparative Literature doctoral students with a multidisciplinary approach that will enhance their analytical capabilities for addressing key issues in African Studies. It will, thereby, add value to their Comparative Literature degree and should increase their competitiveness in the job market. The well-rounded specialist who graduates from the program may be employed in an international setting and have enhanced opportunities for U.S. academic and non-academic positions as well.

Admission Requirements

Students must apply and be admitted to the graduate program in Comparative Literature and The Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest in the program known clearly on their applications to Comparative Literature and include remarks in their statement of purpose that address the ways in which their research and professional goals in the primary department reflect an interest in African Studies-related research.

To be enrolled in the Dual Title Doctoral Degree Program in African Studies, a student must have the approval of the Comparative Literature department and then submit a letter of
application and transcript, which will be reviewed by an African Studies Admissions Committee. Refer to the Admission Requirements section of the African Studies Bulletin page. An applicant must have a minimum grade point average of 3.0 (on a 4 point scale) to be considered for enrollment in the dual-title degree program. Students must apply for enrollment into the dual-title degree program in African Studies prior to obtaining candidacy in Comparative Literature.

**Degree Requirements**

To qualify for the dual-title degree, students must satisfy the requirements of the Comparative Literature doctoral program in which they are primarily enrolled. In addition, they must satisfy the requirements described below, as established by the African Studies Program. Within this framework, course selection is determined by the student with the approval of the Comparative Literature and African Studies academic advisers.

Upon acceptance by the African Studies admissions committee, the African Studies director will assign the student an African Studies academic adviser in consultation with the African Studies admissions committee.

As a student develops specific scholarly interests, s/he may request a different African Studies adviser from the one assigned by the African Studies admissions committee. The student and the Comparative Literature and African Studies academic advisers will establish a program of study that is appropriate for the student’s professional objectives and that is in accordance with the policies of the Graduate Council, the Comparative Literature graduate program, and the African Studies Program.

**Requirements for the Comparative Literature and African Studies Ph.D.**

The Ph.D. in Comparative Literature and African Studies is awarded to students who are admitted to the Comparative Literature doctoral program and admitted subsequently into the dual-title degree in African Studies. The minimum course requirements for the dual-title Ph.D. degree in Comparative Literature and African Studies are as follows:

- A minimum of 60 postbaccalaureate credits. Course work accepted for the M.A. in Comparative Literature will count toward the 60-credit requirement. At least 45 credits, exclusive of dissertation research credits, must be in Comparative Literature.
- AFR 501 (3)
- 15 credits of African-related coursework at the 400 or 500-level; a minimum of 6 of these credits must be taken from a list of courses maintained by the African Studies program chair.
- Up to 6 of the 15 credits may come from Comparative Literature, as approved by the student's Comparative Literature and African Studies Program academic advisors.
- The remaining credits can be taken in AFR or in any department other than Comparative Literature.
- Of the 15 credits, no more than 6 credits may be taken at the 400-level and no more than 3 combined credits may come from 596 and 599 listings.
The choice of courses in African Studies is to be proposed by the student subject to approval by the Comparative Literature and African Studies academic advisers. The suite of selected courses should have an integrated, intellectual thrust that probes thematic, national, or regional issues and that is complementary to the student’s specialty in Comparative Literature.

**Language Requirement**

Fulfillment of communication and foreign language requirements will be determined by the student with approval of the Comparative Literature and African Studies program advisers and will meet the existing Comparative Literature requirements. The Ph.D. in Comparative Literature requires proficiency in two foreign languages. The foreign languages are to be prepared at a level that permits thorough literary analysis of texts and related material in those languages.

**Candidacy Exam**

The dual-title degree will be guided by the Candidacy Exam procedure of the Comparative Literature graduate program. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable. There will be a single candidacy examination, containing elements of both the major discipline and African Studies.

The candidacy examination committee for the dual-title degree will be composed of Graduate Faculty from Comparative Literature and must include a graduate faculty member from the African Studies Program. The designated dual-title faculty member may be appointed from Comparative Literature if that person holds a formal affiliation with the African Studies program.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Comparative Literature and African Studies dual-title Ph.D. student must include at least one member of the African Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in African Studies, the member of the committee representing African Studies must be appointed as co-chair.

**Comprehensive Exam**

After completing most course work, doctoral candidates for the dual-title doctoral degree in Comparative Literature and African Studies must pass a comprehensive examination that includes written and oral components. Written components will be administered on a candidate’s examination fields according to the current Comparative Literature exam structure, and on African Studies. The African Studies representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination. The African Studies component of the exam will be based on the student’s thematic, national or regional area(s) of interest and specialization in African Studies.
Dissertation and Dissertation Defense

Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. Students enrolled in the dual-title program are required to write and orally defend a dissertation on a topic that reflects their original research and education in Comparative Literature and African Studies. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Dual-Title Ph.D. in Comparative Literature and Asian Studies

Graduate students with research and educational interests in international education may apply to the Comparative Literature/Asian Studies Degree Program. The goal of the dual-title degree Comparative Literature and Asian Studies is to enable graduate students from Comparative Literature to acquire the knowledge and skills of their major area of specialization in Comparative Literature while at the same time gaining the perspective of Asian Studies.

In order to prepare graduate students for the competitive job market, this program provides them with a solid disciplinary foundation that will allow them to compete for the best jobs in their field. For such students the dual-title Ph.D. in Asian Studies will add value to their degree and their status as candidates. It will produce excellent scholars of literature who are experts in Asian Studies as well. The dual-title degree Comparative Literature and Asian Studies will build curricular bridges beyond the student’s major field so as to provide a unique training regime for the global scholar.

Additional details of the dual degree program are available in separate documentation and from the Asian Studies Program (see http://asian.la.psu.edu/graduate.shtml) and the Department of Comparative Literature (http://complit.la.psu.edu/graduate.shtml).

Admission Requirements

For admission to the dual-title Ph.D. degree under this program, a student must first apply and be admitted to the Comparative Literature graduate program and the Graduate School. Once accepted into the Comparative Literature program, the student can apply to the Admissions Committee of the Asian Studies. Refer to the Admission Requirements section of the Asian Studies Bulletin page. The Asian Studies admissions committee reviews applications forwarded by Comparative Literature, and recommends students for admission to the Asian Studies program to the Graduate School. Students already in their first and second years of the Comparative Literature graduate program may also apply to the dual-title program if their applications are forwarded by Comparative Literature. Doctoral students must be admitted into the dual-title degree program in Asian Studies prior to obtaining candidacy in their primary graduate program.

Students with appropriate course backgrounds and a 3.00 junior/senior average (on a 4.00 scale) will be considered for admission. The admission process is highly competitive and the best qualified students will be admitted subject to space availability. Scores from the Graduate Record Examination (GRE) are required for admission.
There are no specific requirements for admissions into the dual-title program beyond the requirements of the Graduate School and Comparative Literature, though applicants interested in the program should also make their interest in the dual-title program known clearly on their application for admission to the Comparative Literature program and include remarks in their essays that explain their training, interests, and career goals in an area of Asian Studies.

**Degree Requirements**

To qualify for an Asian Studies degree, students must satisfy the requirements of the Comparative Literature program in which they are primarily enrolled. In addition, they must satisfy the requirements described below, as established by the Asian Studies Program. Within this framework, final course selection is determined by the students, their Asian Studies adviser, and their Comparative Literature program adviser.

Upon a student’s acceptance by the Asian Studies admissions committee, the student will be assigned an Asian Studies academic adviser in consultation with the Asian Studies chair. As students develop specific scholarly interests, they may request that a different Asian Studies faculty member serve as their adviser. The student and adviser will discuss a program of study that is appropriate for the student’s professional objectives and that is in accord with the policies of The Graduate School, the Comparative Literature department, and the Asian Studies program.

**Requirements for the Comparative Literature and Asian Studies Ph.D.**

The doctoral degree in Comparative Literature and Asian Studies is awarded only to students who are admitted to the Comparative Literature doctoral program and admitted to the dual-title degree in Asian Studies. The minimum course requirements for the dual-title Ph.D. degree in Comparative Literature and Asian Studies are as follows:

- Comparative Literature 501, 502, and 503
- 15 credits of Asia-related coursework at the 400 or 500 level. At least 6 of these 15 credits will be from ASIA 501 and 502. As many as 6 may come from Comparative Literature, as approved by the student’s doctoral adviser and the ASP director of graduate studies. The remaining credits can be taken in ASIA or in any department other than Comparative Literature
- An additional 21 credits in literature or theory-related courses, including graduate course work in the three languages that the student selects, with emphasis on the student's primary literature

Particular courses may satisfy both the Comparative Literature requirements and those of the Asian Studies program. Within this framework, final course selection is determined by the students, their Asian Studies advisor, and their Comparative Literature program adviser.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Comparative Literature and must include at least one Graduate Faculty member from the Asian Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both Comparative Literature and Asian Studies. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas.
of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Comparative Literature and Asian Studies dual-title Ph.D. student must include at least one member of the Asian Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Asian Studies, the member of the committee representing Asian Studies must be appointed as co-chair. The Asian Studies representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in Comparative Literature and Asian Studies. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Dual-Title Degree Program in Comparative Literature and Women’s Studies**

Comparative Literature graduate students who have research and educational interests in women’s, gender, and sexuality studies may apply to the Dual-Title Doctoral Program in Women’s Studies. The program creates a formal structure for training graduate students to describe, analyze, and evaluate the practices, phenomena, and policies that both issue from and structure the experiences and possibilities of women, as well as training for students to analyze how gender and sexuality intersect with literary production in multiple societies. This training cultivates breadth by pushing students to think across disciplines, geographic regions, geopolitical boundaries, domains of practice, aesthetic fields, literary genres, and historical eras. It also balances this breadth with rigor: it combines systematic training in comparative literary research, including working with primary sources in languages other than English, with a thorough grounding in the techniques and intellectual resources of state of the art scholarship on women, gender, and sexuality.

The Dual-Title Doctoral Degree Program in Comparative Literature and Women’s Studies has three broad learning objectives at its core (in addition to the objectives that animate the regular doctoral program in Comparative Literature). Students will leave the program with expert awareness of responsibly produced knowledge and ethical research techniques for producing new knowledge, about (a) the forces that constitute, shape, distinguish, and link the lives of women in a variety of historical and geographic locations; (b) ways to understand the history of women, of gender, and of sexuality in global perspectives and specific local and linguistic contexts, with emphases on the relation of these fields to the history of the aesthetic, as well as to a variety of other economic, social, or philosophical structures that help determine the natures of gender and the lives of women; and (c) the history, content, conceptual options, and ethical stakes of the theoretical debates about the best ways to engage in the field of Women’s Studies.
Admission Requirements

Students must apply and be admitted to the graduate program in Comparative Literature and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Women’s Studies dual-title program. Refer to the Admission Requirements section of the Women’s Studies Bulletin page. Students must have the approval of the Comparative Literature graduate director to apply for the dual-title. The application must include a statement of purpose that addresses how the student’s research and professional goals intersect with the objectives of the dual-title graduate degree program in Comparative Literature and Women’s Studies. The Women’s Studies Admissions Committee reviews applications and recommends students for admission to the dual-title PhD program. Doctoral students must be admitted into the dual-title degree program in Women’s Studies prior to obtaining candidacy in their primary graduate program.

Students may apply to the dual-title program when they request admission to the Comparative Literature Department, or at any time prior to taking the candidacy exam in Comparative Literature, provided that they a) secure the approval of the graduate director in Comparative Literature, and b) have sufficient funding and time to complete the dual-title requirements. Practically speaking, this will likely mean applying to the dual-title program before completing the second year of study in Comparative Literature.

Degree Requirements

The doctoral degree in Comparative Literature and Women’s Studies is awarded only to students who are admitted to the Comparative Literature doctoral program and admitted to the dual-title degree in Women’s Studies. To qualify for a degree in Comparative Literature and Women’s Studies, students must satisfy the requirements of the Comparative Literature program, in which they are primarily enrolled, and of the Women’s Studies dual-title program. Except where noted otherwise, students must complete the requirements listed below in addition to completing the general requirements for doctoral study in the Department of Comparative Literature.

Coursework

The minimum course requirements for this dual-title Ph.D. degree are 18 credits of coursework related to Women’s Studies. Of these 18 credits, 9 consist of the required core course sequence in Women’s Studies:
- WMNST 501: Feminist Perspectives on Research and Teaching Across the Disciplines (3 credits);
- WMNST 507: Feminist Theory (3 credits);
- WMNST 502: Global Perspectives on Feminism (3 credits).

Students also must complete 9 additional credits of Women’s Studies course work chosen in consultation with the Graduate Director in Women’s Studies. Most of these courses (at least 5 credits) should be at the 500 level, but a student may count some 400-level credits, with the
approval of the Graduate Director in Women’s Studies. Particular courses may simultaneously satisfy degree requirements in Comparative Literature and in the Women’s Studies dual-title. Students who already hold a master's degree or other graduate credits from another institution may petition the Graduate Director in Women’s Studies to have equivalent course credits accepted.

**Language Requirements**

There are no additional language requirements for the dual-title degree (the usual doctoral requirements of the Department of Comparative Literature are to be followed).

**Candidacy**

The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, candidates for the dual-title Ph.D. in Comparative Literature and Women’s Studies will be required to present to their committee a portfolio of work in Women’s Studies which includes a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions taken up by scholars of Women’s Studies. The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Comparative Literature and must include at least one Graduate Faculty member from the Women’s Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Comparative Literature and Women’s Studies dual-title Ph.D. student must include at least two member of the Comparative Literature Graduate Faculty and two members of the Women’s Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Women’s Studies, the member of the committee representing Women’s Studies must be appointed as co-chair.

**Comprehensive Exams**

The faculty member representing Women’s Studies on the student’s committee will participate in developing, administering, and evaluating the student’s comprehensive exams. The exam will incorporate written and oral components based on the student’s thematic or regional areas of interest and specialization and may include questions on queer theory, feminist methodology, global women’s studies and sexuality studies in Comparative Literature.

**Dissertation and Final Oral Examination (Dissertation Defense)**
Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in Comparative Literature and Women’s Studies. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Student Aid**

Teaching assistantships in the Department of Comparative Literature, as well as in related language and literature departments, typically have been available to students taking comparative literature degrees. In recent years, Comparative Literature students have held assistantships in Arabic, Chinese, English, French, German, Hebrew, Italian, Japanese, Russian, Spanish, Swahili, and Women's Studies, as well as in Comparative Literature courses. There also is a graduate assistantship position for an editorial assistant to the journal Comparative Literature Studies, which is edited in the department. Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. In addition, the following awards typically have been available to graduate students in this program.

**SAMUEL P. BAYARD AWARD**
Available annually to a graduate student in comparative literature, selected by the graduate committee of the Department of Comparative Literature. Amount varies.

**EDWIN ERLE SPARKS FELLOWSHIPS IN THE HUMANITIES (8)**
Available to beginning and continuing graduate students in the following graduate programs: Comparative Literature, English, French, German, History, Philosophy, Spanish, and Communication Arts and Sciences.

**FOLGER INSTITUTE FELLOWSHIPS**
Penn State is a member of the Folger Institute of Renaissance and Eighteenth-Century Studies. Graduate students in Comparative Literature are eligible for Folger Institute Fellowships to study in seminars and workshops at the Folger Library, Washington, D.C.

**Title VI Center for Global Studies ASSISTANTSHIP**
Available to beginning and continuing graduate students in Comparative Literature and other programs.

**Courses**

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.

[**COMPARATIVE LITERATURE (CMLIT) course list**](#)
[1] A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82-44.

Last Revised by the Department: Fall Semester 2016

Blue Sheet Item #: 40-07-016

Review Date: tbd

Faculty linked: tbd
October 25, 2016

Dr. Charlotte Eubanks  
Director Graduate Studies  
Comparative Literature  
Penn State

Dear Charlotte,

I am writing as Department Head of Women’s, Gender, and Sexuality Studies to extend our strong programmatic support for the proposed dual-title PhD program in Comparative Literature and Women’s Studies. This new PhD program builds upon on existing strengths in both of our units while it also expands opportunities for students who work at the intersections of these two interdisciplinary fields. The new degree also creates an innovative partnership between otherwise stand-alone units. The proposal reflects how our two programs have also worked closely together to integrate this new PhD within broader initiatives at Penn State that encourage scholarship on global literary production and intersectional analyses across fields. For this reason, we believe that this CMLIT-WMNST dual-title degree will present many opportunities for students and faculty to coordinate efforts within CLA as well as across Colleges in relation to literary scholarship on the globally diverse experiences and meanings of gender, sexuality, and social differences. We also are confident that the CMLIT-WMNST dual degree will support ongoing efforts to recruit and retain excellent faculty who will have even more opportunities to work with a robust pool of graduate students in their areas of specialization. Furthermore, given the ongoing success of the dual-title degrees between WMNST and ten other units at Penn State, we are extremely confident that this new program will produce many positive results in cross-university collaborations, graduate research, and faculty support.

In sum, I support this new dual-title degree without equivocation, and I would be happy to address any questions regarding this collaboration.

Sincerely,

[Signature]

Melissa W. Wright  
Department Head, WGSS  
Professor, Geography and WGSS
Date: April 25, 2016
To: Graduate Council
From: Robert R. Edwards, Interim Head
Re: Comparative Literature-Women’s Studies dual-title PhD proposal

I am pleased to endorse the proposal to create a dual-title PhD for Comparative Literature and Women’s Studies. Comparative Literature has a research and graduate teaching focus in the areas of world literature, global digital culture, and ethics, human rights, and postcolonial theory. The proposed dual-title degree will significantly complement our focus by bring the disciplinary methods of women’s, gender, and sexuality studies to our areas of inquiry. It will also establish formal collaborations between faculty on topics significant to both units. We believe that the dual-title program will also support our continuing efforts in graduate recruitment on a national and international level. It seems clear that our faculty can take their research in productive directions through this joint program and that applicants to our graduate program will find an attractive option to contemplate as they imagine and shape their doctoral programs. The Department will be able to meet any added curricular demands with its present faculty. The proposed degree program will not add significantly to the administrative burdens of the staff who support the Department, its faculty, and students.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Penn State Harrisburg, School of Public Affairs
Department or Instructional Area: Intercollege Master of Professional Studies in Homeland Security

New Graduate Program, Option, or Minor: ☑ Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option: Counterterrorism Option; Cyber Threat Analytics and Prevention Option
Designation of new graduate minor:

Indicate effective semester:
☐ First semester following approval
☐ Second semester following approval

Existing Graduate Program Option, or Minor: ☐ Change ☐ Drop

Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
☐ First semester following approval
☐ Second semester following approval

Submitted by Graduate Program Head
Alexander Siedschlag
Printed name
Signature
Date: 11/18/2016

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Janet Duck
Printed name
Signature
Date: 11/28/2016

Approved by College/School Dean/Chancellor (or Designee):
PETER IDOWU
Printed name
Signature
Date: Nov. 28, 2016
| Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses: |
|--------------------------------------------------|---------------------------------|
| On Behalf of John Challis | Printed name | Signature | Date: 6/18/2017 |
| Recommended by Chair, Graduate Council Committee on Programs and Courses: |
|--------------------------------------------------|---------------------------------|
| On Behalf of M. Kathleen Heid | Printed name | Signature | Date: 6/18/2017 |
| Noted by Dean of the Graduate School: |
|--------------------------------------------------|---------------------------------|
| On Behalf of Regina Vasilatos-Younken | Printed name | Signature | Date: 6/18/2017 |
Proposal for Revising the Intercollege Master of Professional Studies Program in Homeland Security (iMPS-HLS)

Alexander Siedschlag, Ph.D.
Intercollege Graduate Degree Program Chair

Penn State Harrisburg
School of Public Affairs
160W Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057

Phone (717) 948-4326 (Program Office: 6050) -- Fax (717) 948-6484
E-mail aus50@psu.edu

November 3, 2016
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A. Revised Version of Affected Areas

Description of Proposed Changes

It is being proposed to

- add a Counterterrorism Option to the program; and
- add Cyber Threat Analytics and Prevention Option to the program

Note: The processing and approval of this program change proposal needs to be coordinated with the following courses currently proposed through CRCS:

- PLSC 569: Counterterrorism (course proposal submitted on: November 2, 2016)
- PLSC 838: Tools and Analysis of Terrorism and Counterterrorism (course proposal submitted on: November 2, 2016)
- PLSC 837: Radicalization, Counter Radicalization, and De-Radicalization (course proposal submitted on: November 2, 2016)

The following course has been approved and will be published on the November 9, 2016 Graduate Council Curriculum Report (GCCR):

- IN SC 846: Network and Predictive Analytics for Socio-Technical Systems

Note on approved previous program change: This program change proposal follows up on a program change proposal submitted on March 30, 2016, which has been approved through the Graduate Council curricular review process and will be published on the November 9, 2016 Graduate Council Curriculum Report (GCCR). Changes tracked/marked in this current program change proposal are based on information in the previous, approved but not yet published program change proposal.
## Side-by-Side Comparison of Changes

<table>
<thead>
<tr>
<th>Current</th>
<th>Revised</th>
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<tbody>
<tr>
<td><strong>Program Description</strong></td>
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<tr>
<td>The intercollege Master of Professional Studies in Homeland Security (iMPS-HLS) degree program is designed to prepare professionals and develop leaders for the field of homeland security by providing exceptional graduate education that includes an integrated curriculum, expert faculty, and student interaction. The program is comprised of courses from several Penn State colleges and delivered via distance education through the Penn State World Campus to accommodate the needs and careers of professionals who are already active in homeland security and related fields of civil security, or those interested in transitioning into the field. The program provides select graduate students with an integrated, cross-disciplinary curriculum that is focused on a set of unified educational goals to help them understand and manage the complexities of homeland security in a global environment. Within the degree program and in addition to its common core curriculum, students choose the base program or one of four options: agricultural biosecurity and food defense; geospatial intelligence; public health preparedness; and information security and forensics. The participating academic units for this collaborative program are: Penn State Harrisburg; the College of Medicine (in collaboration with the Milton S. Hershey Medical Center); the College of the Liberal Arts; the College of Earth and Mineral Sciences; and the College of Agricultural Sciences.</td>
<td>The intercollege Master of Professional Studies in Homeland Security (iMPS-HLS) degree program is designed to prepare professionals and develop leaders for the field of homeland security by providing exceptional graduate education that includes an integrated curriculum, expert faculty, and student interaction. The program is comprised of courses from several Penn State colleges and delivered via distance education through the Penn State World Campus to accommodate the needs and careers of professionals who are already active in homeland security and related fields of civil security, or those interested in transitioning into the field. The program provides select graduate students with an integrated, cross-disciplinary curriculum that is focused on a set of unified educational goals to help them understand and manage the complexities of homeland security in a global environment. Within the degree program and in addition to its common core curriculum, students choose the base program or one of six options that represent main elements, capabilities, and risk-informed priorities of the homeland security mission space: agricultural biosecurity and food defense; counterterrorism; cyber threat analytics and prevention; geospatial intelligence; public health preparedness; and information security and forensics. The participating academic units for this collaborative program are: Penn State Harrisburg; the College of Medicine (in collaboration with the Milton S. Hershey Medical Center); the College of the Liberal Arts; the College of Earth and Mineral Sciences; and the College of Agricultural Sciences; and Penn State Great Valley.</td>
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Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The Master of Professional Studies in Homeland Security program requires a minimum of 33 credits, 24 of which must be earned at Penn State. Up to 10 graduate credits may be transferred in from a regionally accredited institution (as is permissible by Graduate Council policy); if the full 10 credits are transferred, the minimum total number of credits in the degree program will be 34. At least 18 credits must be courses at the 500 or 800 level, of which 6 credits must be in 500-level courses. Students are expected to maintain a B (3.0) or better average in academic courses to be retained in the program. Graduate Council policy requires that student must have a GPA of 3.0 or above in order to graduate from the program. Each student will take a 9 credit core curriculum consisting of HLS/PDM 801, HLS/PHIL 803, and HLS/PLSC 805, as well as a non-credit Orientation Course. Students will also take 12 credits of prescribed courses for the specialized option. There are 9 elective credits that are chosen from an approved list in consultation with the student’s academic adviser. The list of electives is maintained by the Option Director and is provided to the students in the option. Finally, each degree candidate must complete a capstone project on a topic related to homeland security and defense, in association with HLS/AGBIO/GEOG/IST/PHP 594 - Research Topics.

Agricultural Biosecurity and Food Defense Option

[Text for the two new Options to be inserted]
after the Agricultural Biosecurity and food Defense Option

**Counterterrorism Option**

Director: [James Piazza, Ph.D.](mailto:jap45@psu.edu) (New York University), Professor of Political Science, 330 Pond Lab, University Park; (814) 867-4429; jap45@psu.edu

**Core Curriculum**

HLS ORIENTATION: Orientation course (non-credit)

HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)

HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)

HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

**Prescribed Courses**

PLSC 836: Root Causes of Terrorism (3)

PLSC 569: Counterterrorism (3)

PLSC 838: Tools and Analysis of Terrorism and Counterterrorism (3)

PLSC 837: Radicalization, Counter Radicalization, and De-Radicalization (3)

**Electives**

Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

**Capstone Experience**

PLSC 594: Research in Political Science (3)

**Cyber Threat Analytics and Prevention Option**

Robin Qiu, Ph.D., Professor of Information Science, School of Graduate Professional Studies, Penn State Great Valley; 610-725-5313; robingiu@psu.edu
Core Curriculum
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

Prescribed courses
SWENG 545: Data Mining (3)
IN SC 561: Web Security and Privacy (3)
IN SC 846: Network and Predictive Analytics for Socio-Technical Systems (3)
IST 564: Crisis, Disaster, and Risk Management (3)

Electives
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

Capstone Experience
IN SC 594: Research projects (3)
Revised Bulletin Copy (track changes)

Note: Changes are tracked against the version of the Bulletin Copy from the previous program change proposal (submitted March 30, 2016 and approved through the Graduate Council curricular review process; will be published on the November 9, 2016 Graduate Council Curriculum Report [GCCR]).

Homeland Security

Program Home Page

ALEXANDER SIEDSCHLAG, Ph.D, Chair, Homeland Security Graduate Programs
Professor of Homeland Security and Public Health Preparedness
W160M Olmsted Building
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA  17057
Phone: 717-948-4326; Fax: 717-948-6320
Email: aus50@psu.edu

Degree Conferred

M.P.S.

Graduate Faculty

Program Description

The intercollege Master of Professional Studies in Homeland Security (iMPS-HLS) degree program is designed to prepare professionals and develop leaders for the field of homeland security by providing exceptional graduate education that includes an integrated curriculum, expert faculty, and student interaction. The program is comprised of courses from several Penn State colleges and delivered via distance education through the Penn State World Campus to accommodate the needs and careers of professionals who are already active in homeland security and related fields of civil security, or those interested in transitioning into the field. The program provides select graduate students with an integrated, cross-disciplinary curriculum that is focused on a set of unified educational goals to help them understand and manage the complexities of homeland security in a global environment. Within the degree program and in addition to its common core curriculum, students choose the base program or one of six four options that represent main elements, capabilities, and risk-informed priorities of the homeland security mission space: agricultural biosecurity and food defense; counterterrorism; cyber threat analytics and prevention; geospatial intelligence; public health preparedness; and information security and forensics. The participating academic units for this collaborative program are: Penn State Harrisburg; the College of Medicine (in collaboration with the Milton S. Hershey Medical
Center); the College of the Liberal Arts; the College of Earth and Mineral Sciences; and the
College of Agricultural Sciences; and Penn State Great Valley.

General Admission Requirements

Admission requirements listed here are in addition to requirements stated in the GENERAL
INFORMATION section of the Graduate Bulletin.

Core Application Packet

• Completed online Graduate School application and payment of nonrefundable application
fee
• Statement of purpose
• Vita or résumé
• Three letters of recommendation
• official transcripts from all post-secondary institutions attended

Statement of Purpose and Curriculum Vitae

A statement of professional experience and goals (up to 500 words) and the candidate’s vita or
résumé must accompany the application.

Letters of Recommendation

• The individuals writing letters should be familiar with you and comfortable discussing
your professional and/or academic strengths and accomplishments.
• The Admissions Committee prefers that all letters be written within the last six months
and reference the applicant’s current career goals and/or ability to perform graduate level
study.
• A person choosing to submit a letter of reference will do this through the online
application process and either select our pre-formatted template or upload his/her own
letter.

GPA Requirements

The candidate grade-point average is interpreted by the Admissions Committee in the context of
a completed application.

GRE Requirements

The Graduate Record Examination may be required by some options.

Other Considerations

Special backgrounds, abilities, and interests related to homeland security are desirable.
Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The Master of Professional Studies in Homeland Security program requires a minimum of 33 credits, 24 of which must be earned at Penn State. Up to 10 graduate credits may be transferred in from a regionally accredited institution (as is permissible by Graduate Council policy); if the full 10 credits are transferred, the minimum total number of credits in the degree program will be 34. At least 18 credits must be courses at the 500 or 800 level, of which 6 credits must be in 500-level courses. Students are expected to maintain a B (3.0) or better average in academic courses to be retained in the program. Graduate Council policy requires that student must have a GPA of 3.0 or above in order to graduate from the program. Each student will take a 9 credit core curriculum consisting of HLS/PDM 801, HLS/PHIL 803, and HLS/PLSC 805, as well as a non-credit Orientation Course. Students will also take 12 credits of prescribed courses for the specialized option. There are 9 elective credits that are chosen from an approved list in consultation with the student’s academic adviser. The list of electives is maintained by the Option Director and is provided to the students in the option. Finally, each degree candidate must complete a capstone project on a topic related to homeland security and defense, in association with HLS/AGBIO/GEOG/IN SC/IST/PHP/PLSC 594 - Research Topics.

Time Limitation

All degree requirements for the Master of Professional Studies in Homeland Security must be met within five years of admission to degree status.

Prescribed Courses

Homeland security refers to the unifying core for the vast global network of organizations and institutions that are involved in the efforts to secure society. Regardless of field of specialization, or chosen discipline for graduate study, all professionals in the program will participate in a Unifying Core Curriculum with the following educational goals and objectives:

- Understand major policies and legislation that shapes homeland security in a globalized society.
- Become familiar with organizations that play a key role in the implementation of homeland security policies and administration, and recognize the interactions among them.
- Understand the way in which a person or group responds to a set of conditions so as to prevent and respond to incidents and catastrophic events when needed.
- Recognize the impact that catastrophic events, both natural and man-made, have on society and the domestic and global economy.
- Identify and assess potential threats, vulnerabilities, and consequences.
- Apply leadership skills and principles that are necessary for producing and acting on information of value within a collaborative setting.
- Communicate effectively in the context of particular institutional cultures.
• Use, conduct, and interpret research and data effectively in decision-making.
• Practice ethics and integrity as a foundation for analytical debate and conclusion.
• Develop an appreciation of the cultural, social, psychological, political, and legal aspects of terrorism and counterterrorism.

The Core Curriculum consists of the following four courses:

**HLS ORIENTATION**: Orientation course (non-credit) Overview of program expectations, parts, academic specialization areas, and mechanics; as well as an essential overview of the field of homeland security and its community of practice. The Options may add content to aspects of homeland security that are specific to their academic specialization area.

**HLS/P ADM 801**: Homeland Security Administration: Policies and Programs (3). Foundation for understanding homeland security history, the development of homeland security policies and organizations, and current management approaches.

**HLS/PHIL 803**: Homeland Security: Social and Ethical Issues (3). This course examines the social, political, legal, and ethical issues that arise in the context of homeland security.

**HLS/PLSC 805**: Violence, Threats, Terror, and Insurgency (3). Provides an overview of the domestic and global issues related to homeland security.

Listed below are the courses required/suggested for the Base Program and for the Options:

**Homeland Security (Base Program)**

Director: Dr. Alexander Siedschlag, Ph.D. (Univ Munich, Germany), Professor of Homeland Security and Public Health Preparedness, School of Public Affairs; Program Chair, iMPS-Homeland Security, W160 Olmsted Building, Penn State Harrisburg; 717-948-4326; aus50@psu.edu

**Core Curriculum**  
HLS ORIENTATION: Orientation course (non-credit)  
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)  
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)  
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

**Prescribed Courses**  
HLS 811: Fundamentals of Homeland Security (3)  
HLS/P ADM 404: Homeland Security and Defense in Practice (3)  
HLS/P ADM 802: Collaboration and Integration: Multifaceted Approaches to Homeland Security (3)  
HLS 804: Strategic Planning and Organizational Imperatives in Homeland Security and Defense (3)
Electives
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Base Program Director and is provided to the students in the base program.

Capstone Experience
HLS 594: Research Topics (3)

Agricultural Biosecurity and Food Defense Option
Director: Gretchen Kulda, Ph.D. (California), Associate Professor of Plant Pathology 0205 Buckout Laboratory, University Park; 814 863 7232; kulda@psu.edu

Core Curriculum
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

Prescribed Courses
AGBIO 520: Agricultural Biosecurity: Protecting a Key Infrastructure (3)
AGBIO 521: Food Defense: Prevention Planning For Food Processors (3)
AGBIO 801: Veterinary Infectious Disease Diagnostic and Surveillance Systems (3)
AGBIO 802: Plant Protection: Responding to Introductions of Threatening Pest and Pathogens (3)

Electives
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

Capstone Experience
AGBIO 594: Agricultural Biosecurity and Food Defense - Capstone Experience (3)

Counterterrorism Option
Director: James Piazza, Ph.D. (New York University), Professor of Political Science, 330 Pond Lab, University Park; (814) 867-4429; jap45@psu.edu

Core Curriculum
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

Prescribed Courses
PLSC 836: Root Causes of Terrorism (3)
PLSC 569: Counterterrorism (3)
PLSC 838: Tools and Analysis of Terrorism and Counterterrorism (3)
PLSC 837: Radicalization, Counter Radicalization, and De-Radicalization (3)

**Electives**
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

**Capstone Experience**
PLSC 594: Research in Political Science (3)

**Cyber Threat Analytics and Prevention Option**

Director: Robin Qiu, Ph.D., Professor of Information Science, School of Graduate Professional Studies, Penn State Great Valley; 610-725-5313; robingq@psu.edu

**Core Curriculum**
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

**Prescribed courses**
SWENG 545: Data Mining (3)
IN SC 561: Web Security and Privacy (3)
IN SC 846: Network and Predictive Analytics for Socio-Technical Systems (3)
IST 564: Crisis, Disaster, and Risk Management (3)

**Electives**
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

**Capstone Experience**
IN SC 594: Research projects (3)

**Geospatial Intelligence Option**

Director: Gregory Thomas, Ph.D. (Indiana University of PA), Professor of Practice for Geospatial Intelligence, 2217 Earth and Engineering Sciences Building, University Park; (814) 867-1471; gat5@psu.edu

**Core Curriculum**
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

**Prescribed Courses**
GEOG 882: Geographic Foundations of Geospatial Intelligence (3)
GEOG 483: Problem Solving with GIS (3)
GEOG 480: Exploring Imagery and Elevation Data in GIS Applications (3)
GEOG 885: Advanced Analytic Methods for Geospatial Intelligence (3)

Electives
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

Capstone Experience
GEOG 594A: Research Topics: Analytic Experience in Geospatial Intelligence (1)
GEOG 594B: Research Topics: Geospatial Intelligence Capstone Experience (2)

Information Security and Forensics Option
Director: Peter Forster, Ph.D. (Penn State), Senior Lecturer of Information Sciences and Technology, and Management Science and Associate Dean, 332P Information Sciences and Technology Building, University Park; 814-863-8304; pkfl@psu.edu

Core Curriculum
HLS ORIENTATION: Orientation course (non-credit)
HLS 801/P ADM: Homeland Security Administration: Policies and Programs (3)
HLS 803/PHIL: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

Prescribed Courses
IST 454: Computer and Cyber Forensics (3)
IST 456: Information Security Management (3)
IST 815: Information Security and Assurance (3)
IST 554: Network Management and Security (3)

Electives
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

Capstone Experience
IST 594: Research Topics (3)

Public Health Preparedness Option
Director: Eugene J. Lengerich, V.M.D., M.S., Professor, Public Health Sciences, Penn State College of Medicine, MC H070; 500 University Drive; Hershey, Pennsylvania; 717-531-6066; PHP_Programs@psu.edu

Core Curriculum
HLS ORIENTATION: Orientation course (non-credit)
HLS/P ADM 801: Homeland Security Administration: Policies and Programs (3)
HLS/PHIL 803: Homeland Security: Social and Ethical Issues (3)
HLS/PLSC 805: Violence, Threats, Terror, and Insurgency (3)

**Prescribed Courses**
PHP 410: Public Health Preparedness for Disaster and Bioterrorism Emergencies I (3)
PHP 510: Public Health Preparedness for Disaster and Bioterrorism Emergencies II (3)
PHP 527: Public Health Evaluation of Disasters and Bioterrorism (3)
PHP 530: Critical Infrastructure Protection of Health Care Delivery Systems (3)

**Electives**
Choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.

**Capstone Experience**
PHP 594: Research Topics (3)

**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 and 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.
B. Justification

The Intercollege Master of Professional Studies in Homeland Security Program had originally foreseen a Terrorism Studies Option and a Computer Network Security Option. For organizational reasons, those Options previously could not be implemented but it has always been understood that related academic specialization areas are essential for a comprehensive multi-disciplinary program that leads to a degree in advanced studies in homeland security.

The present program change proposal closes this acknowledged gap in the program by introducing the following new options, after successful marketing studies undertaken by the World Campus and assessment against program learning objectives and existing Options in the program.

The Counterterrorism Option, sponsored by the College of the Liberal Arts, will provide a specialization area focused on the advanced study of measures to counter terrorism across a continuum of methods. By adding this Option, the program will consistently reflect the founding mission and a continuing core mission of the Homeland Security Enterprise, as defined in the U.S. Department of Homeland Security’s 2014 Quadrennial Homeland Security Review,1 as well as in the U.S. Strategy on Countering Terrorism of 2011.2 Further, “securing against the evolving terrorism threat” is a strategic priority in U.S. Homeland Security.3

The Cyber Threat Analytics and Prevention Option, sponsored by Penn State Great Valley, is a replacement for the originally foreseen Computer Network Security Option. It reflects a focus on actual threat prevention, as well as another relevant core mission of the Homeland Security Enterprise as defined in the 2014 Quadrennial Homeland Security Review.4 Further, “safeguard and secure cyberspace” is a strategic priority in U.S. Homeland Security.5

Both new Options in addition strengthen the program’s representation of main elements, capabilities, and risk-informed priorities of the homeland security mission space, as well as decisive fields of advanced study in homeland security.

Through shared recommended electives and also some shared faculty, the proposed two new Options will also make a contribution to further enhancing cross-program collaboration.

In the following, a detailed justification is provided for each of the proposed two new Options:

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5 Ibid., pp. 39-45.
The Counterterrorism Option is designed to provide students in the Intercollege Master of Professional Studies in Homeland Security program with broad training to understand and address terrorism and other sub-state threats to U.S. homeland security. Approaching counterterrorism through a social science lens, the program emphasizes strategic, policy-based and practical solutions for the federal, state and local levels of government as well as the private sector. Core skills such as threat analysis, use of basic data, intelligence writing, threat management, counterterrorism briefing, and the assessment of anti-terrorism strategies are emphasized. Throughout this academic specialization area within the Intercollege Master of Professional Studies in Homeland Security program, students learn about contemporary threats due to terrorism, terrorism and counterterrorism campaigns in the United States and abroad, counterterrorism strategies, as well as the causes of terrorism. They will be provided the skills and knowledge needed to address current issues facing U.S. law enforcement, intelligence, and the homeland security enterprise. The option prepares students for leadership roles in the homeland security professional workforce, as practitioners or in related policy and research positions.

The target audience for the option may include military staff, federal agents, law enforcement, and members of corporate security among many other professions. Graduates of the program who chose the Option in Counterterrorism will be specifically able to 1) understand terrorist organizations in detail along with their motives, threats, recruitment strategies, and operational tactics; 2) understand the conditions that give rise to terrorism along with the consequences of terrorism for states and society; 3) identify and evaluate basic counterterrorism operations; 4) plan and execute programs for intelligence gathering on terrorism and counterterrorism; and 5) analyze collected data and turn it into pertinent information.

We propose to name the option “Counterterrorism” to establish a more unique identity for this program option within and beyond the Penn State community. The term “counterterrorism” resonates with the community of experts in the field, and it will attract members of the military, the workforce of the U.S. Department of Homeland Security and the Homeland Security Enterprise as a whole, federal agents, police, security professionals and others, who are target candidates for a specialized option within the program developed and sponsored by the Department of Political Science. The name also mirrors our proposed courses and faculty expertise.

**Option Mission and Values Statement**

**Mission Statement**

The mission of the Counterterrorism Option in the Intercollege Master of Professional Studies in Homeland Security program is to provide a top quality graduate educational experience to
today’s professionals and tomorrow’s leaders within the field of counterterrorism. This goal will be accomplished by identifying and admitting highly qualified students who have the capacity, motivation and intellect to protect and serve local, state, and national interests with respect to the occurrence of a terrorist attack.

Values Statement

The Counterterrorism Option in the Intercollege Master of Professional Studies in Homeland Security Program is designed for leaders who are dedicated to guarding against potentially preventable threats to public safety and security. Graduates of the program who specialized in the Counterterrorism Option will take seriously their responsibility for homeland security in delivering its original founding mission, and apply the principles they have learned in a unique and responsible way across a wide variety of settings and situations.

**Option-specific Learning Outcomes**

In addition to the program-level learning outcomes, program graduates who specialized in the Counterterrorism Option will have a fundamental understanding of:

1. terrorist organizations in detail along with their motives, threats, and tactics;
2. the root causes of terrorism and the nature of terrorist threats in the world;
3. basic counterterrorism policy, strategy and tactics employed both within the United States and in other countries;
4. planning and executing programs for counterterrorism intelligence gathering;
5. collecting data on terrorism and counterterrorism, and how it can be analyzed and translated into valuable/actionable information; and
6. the ethical dimensions of counterterrorism policy and practice.

**Course List**

The following list also includes the initial set of recommended electives. Please note that electives are not listed specifically in the University Bulletin. The University Bulletin information on electives is: “Students choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.”

<table>
<thead>
<tr>
<th>Common Core Curriculum (9 credits)</th>
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<tbody>
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<tr>
<td>Orientation Course</td>
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</table>
homeland security, its community of practice, and how this program is set up to educate continuing and emerging leaders in the field.

<table>
<thead>
<tr>
<th>Homeland Security Administration: Policies and Programs</th>
<th>HLS 801</th>
<th>Foundation for understanding homeland security history, the development of homeland security policies and organizations, and current management approaches.</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeland Security: Social and Ethical Issues</td>
<td>HLS 803</td>
<td>This course will examine the social, political, legal, and ethical issues that arise in the context of homeland security.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Violence, Threats, Terror, and Insurgency</td>
<td>HLS 805</td>
<td>Provides an overview of the domestic and global issues related to homeland security.</td>
<td>3 credits</td>
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</tbody>
</table>

### Prescribed Courses (12 credits)

<table>
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<tr>
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<tbody>
<tr>
<td>Root Causes of Terrorism</td>
<td>PLSC 836</td>
<td>Investigates the role that economic, political and social factors play in determining patterns of international and domestic terrorism and terrorist activity with an eye to diagnosing root causes of terrorism and informing counterterrorism policy. The course also contains prominent case studies of the root causes of terrorism and provides an overview of major terrorist threats in world regions.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Counterterrorism</td>
<td>PLSC 569**</td>
<td>Surveys the history, evolution, strategies, techniques, tools, and contemporary issues related to counterterrorism in the world today. The course has a comparative focus, examining both U.S. counterterrorism and counterterrorism in other states and contexts. The course makes use of specific case examples of counterterrorism and also engages normative/ethical debates on counterterrorism.</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
**Tools and Analysis of Terrorism and Counterterrorism**  
**PLSC 838**  
Introduces students to the various resources and analytical techniques available to terrorism and counterterrorism experts today. It introduces them to the major sources of data on terrorist groups, terrorist incident reports, risk climates and legal and criminal justice data surrounding terrorism and counterterrorism. It provides students with critical data gathering and analysis skills useful to practitioners and engages them in reporting and threat briefing exercises.  
3 credits

**Radicalization, Counter Radicalization, and De-Radicalization**  
**PLSC 837**  
Provides a comprehensive summary of the factors that promote the radicalization process, as well as the theoretical and practical foundations of efforts at counter-radicalization and de-radicalization.  
3 credits

**Recommended Electives (9 credits)**

Students choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option. The following is the initial electives list.

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<tr>
<td>Politics of Terrorism</td>
<td>PLSC 439</td>
<td>Analysis of political terrorism as a violent alternative for peaceful change and traditional warfare in the nuclear age.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Multifaceted Approaches to Homeland Security</td>
<td>HLS 802</td>
<td>Examination of the roles of the public and private sectors and the military in preparing, mitigating, and responding to disasters.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Strategic Planning and Organizational Imperatives in Homeland Defense and Security</td>
<td>HLS 804</td>
<td>The homeland security framework depends on strategic planning and organization. This course examines the key issues associated with these.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fundamentals of Homeland Security</td>
<td>HLS 811*</td>
<td>Homeland security policies and strategies established by the United States federal government, as well as state, local, tribal, and territorial (SLTT) governments; pertinent government plans to meet homeland security policy and strategy goals and objectives; key</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
stakeholders are across the homeland security enterprise; and the relevant legal issues.

<table>
<thead>
<tr>
<th>International Relations Theory</th>
<th>PLSC 418</th>
<th>A survey of traditional and contemporary conceptual frameworks and theoretical approaches for the analysis of international relations.</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Foreign Policy</td>
<td>PLSC 442</td>
<td>Principles of American foreign policy; processes of policy formulation; roles of the President, Congress, the State Department and other government agencies.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Comparative Homeland Security and Related Methods</td>
<td>HLS 540</td>
<td>The course will address international cooperation in Homeland Security and compare select national approaches as well as teach related practical methods of analysis.</td>
<td>3 credits</td>
</tr>
<tr>
<td>U.S. Military’s Domestic Imperative: Homeland Defense and Defense Support of Civil Authorities</td>
<td>HLS 832</td>
<td>Provides an overview of the homeland defense mission and domestic support of civil authorities during disasters, and the distinctions between the two.</td>
<td>3 credits</td>
</tr>
<tr>
<td>U.S. Homeland Security Law</td>
<td>HLS 875</td>
<td>Analysis of Constitutional provisions, legislative enactments, executive directives and judicial decisions relating to homeland security.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Intelligence Analysis, Cultural Geography, and Homeland Security</td>
<td>GEOG 571</td>
<td>The application of cultural geography in the intelligence analysis and synthesis process by identifying prominent threats to civil security.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Disaster Communication</td>
<td>CAS 553</td>
<td>This seminar provides students with a comprehensive understanding of the multifaceted nature of disaster communication across phases of a disaster.</td>
<td>3 credits</td>
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### Capstone Experience (3 credits)

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Research in Political Science | PLSC 594 | Supervised student activities on research projects identified on an individual or small group basis. A separate section of this course will be offered each semester exclusively for students in the Counterterrorism option who are engaged in the capstone experience for the Option. | 3 credits

* This course has been approved and will be published on the November 9, 2016 Graduate Council Curriculum Report (GCCR).  
** Those courses were submitted as proposals through CRCS on November 2, 2016 and will be developed by instructional staff under the supervision of the Counterterrorism Option Director in Summer-Fall 2017 and Fall-Spring 2017-18.

**Option Director**

James Piazza, Ph.D. (New York University), Professor of Political Science, Department of Political Science, College of the Liberal Arts

**Foreseen Graduate Faculty**

Zaryab Iqbal, Ph.D., Associate Professor of Political Science, Department of Political Science, College of the Liberal Arts  
Glenn Palmer, Ph.D., Professor of Political Science, Department of Political Science, College of the Liberal Arts  
James Piazza, Ph.D., Professor of Political Science, Department of Political Science, College of the Liberal Arts

**Additional Remarks**

The Political Science Department has been in regular discussion with the Program Chair and the Academic Steering Committee (also including Option Directors) about the development of this Option since May, 2015. Meetings with Option Directors have been held or are being scheduled. Option Directors and faculty also discussed the Option at the program faculty retreat on August 28, 2015. Additional information about administering an Option in the program has been sought through meetings with other Master of Professional Studies program directors in the College of the Liberal Arts.
Cyber Threat Analytics and Prevention Option

**Option Description**

The Cyber Threat Analytics and Prevention Option is designed to provide students in the Intercollege Master of Professional Studies in Homeland Security program with broad training in global cyber security understanding, systematic and data-driven threat analysis, and pre-emptive and preventive defense solutions, which is indeed related to issues surrounding homeland security. The curriculum will be delivered in a distance education format to accommodate the needs and careers of professionals who are already working in or wish to transition into the field of homeland security in general or global cyber security understanding, systematic and data-driven threat analysis, and pre-emptive and preventive defense solutions in particular. The program’s target audience may include security engineers/professionals across all the governmental, military, public, and private sectors. Individuals who are responsible for technical analysis and solutions to hacking, espionage, security, and counter-terrorism over networks and the Internet may be particularly interested in this program.

This option prepares students to understand diverse and global cyber attacks, cyber laws and regulations, vulnerabilities, threats, and surveillance systems, while gaining the skills to plan, prevent, protect, detect, analyze, respond, mitigate, and recover from threats and attacks in a sophisticated and large-scale basis.

**Option Mission and Values Statement**

Mission Statement

The mission of the Cyber Threat Analytics and Prevention Option in the Intercollege Master of Professional Studies in Homeland Security Program is to provide top quality graduate educational experience to security professionals and leaders within the field of cyber security, penetration testing, monitoring, analytics, and prevention. The goal will be accomplished by identifying, admitting, and educating highly qualified students who have the passion, motivation and capacity to protect and serve local, state, and national interests with respect to the pervasive threats of cyber security.

Values Statement

The Cyber Threat Analytics and Prevention Option in Intercollege Master of Professional Studies in Homeland Security Program is designed for technical and analytical professionals and leaders who are dedicated to guarding against potentially preventable threats to homeland security. Graduates of the program who specialized in the Cyber Threat Analytics and Prevention Option will take seriously their responsibility for understanding, identifying, and mitigating threats to homeland security, and apply the principles, methods and tools, and technologies they have learned in a unique and responsible way across a wide variety of settings and situations.
Option-specific Learning Outcomes

In addition to the program-level learning outcomes, program graduates who specialized in the Cyber Threat Analytics and Prevention Option will:

- have a fundamental understanding of methods, tools, and techniques related to: cyber attacks that threaten the security, infrastructures, and societal or financial stability of a country (in particular the US), region, or organization, or cyber attacks that compromise societal and civil security.
- have built skills in: analysis, design, development, and deployment of appropriate applications and means to enhancing homeland and civil security and protection from cyber threats and attacks.

Course List

The following list also includes the initial set of recommended electives. Please note that electives are not listed specifically in the University Bulletin. The University Bulletin information on electives is: “Students choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option.”

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<tr>
<td>Data Mining</td>
<td>SWENG 545</td>
<td>Practical benefits of data mining will be presented; data warehousing, data cubes, and underlying algorithms used by data mining software.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Web Security and Privacy</td>
<td>IN SC 561</td>
<td>A web-centric look at the latest techniques and practices in computer security as they apply to the Internet.</td>
<td>3 credits</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisite: CSE 543 or IST 815 or Program Permission The Option Director will make sure that applicants who have some work experience or education backgrounds in IT security equivalent to the knowledge and competency level of the prerequisite courses are accepted. This prerequisite will then be waived for enrolled students in this option program.</td>
<td></td>
</tr>
<tr>
<td>Network and Predictive Analytics for Socio-Technical Systems</td>
<td>IN SC 846*, **</td>
<td>This course will employ several methods and measures from the area of social network analysis to study the interrelatedness of cyber-social and cyber-technical aspects of an organization or the society as a whole to detect and capture the dynamic patterns of group membership and structure. This type of analysis can be useful in uncovering potential threats and attacks and predicting criminal behavior and evolution of criminal networks.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Crisis, Disaster, and Risk Management</td>
<td>IST 564</td>
<td>This course examines the fundamental elements of crisis, disaster, risk, and emergency management.</td>
<td>3 credits</td>
</tr>
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</table>

### Recommended Electives (9 credits)

Students choose 9 credits from an approved elective list in consultation with adviser. The list of electives is maintained by the Option Director and is provided to the students in the option. The following is the initial electives list.

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<tr>
<td>Data Collection &amp; Cleaning</td>
<td>DAAN 822</td>
<td>This course focuses on the tools and techniques required for collecting data and preparing them for further analysis.</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites: STAT 500 and IN SC 521 or Program Permission</td>
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</tr>
<tr>
<td>Large-Scale Databases &amp; Warehouses</td>
<td>DAAN 825</td>
<td>Examination of large-scale data storage technologies including NoSQL database systems for looser structured data, and data warehouses for dimensional data.</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites: IN SC 521 or Program Permission</td>
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</tr>
<tr>
<td>Data Visualization</td>
<td>DAAN 871</td>
<td>This course provides a foundation in the principles, concepts, techniques, and tools for visualizing large data sets.</td>
<td>3</td>
</tr>
<tr>
<td>Intelligence Analysis, Cultural Geography, and Homeland Security</td>
<td>GEOG 571</td>
<td>The application of cultural geography in the intelligence analysis and synthesis process by identifying prominent threats to civil security.</td>
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</tr>
<tr>
<td>U.S. Homeland Security Law</td>
<td>HLS 875</td>
<td>Analysis of Constitutional provisions, legislative enactments, executive directives and judicial decisions relating to homeland security.</td>
<td>3</td>
</tr>
<tr>
<td>Computer and Cyber Forensics</td>
<td>IST 454</td>
<td>Fundamental issues and concepts of computer forensics; aspects of computer and cyber crime; methods to uncover, protect, exploit, and document digital evidence; tools, techniques, and procedures to perform computer and cyber crime investigation.</td>
<td>3</td>
</tr>
<tr>
<td>Crisis, Disaster, and Risk Management</td>
<td>IST 564</td>
<td>This course examines the fundamental elements of crisis, disaster, risk, and emergency management.</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Multisensor Data Fusion</td>
<td>IST 885</td>
<td>Understanding the concepts, techniques, and issues surrounding the fusion of information from multiple sensors and sources of data.</td>
<td>3</td>
</tr>
<tr>
<td>The Politics of Terrorism</td>
<td>PLSC 439</td>
<td>Analysis of political terrorism as a violent alternative for peaceful change and traditional</td>
<td>3</td>
</tr>
</tbody>
</table>
Root Causes of Terrorism

<table>
<thead>
<tr>
<th>Title</th>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>IN SC 594*</td>
<td>Research Paper/Project - Supervised student activities on research projects identified on an individual or small-group basis. For example, application of homeland security studies in the form of a graduate-level project relating to emerging cyber threat, analytical tools and methods, and security prevention and protection.</td>
</tr>
</tbody>
</table>

*All courses except IN SC 846 (recently approved) and IN SC 594 (existing and taught residentially) are available online. Those two courses will be made available online by the projected starting date of the Option (Spring 2018).
** IN SC 846 has been approved, for publication on the November 9, 2016 Graduate Council Curriculum Report (GCCR).

Option Director

Robin Qiu, Ph.D., Professor of Information Science, School of Graduate Professional Studies, Penn State Great Valley

Foreseen Graduate Faculty

Satish Srinivasan, Ph.D., Assistant Professor of Information Science, School of Graduate Professional Studies
Adrian Barb, Ph.D., Associate Professor of Information Science, School of Graduate Professional Studies
Raghvinder Sangwan, Ph.D., Associate Professor of Software Engineering, School of Graduate Professional Studies
Robin Qiu, Ph.D., Professor of Information Science, School of Graduate Professional Studies
Joanna DeFranco, Ph.D., Assistant Professor of Software Engineering, School of Graduate Professional Studies
Differentiation from other Options in the program

This option focuses on technically exploring, analyzing, and visualizing attacks and threats launched over the Internet and studying relevant methods, tools, and solutions to provide prevention/protection. Prescribed courses mainly cover tools, methods, and technologies in cyber threat monitoring, detection, analysis, and prevention/protective. Its market focuses on technical and analytical personnel in the security field.

The Information Security and Forensics Option, sponsored by the College of Information Sciences and Technology, focuses on information security and assurance, network security, forensics, and management in a very general and broad manner. Prescribed courses mainly cover forensics, network management, information security and assurance. Its market focuses on managerial and penetration testing personnel in the security field; whereas, the proposed Cyber Threat Analytics and Prevention Option focuses on technology aspects and a specific set of members in the homeland security workforce currently not covered otherwise in the program.

The proposed Counterterrorism Option, sponsored by the College of the Liberal Arts, focuses on threat analysis, use of basic data, intelligence writing, threat management, counterterrorism briefing, and the assessment of anti-terrorism strategies. Its market focuses on policy makers in the field of homeland security, whereas again the proposed Cyber Threat Analytics and Prevention Option focuses on technology aspects and a specific set of members in the homeland security workforce currently not covered otherwise in the program.
C. Consultation

**iMPS-HLS Graduate Lead Faculty (Option Directors) Consultation**

Peter Forster, College of Information and Security Technology,  
Information Security and Forensics Option Director  
Member of the iMPS-HLS Academic Steering Committee

Gretchen Kuldau, College of Agricultural Sciences,  
Agricultural Biosecurity and Food Defense Option Director  
Member of the iMPS-HLS Academic Steering Committee

Eugene J. Lengerich, Penn State College of Medicine,  
Public Health Preparedness Option Director  
Member of the iMPS-HLS Academic Steering Committee

Gregory Thomas, College of Earth and Mineral Sciences,  
Geospatial Intelligence Option Director  
Member of the iMPS-HLS Academic Steering Committee

James Piazza, College of the Liberal Arts  
Prospective Counterterrorism Option Director

Robin Qiu, Ph.D., School of Graduate Professional Studies, Penn State Great Valley  
Prospective Cyber Threat Analytics and Prevention Option Director

**Additional Consultation**

Further iMPS-HLS Academic Steering Committee Members:  
Avis Kunz, College of the Liberal Arts

The College of the Liberal Arts  
Lee Ann Banaszak , Head, Department of Political Science

Penn State Great Valley  
Jim Nemes, Dean and Chief Academic Officer, Penn State Great Valley

Penn State Harrisburg (Academic Home for the iMPS-HLS Program)  
Patria De Lancer Julnes, Director, School of Public Affairs

**Academic Home and World Campus Support**

Support from the Chancellor of Penn State Harrisburg/Chairman of the iMPS-HLS Executive Committee and from the World Campus, through which the two Options will be distributed.
Pete,

Thank you for your support.

Dear All,

Please find attached an updated version of the draft, with competed Option information and some edits, plus two additions, explained below.

For the program change proposal to be submitted, we need to complete the consultation record by tomorrow, Thursday, November 3, noon.

Gene, Greg, and Gretchen,

This means I need an affirmative e-mail from you by that deadline, or please contact me if you have any changes or concerns.

Those colleagues who have already responded and are fine with and have no comments on the two additions explained in the following do not need to respond again.

In the context of the subsequent reflections, I added the following:

U Bulletin copy:

...base program or one of six options that represent main elements, capabilities, and risk-informed priorities of the homeland security mission space: agricultural biosecurity and food defense; counterterrorism; cyber threat analytics and prevention; geospatial intelligence; public health preparedness; and information security and forensics

Program Change Justification:

Both new Options in addition strengthen the program’s representation of main elements, capabilities, and risk-informed priorities of the homeland security mission space, as well as decisive fields of advanced study in homeland security.
Regarding the common thread that links specialization areas within this single-degree program, the program among other things in particular

- added an Orientation to provide common grounds;
- has a common core curriculum, where it relies on Options to advise students across the program to complete common core curriculum courses as early as possible;
- holds an annual faculty retreat to foster common grounds among its intercollegiate faculty
- has recently defined program-wide PLOs and is currently completing a PLO assessment plan. According that that plan, the program-level PLO #2, “To INTEGRATE interdisciplinary perspectives…” will be assessed, based on group work assignment outcomes in HLS 803, a course in the common core curriculum.

At the next Academic Steering Committee meeting, PLO assessment outcomes will be reviewed, as well as the above aspects discussed.

However, it is correct that currently our marketing brochure provides more explanation of the rationale to this multi-disciplinary single-degree program in advanced (professional) studies of homeland security. Therefore, I included the above addition to the U Bulletin, as well as to the justification of the program change.

Best regards,

Alexander
From: ALEXANDER SIEDSCHLAG [mailto:aus50@psu.edu]
Sent: Monday, October 31, 2016 12:25 PM
To: Avis Kunz <alm2@psu.edu>; James A. Piazza <jap45@psu.edu>; 'Robin Qiu' <robinqiu@psu.edu>; 'Forster Peter' <pkf1@psu.edu>; Eugene J. Lengerich <elengeri@phs.psu.edu>; Gregory Thomas <gat5@psu.edu>; kuldau@psu.edu
Cc: ALISON J SHULER <ajs28@psu.edu>; Marie Hojnacki <marie.hojnacki@gmail.com>
Subject: Response Required -- iMPS-HLS Program Change Proposal -- UPDATED Version
Importance: High

Dear All,

Please find attached the latest version of the iMPS-HLS Program Change proposal.

From each of you listed in the TO: field, I quickly need a short e-mail confirming your and your College are fine with the proposal.

Without that lead faculty consultation record, I cannot submit the proposal on November 3.

If you have edits, comments or questions, please let us know asap.

Thank you!

Best regards,

Alexander

---

From: Gretchen Kuldau [mailto:gak10@psu.edu]
Sent: Thursday, November 03, 2016 3:00 PM
To: ALEXANDER SIEDSCHLAG <aus50@psu.edu>
Cc: AVIS LYNN KUNZ <alm2@psu.edu>; Robin Qiu <robinqiu@psu.edu>; Rama Radhakrishna <brr100@psu.edu>
Subject: Re: iMPS.-HLS Program Change Proposal

Hello Alexander,

We have no concerns about the proposed program changes including the two new options. My apologies for not responding sooner.

Best regards,

Gretchen
Gene,

Thank you for your and your college's support. Additional consultation included the World Campus (as the delivery mechanism) and Penn State Harrisburg (as the academic and administrative home), and supporting notes have been received from both confirming full support and resources to deliver services to a program with two additional Options.

Best regards,

Alexander

----- Original Message ----- 
From: Eugene J. Lengerich <elengeri@phs.psu.edu>
To: Alexander Siedschlag <aus50@psu.edu>, Avis Kunz <alm2@psu.edu>, James A. Piazza <jap45@psu.edu>, 'Robin Qiu' <robinqiu@psu.edu>, 'Forster Peter' <pkf1@psu.edu>, Gregory Thomas <gat5@psu.edu>, kuldau@psu.edu
Cc: ALISON J SHULER <ajs28@psu.edu>, Marie Hojnacki <marie.hojnacki@gmail.com>, Reager Rachel <rreager@hmc.psu.edu>, Eugene J. Lengerich <elengeri@phs.psu.edu>
Sent: Wed, 02 Nov 2016 22:36:19 -0400 (EDT)
Subject: RE: Response Required -- iMPS-HLS Program Change Proposal -- UPDATED Version

Alexander,

I have circulated the proposal to the Drs. Lang and Chinchilli and they did not have objection. We approve the proposed change with the assurance that the additional options do not reduce the PHP-specific promotion/marketing/services that PHP currently receives through the Program or World Campus.

Gene Lengerich
From: ALEXANDER SIEDESLAG <aus50@psu.edu>
To: Gregory Thomas <gat5@psu.edu>
Cc: 'siedschlag@psu.edu' <siedschlag@psu.edu>
Sent: Thu, 03 Nov 2016 12:58:26 -0400 (EDT)
Subject: RE: iMPS-HLS Program Change Proposal -- Add Options

Greg,

Thank you for your review and e-mail. I note for the purpose of the academic consultation record that the Geospatial Intelligence Option has no academic concerns. I received a supportive note from the Chairman of the Executive Committee, and the Committee has been aware of the two new Options (one addition and one replacement), so I do not foresee issues at that level, but as you indicate, it will be a separate discussion.

Best regards,
Alexander

----- Original Message -----  
From: Gregory Thomas <gat5@psu.edu>
To: ALEXANDER SIEDESLAG <aus50@psu.edu>
Cc: Todd Bacastow <tsb4@psu.edu>
Sent: Thu, 03 Nov 2016 11:09:39 -0400 (EDT)
Subject: RE: iMPS-HLS Program Change Proposal -- Add Options

Alexander:

I have reviewed the change proposal that adds two options to the homeland security program with other faculty in the geospatial intelligence option and forwarded our recommendations to the executive committee representative of the College of Earth and Mineral Sciences for review and comment. Unfortunately, they are unable to provide a response from the college within this timeframe, so without the approval of the executive committee representative, I cannot offer the support of the College at this time. I do not know if you have obtained support from the College’s executive committee representative independent of my efforts.

Best,

Greg
From: James A. Piazza [mailto:jap45@psu.edu]
Sent: Tuesday, November 01, 2016 2:00 PM
To: Avis Kunz
Cc: ALEXANDER SIEDSCHLAG; Marie Hojnacki
Subject: Re: Support for change to iMPS HLS

Hello Alexander,

I would like to add my voice of support to Avis' email below. I am also supportive of the iMPS HLS program change to, among other things, include the counterterrorism option.

Best regards,

Jim

______________________________________________________________
James A. Piazza
Professor and Director of Graduate Studies
Penn State | Department of Political Science
330 Pond Lab | University Park, PA 16802
Ph: (814) 867-4429
Fax: (814) 863-8979
https://sites.google.com/site/jamesapiazzapennstate/

From: Robin Qiu [mailto:robinqiu@psu.edu]
Sent: Tuesday, November 01, 2016 9:32 PM
To: ALEXANDER SIEDSCHLAG
Subject: Re: iMPS-HLS Program Change Proposal

Alexander,

It looks very good. I have no more change.

Thanks.

Robin
Hi Jim and Robin,

Thank you for your e-mails for the consultation record, which I included in the attached next version of the program change proposal, as attached.

There still will be subsequent versions, but I need the following at this point:

**Jim and Robin:**

- Please review and let me have any changes by COB tomorrow, November 2.

**Jim specifically:**

- On p. 20, please add a short description for PLSC 837
- On p. 22, please add foreseen faculty; this can be planning stage but seems essential.

**Pete,**

Thank you for your note to ASC. Please let me know if you have any specific suggested additions/edits covering your points. Thank you for your support in moving the proposal forward as such.

In the Bulletin copy, on top, maybe we can explain the rationale briefly – which is co-evolution with the mission space and security research. Maybe for program change/Bulleting purposes focus on the mission space. I have the following suggestion:

...base program or one of six options that represent main elements, capabilities, and risk-informed priorities of the homeland security mission space: agricultural biosecurity and food defense; counterterrorism; cyber threat analytics and prevention; geospatial intelligence; public health preparedness; and information security and forensics.

If that appears to make sense, we can wordsmith and suggest to our colleagues for inclusion. With more Options, I agree it will support “single-degree HLS program with strong optinos,” also one of my priorities of we mention the rationale for Options evolution.
What do you think? – Sonya, Avis, Jim, and Robin, please chime in as you please!

Best regards,

Alexander

---

Additional Consultation

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Tuesday, November 01, 2016 1:55 PM
To: ALEXANDER SIEDSCHLAG
Cc: James A. Piazza; Marie Hojnacki
Subject: Support for change to iMPS HLS

Dear Alexander:

On behalf of the College of the Liberal Arts, I am writing in support of the change to the iMPS-HLS program that will include an option in counter terrorism. In addition, we are supportive of the option from Great Valley in cyber threats, analytics, and prevention.

Jim Piazza, who is copied here, will follow with his email of support. Please let me know if you need additional information.

Best Regards,

Avis

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
Filippelli Institute for e-Education and Outreach
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
127 Sparks Building
814-863-5965
http://www.la.psu.edu/online
From: LEE ANN BANASZAK [mailto:lab14@psu.edu]
Sent: Wednesday, November 02, 2016 2:37 PM
To: ALEXANDER SIEDSCHLAG <aus50@psu.edu>
Subject: Political science enthusiastically supports iMPS HLS Counterterrorism Option

Dear Alexander,

On behalf of the Department of Political Science, I am writing in enthusiastic support of the change to the iMPS HLS program that will include an option in counterterrorism. I understand that the counterterrorism option is being developed by, and will be administered through Political Science.

Please let me know if you need additional information.

Best,

Lee Ann Banaszak

From: JAMES A NEMES [mailto:jan16@psu.edu]
Sent: Thursday, November 03, 2016 7:46 AM
To: aus50@psu.edu
Cc: Robin Qiu
Subject: FW: iMPS-HLS Program Change Proposal

Alexander,

Penn State Great Valley supports the addition of the Cyber Threat and Analytics Option to the iMPS-HLS program and is committed to staffing the courses required.

Thanks,

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Good morning Alexander,
I'm in full support of this proposal to make changes to the iMPS-HLS program.
Best,
Patria

Dr. Patria Julnes

Patria de Lancer Julnes, Ph.D.
Director, School of Public Affairs
Penn State Harrisburg
Mailing Address:
777 W. Harrisburg Pike
Middletown, PA 17057

Office Address:
153 W Olmsted
Phone: 717-948-6693
E-mail: pdd10@psu.edu or patriajulnes@psu.edu

Hi Patria,
As promised.

Best regards,
Alexander
From: Mukund S. Kulkarni [mailto:msk5@psu.edu]  
Sent: Tuesday, November 01, 2016 4:35 PM  
To: ALEXANDER SIEDSCHLAG <aus50@psu.edu>  
Subject: Re: Counter terrorism option: iMPS-HLS Program Change proposal  

I am good with this. Thanks. ---Mukund

From: "ALEXANDER SIEDSCHLAG" <aus50@psu.edu>  
To: "MUKUND SHIVRAM KULKARNI" <msk5@psu.edu>  
Sent: Monday, October 31, 2016 10:02:04 PM  
Subject: RE: Counter terrorism option: iMPS-HLS Program Change proposal  

Mr. Chancellor,  

Are you okay with the proposal or have any questions?  

Suzan Welch is enthusiastic, please see her e-mail below.  

Sincerely,  

Alexander

From: PATRIA D DE LANCER JULNES [mailto:pdd10@psu.edu]  
Sent: Monday, October 31, 2016 9:50 PM  
To: ALEXANDER SIEDSCHLAG <aus50@psu.edu>  
Subject: Re: Counter terrorism option: iMPS-HLS Program Change proposal  

Hi Alexander,  
Has Mukund approved? I don't see anything from him.  
Thanks.  

Dr. Patria Julnes  
==============================================  
Patria de Lancer Julnes, Ph.D.  
Director, School of Public Affairs  
Penn State Harrisburg  
Mailing Address:  
777 W. Harrisburg Pike  
Middletown, PA 17057
From: "ALEXANDER SIEDSCHLAG" <aus50@psu.edu>
To: "PATRIA D DE LANCER JULNES" <pdd10@psu.edu>
Sent: Monday, October 31, 2016 4:12:26 PM
Subject: Counter terrorism option: iMPS-HLS Program Change proposal

Hi Patria,

I am attaching the latest version of the iMPS-HLS program change proposal plus including below a supportive statement from Suzan of LA (confirming the college's buy-in).

Best regards,

Alexander

From: Susan Welch [mailto:sxw11@psu.edu]
Sent: Monday, October 31, 2016 10:46 AM
To: ALEXANDER SIEDSCHLAG <aus50@psu.edu>
Cc: Avis Kunz <alm2@psu.edu>; Lee Ann Banaszak <lab14@psu.edu>
Subject: Counter terrorism option: iMPS-HLS Program Change proposal

Dear Alexander,

I am writing to confirm that I am very supportive of adding a counter terrorism option to the Homeland Security MPS degree. The college's Filippelli Institute has worked with political science to develop the option that I believe will add a lot to the degree. I am enthusiastic about the proposal.

The College will provide the support needed to mount the option.

If you have any questions, or I can be of further help, do not hesitate to ask.

With regards,

Susan Welch
Hi Alexander,

After reviewing the latest version and assuring that all academic consultations were included, the program change proposal to add the new options seems in line with the educational mission and objectives of the iMPS-Homeland Security program.

Kindly,

Alison J Shuler

Penn State Harrisburg
Program and Internship Coordinator
iMPS - Homeland Security
School of Public Affairs
Phone: 717-948-6388
ajs28@psu.edu
http://harrisburg.psu.edu/public-affairs/homeland-security/master-homeland-security

Alison,

I am attaching the latest current version of our program change proposal.

Please give it a careful read through prior to our meeting tomorrow and bring changes and edits to the meeting.

I am copying Sonya in case she still catches anything.
Thank you!

Alexander
Academic Home and World Campus Support

From: Mukund S. Kulkarni [mailto:msk5@psu.edu]
Sent: Tuesday, November 01, 2016 4:35 PM
To: ALEXANDER SIEDSCHLAG
Subject: Re: Counter terrorism option: iMPS-HLS Program Change proposal

I am good with this. Thanks. ---Mukund

From: Mukund S. Kulkarni [mailto:msk5@psu.edu]
Sent: Tuesday, November 01, 2016 4:33 PM
To: Susan Welch
Cc: ALEXANDER SIEDSCHLAG; Avis Kunz
Subject: Re: Counter terrorism option: iMPS-HLS Program Change proposal ready for your Academic Affairs review

Dear Susan,

Thank you so much for your support. We will move forward with the process.

Best,

---Mukund

From: "Susan Welch" <sxw11@psu.edu>
To: "MUKUND SHIVRAM KULKARNI" <msk5@psu.edu>
Cc: "ALEXANDER SIEDSCHLAG" <aus50@psu.edu>, "Avis Kunz" <alm2@psu.edu>
Sent: Tuesday, November 1, 2016 2:10:40 PM
Subject: Counter terrorism option: iMPS-HLS Program Change proposal ready for your Academic Affairs review

Dear Mukund,
I am writing to confirm that I am very supportive of adding a counter terrorism option to the Homeland Security MPS degree. The option is ready for review by your Academic Affairs Committee, and I hope it can get done this year. The option is ready to go, and I know Alexander thinks it will be a great addition to the MPS degree. I believe he is waiting for a signal from you to move it forward.

If you have any questions, or I can be of further help, do not hesitate to ask. Many thanks.

With regards,

Susan Welch

From: Sonya Leitzell [mailto: sns103@psu.edu]
Sent: Wednesday, November 02, 2016 11:24 AM
To: ALEXANDER SIEDSCHLAG
Subject: Re: iMPS-HLS Program Change Proposal - Add Options

She did not include CT because you indicated you already revived Executive Committee support for that option. The changes she is referring to are the ones I sent and you incorporated. The last version she received was the comments I sent.

Sonya

Sent from my iPhone

On Nov 2, 2016, at 11:21 AM, ALEXANDER SIEDSCHLAG <aus50@psu.edu> wrote:

Hi Sonya,

Renata did not say anything about the CT Option and what did I miss regarding the "several recommended changes"?

What I have is your edits, that have been implemented, and the required additions from Great Valley and LA.

Thank you,

Alexander
Dear Alexander,

I have reviewed the draft of the program proposal change for the iMPS in Homeland Security. The World Campus is supportive of adding the Cyber Threat Analytics and Prevention Option to that program. In reviewing the proposal, I noted that there are several recommended changes that have been advanced by the partnering colleges and World Campus that will need to be addressed for the final submission.

All the best on advancing the proposal.

Renata

Renata S. Engel, PhD
Associate Vice Provost of Online Programs
Penn State Outreach
222K Outreach Building
Penn State
University Park, PA 16802
V: 814-863-6726
E: rse1@psu.edu
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: College of Health and Human Development
Department or Instructional Area: Department of Nutritional Sciences

New Graduate Program, Option, or Minor: Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: 
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: Change Drop

Current designation of graduate program: Online Master of Professional Studies in Nutritional Sciences
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above): Please see attached

Indicate effective semester:
First semester following approval
Second semester following approval

Submitted by Graduate Program Head

Gina Pazzaglia
Printed name
Signature
Date: 11/21/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

John Challis
Printed name
Signature
Date: 11/21/16

Approved by College/School Dean/Chancellor (or Designee):

Kathryn Drager
Printed name
Signature
Date: 11/21/16
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of John Challis

Printed name
Signature

Date: 6/8/2017

Recommended by Chair, Graduate Council Committee on Programs and Courses:

On Behalf of M. Kathleen Heid

Printed name
Signature

Date: 6/8/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken

Printed name
Signature

Date: 6/8/2017
Gina Pazzaglia, PhD, RDN
Director of Online MPS Program in Nutritional Sciences
gps3@psu.edu
127 Chandlee Laboratory
814-865-1857
November 21, 2016
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PROGRAM CHANGE PROPOSAL

I. Justification

The Online Master in Professional Studies Program (OL MPS) in Nutritional Sciences would like to make minor changes to the current MPS Graduate Bulletin language. There are two proposed changes (please see comparison language below). The first change is related to the GRE waiver, specifically we are requesting the deletion of the statement, “For applicants who have five years of practice experience in the profession of nutrition and dietetics, the GRE requirement will be waived.” Since this is a new program, we would like to reserve the right to examine each applicant individually on a case-by-case basis given the various practice settings in our discipline. The second requested change is to add the analytical score from the GRE to the requirements. This will allow the program’s admission committee to evaluate skills that are necessary for success in this applied program. The third change is the course numbers for several of the courses listed below.

II. Comparison of Changes

<table>
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<th>Current Nutritional Sciences Bulletin</th>
<th>Proposed Language change</th>
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<tr>
<td><strong>M.P.S.</strong></td>
<td><strong>M.P.S.</strong></td>
</tr>
<tr>
<td>Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.</td>
<td>Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.</td>
</tr>
<tr>
<td>Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis. For applicants who have five years of practice experience in the profession of nutrition and dietetics, the GRE requirement may be waived.</td>
<td>Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis.</td>
</tr>
<tr>
<td>College graduates with an undergraduate degree in nutrition, animal sciences, food science, dietetics, or a related biological/biomedical or health sciences will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative, verbal score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made for students with special backgrounds, abilities, and interests. When openings are limited, the best-qualified candidates are given priority.</td>
<td>College graduates with an undergraduate degree in nutrition, dietetics, public health or related health sciences will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative, verbal, and analytical score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made for students with special backgrounds, abilities, and interests. When openings are limited, the best-qualified candidates are given priority.</td>
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| The basic expectations for admission from undergraduate studies include 3 credits in physiology, 3 credits in biochemistry, 3 credits in... | }
The basic expectations for admission from undergraduate studies include 6 credits in chemistry (organic and inorganic); 6 credits of nutrition and 3 credits or the equivalent of practice experience; 3 credits each in physiology, biochemistry, and nutrition. Students with more than 9 credits of deficiency and a superior record may be provisionally admitted to the graduate degree program. The deficiencies identified must be made up with a 3.00 grade-point average or better within the first two semesters.

Organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), and 3 credits in advanced nutrition, with an overall undergraduate grade-point average of 3.00 or above on a 4.00 scale. If these courses were taken more than 10 years prior to application they may be accepted at the Program Director’s discretion.

Students can be provisionally admitted to the program without these basic expectations, but must complete all of them with a 3.00 grade-point average or above on a 4.0 scale within a year of acceptance, prior to beginning graduate coursework.

<table>
<thead>
<tr>
<th>Current Nutritional Sciences Bulletin</th>
<th>Proposed Language change</th>
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<tbody>
<tr>
<td>NUTR 505 Advanced Nutrient Metabolism</td>
<td>4</td>
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<tr>
<td>NUTR 540 Research Methods</td>
<td>3</td>
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<tr>
<td>NUTR 801 Leadership in the Nutrition Profession</td>
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<td>NUTR 810 Nutritional Assessment and Diagnosis</td>
<td>3</td>
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<td>NUTR 820 Advanced Clinical Nutrition</td>
<td>3</td>
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<td>NUTR 830 Advanced Community Nutrition &amp; Education</td>
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<tr>
<td>NUTR 840 Advanced Nutrition Counseling for the Nutrition Profession</td>
<td>3</td>
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<tr>
<td>NUTR 850 Leadership Concepts &amp; Application in Nutritional Sciences</td>
<td>2-5</td>
</tr>
<tr>
<td>STAT 500 Applied Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### III. Current Graduate Bulletin language (with proposed language to be changed highlighted in yellow above)

**Nutritional Sciences (NUTR)**

[Program Home Page](#)

Michael H. Green, *Interim Head of the Department of Nutritional Sciences*

Rebecca Corwin, *Professor-in-Charge of Graduate Program in Nutrition*

110 Chandlee Laboratory

814-863-9680
Degrees Conferred:
Ph.D., M.S., M.P.S.
Dual-Title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)

The Graduate Faculty

The Program
Ph.D., M.S., Dual-title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)
Graduates are prepared for careers in basic and applied research in nutrition and in college teaching. The course of study is planned to meet the professional objectives of the individual student. Students may emphasize molecular and cellular nutritional sciences, nutritional biochemistry, applied human nutrition, applied animal nutrition, nutrition education, and nutrition in public health. Supporting courses are available in biochemistry, physiology, genetics, microbiology, biophysics, food science, health policy and administration, human development and family studies, anthropology, sociology, psychology, public health sciences, and statistics.

Current research emphasizes minerals, vitamin A, lipid metabolism, metabolic disorders, nutrition and behavior, nutrition education strategies, evaluation of dietary intake and nutritional status, nutrition policy and health promotion and disease prevention across the life cycle.

Facilities include well-equipped nutrition science laboratories with animal facilities supervised by a University laboratory animal resource staff. The Diet Assessment Center and the metabolic kitchens serve as laboratories for students in community nutrition, nutrition education, and metabolic nutrition.

M.P.S.
This online professional master's degree is designed for those seeking to become registered dietitians, for those already registered and interested in enhancing their careers, and for those interested in pursuing a career with a focus in Nutritional Sciences. Graduates of the program may expect to become leaders on the health care team and other practice teams, and share their knowledge and expertise with other health care professionals and colleagues. Graduates will be positioned for career success and will be innovators in today's dynamic health and wellness sector.

Admission Requirements
Ph.D., M.S., Dual-title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)
Admission requirements listed here are in addition to requirements stated in the General Information section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis.

College graduates with an undergraduate degree in nutrition, animal sciences, food science, dietetics, or a related biological or social science will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative and verbal score above the fiftieth percentile), and three supporting recommendations.
Exceptions may be made at the discretion of the program for students with special backgrounds, abilities, and interests. When openings are limited, the best-qualified candidates are given priority.

The basic expectations for admission from undergraduate studies include 6 credits in chemistry (organic and inorganic); 3 credits each in physiology, biochemistry, and nutrition; and physics, calculus, and analytical chemistry for some research areas in nutrition science and/or social science for public health and community nutrition. Students with more than 8 credits of deficiency and a superior record may be provisionally admitted to the graduate degree program. The deficiencies identified must be made up with a 3.00 grade-point average or better within the first two semesters.

Doctoral students with research and educational interests in clinical and translational science may apply for the Dual-Title Ph.D. Degree in Nutritional Sciences and Clinical and Translational Sciences following admission to the Graduate School and Nutritional Sciences and prior to taking the candidacy examination in Nutritional Sciences. An admissions committee comprised of faculty affiliated with the dual-title program will evaluate applicants. Applicants must have a graduate GPA of at least 3.5 in a research area related to human health. Prospective dual-title program students will write a statement of purpose that addresses the ways in which their research and professional goals will be enhanced by an interdisciplinary course of study in clinical and translational sciences.

M.P.S.
Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis.

College graduates with an undergraduate degree in nutrition, dietetics, public health or related health sciences will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative, verbal, and analytical score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made for students with special backgrounds, abilities, and interests at the discretion of the program. When openings are limited, the best-qualified candidates are given priority.

The basic expectations for admission from undergraduate studies include 3 credits in physiology, 3 credits in biochemistry, 3 credits in organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), and 3 credits in advanced nutrition. If these courses were taken more than 10 years prior to application, they may be accepted at the Programs Director’s discretion. Students can be provisionally admitted to the program without these basic expectations, but they must complete all identified deficiencies with a 3.00 grade-point average or above on a 4.0 scale within the first two semesters after acceptance, prior to beginning graduate coursework.

M.P.S. Degree Requirements
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
The program can be completed on a full-time basis in 24 months or students may elect to complete the program on a part-time basis. Requirements for the completion of the Master of Professional Studies in Nutritional Sciences degree include 30 credits at the 500 and 800 level, with a minimum of 6 credits of 500-level course work. There are 28 credits required in the following core courses:

- NUTR 805 Advanced Nutrient Metabolism 4
- NUTR 540 Research Methods 3
- NUTR 801 Leadership in the Nutrition Profession 1
- NUTR 810 Nutritional Assessment and Diagnosis 3
- NUTR 820 Advanced Clinical Nutrition 3
- NUTR 830 Advanced Community Nutrition & Education 3
- NUTR 840 Advanced Nutrition Counseling 3
- NUTR 850 Leadership Concepts & Application for the Nutrition Profession 3
- NUTR 860 Capstone Project in Nutritional Sciences 2-5
- STAT 500 Applied Statistics 3

All students must enroll in NUTR 560 Capstone Project in Nutritional Sciences and successfully complete the Capstone Project in order to earn the M.P.S. degree. Depending on the nature of the proposed Capstone Project, the program will approve between 2 and 5 credits of NUTR 560 to count towards the degree requirements. Elective credits may be chosen from a list of approved electives maintained by the program office.

Master of Science Degree Requirements
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The graduate program in Nutritional Sciences offers the M.S. degree with an emphasis in basic nutritional sciences, applied human nutrition, or nutrition in public health. The M.S. degree requires a minimum of 30 credits of course work at the 400, 500, 600, or 800 level, including at least 12 credits in 500-level courses and 6 credits in thesis research (NUTR 600 or 610). There are 14 credits required in the following courses: NUTR 501 (4 cr.), NUTR 502 (3 cr.), NUTR 520 (2 cr.), NUTR 551 (1 cr.), and 4 additional credits at the 500 level from a list maintained by the program. In addition, students must complete 6 credits in Supporting Courses: ENGL 418 or equivalent (3 cr.), and 3 credits in Statistics. Elective credits may be chosen from a list of approved electives maintained by the program office. Students pursuing an M.S. degree with an emphasis in nutrition and public health are required to complete a 4-credit field experience. Students must write and defend a master’s thesis accepted by the advisers and committee members, the head of the graduate program, and the Graduate School, and the student must pass a thesis defense.

Doctoral Degree Requirements
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
The Ph.D. requires a minimum of 25 credits of course work at the 400, 500, 600, or 800 level, including 13 credits in the following core required courses: NUTR 501 (4 cr.), NUTR 502 (3 cr.), NUTR 520 (2 cr.), NUTR 551 (1 cr.), and 4 additional credits at the 500 level from a list maintained by the program. Students choose an additional 12 credits in consultation with their advisers and doctoral committee, from a list of approved electives maintained by the program office. In addition, one credit of NUTR 520, NUTR 551 or NUTR 590 per year is required until after the semester in which the Comprehensive Exam is passed.

Students must pass a candidacy examination designed to assess the student’s potential and academic preparation for doctoral study. Candidacy examinations must be scheduled in compliance with Graduate Council policy. For students with a master’s degree, the candidacy examination must be scheduled prior to earning 24 graduate credits or prior to completing 3 semesters following admission to the graduate program, whichever comes first. The candidacy examination is administered and evaluated by the Graduate Candidacy Committee. After completion of the candidacy examination, each student will form a doctoral committee comprised of graduate faculty internal and external to the Graduate Program in Nutritional Sciences, in accordance with Graduate Council requirements. Students must pass a comprehensive examination, the specific format and content of which is determined in consultation with the doctoral committee. A successful defense of the dissertation proposal and the writing of a satisfactory dissertation accepted by the doctoral committee, the head of the graduate program, and the Graduate School, along with the passing of a final oral examination in Nutritional Sciences, is required.

English Competence: Written and oral English competency will be determined by the candidacy committee and remediation assigned, if necessary. Competence must be formally attested by the program before the doctoral candidate’s comprehensive examination is scheduled.

Dual-Title Ph.D. Degree in Nutritional Sciences and Clinical and Translational Sciences: This dual-title degree program emphasizes interdisciplinary scholarship at the interface of basic sciences, clinical sciences, and human health. Students in the dual-title program are required to have two advisers from separate disciplines: one individual serving as the primary adviser in the Graduate Program in Nutritional Sciences and another individual serving as the secondary adviser in an area covered by the dual-title program who is a member of the Clinical and Translational Sciences faculty.

Students must apply and be admitted to the graduate program in Nutritional Sciences and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Clinical and Translational Sciences dual-title program. Refer to the Admission Requirements section of the Clinical and Translational Sciences Bulletin page. Doctoral students must be admitted into the dual-title degree program in Clinical and Translational Sciences prior to obtaining candidacy in their home department.

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in Nutritional Sciences, listed above. In addition, students pursuing the dual-title Ph.D. in Nutritional Sciences and Clinical and Translational Sciences must complete the degree requirements for the dual-title Ph.D. in Clinical and Translational Sciences, listed on the Clinical and Translational Sciences Bulletin page. Approximately 12 credits of course work required for the CTS dual-title may also be counted as required elective courses for the Ph.D. in Nutritional Sciences.
The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Nutritional Sciences and must include at least one Graduate Faculty member from the Clinical and Translational Sciences program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both Nutritional Sciences and Clinical and Translational Sciences. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Nutritional Sciences and Clinical and Translational Sciences dual-title Ph.D. student must include at least one member of the Clinical and Translational Sciences Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Clinical and Translational Sciences, the member of the committee representing Clinical and Translational Sciences must be appointed as co-chair. The Clinical and Translational Sciences representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in Nutritional Sciences and Clinical and Translational Sciences. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Student Aid
Fellowships, traineeships, graduate assistantships, and other forms of financial aid are described in the STUDENT AID section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.

IV. Consultation

These proposed changes will only affect the program. All changes in this proposal have been reviewed by the OL MPS director and the OL MPS Advisory Committee in the Department of Nutritional Sciences.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: College of the Liberal Arts
Department or Instructional Area: Department of Philosophy

New Graduate Program, Option, or Minor: [ ] Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop

Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing): Adopt a Dual Degree in CAMS and Philosophy
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Submitted by Graduate Program Head

Dr. Amy Allen
Printed name
Signature
Date: 7/29/2016

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

Dr. Lisa Nelson
Printed name
Signature
Date: 8/23/2014

Approved by College/School Dean/Chancellor (or Designee):

Eric Silver
Printed name
Signature
Date: 8/1/16
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<td>6/18/2017</td>
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<td>On Behalf of Regina Vasilatos-Younken</td>
<td>Vasilakis</td>
<td>6/18/2017</td>
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A proposal to the Graduate Council to Establish a Dual-Title Degree Program
in Philosophy and Classics and Ancient Mediterranean Studies

Submitted by the Department of Philosophy
Amy Allen, Head, ara17@psu.edu
A proposal to the Graduate Council to Establish a Dual-Title Degree Program in Philosophy and Classics and Ancient Mediterranean Studies

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I. Program Justification and Objectives

A. The departmental and interdepartmental context

The Pennsylvania State University Philosophy Department’s mission is to coordinate its longstanding strength in continental philosophy with its emerging specialties in feminist philosophy and critical philosophy of race. Our signature style of pursuing these strengths involves engagement with and reflection on the history of philosophy, integrated with a rigorous study of ethics richly informed by a historical approach. We are committed to training our graduate students in multiple traditions, helping produce a new generation of diverse students who are philosophically “multilingual.” We believe this approach will strengthen our leadership position in the discipline and enable us to train philosophers who are eminently placeable because their excellence is recognizable across traditions.

The proposed dual-title Ph.D. program in Philosophy and Classics and Ancient Mediterranean Studies (CAMS) builds on this mission, on existing strengths in the Department of Philosophy, and on existing links between Philosophy and CAMS, to create a new pathway for students to develop professional and scholarly expertise in the study of Ancient Philosophy. The Philosophy Department is well known and highly regarded for its expertise in the history of philosophy, and our departmental specialists in Ancient Philosophy are actively involved in a variety of scholarly and curricular projects with faculty in CAMS, including cross-listed courses and collaborative research projects. The proposed dual title Ph.D. program will further synergize our already productive relationships with CAMS and will offer our doctoral students specializing in Ancient Philosophy a clear and rigorous path to a broader and truly
multidisciplinary perspective on the historical, cultural, and linguistic contexts for their area of study.

B. The College context

The 2014-2019 strategic plan for Penn State's College of the Liberal Arts notes that committed, inspiring, and talented faculty and their apprentices, graduate students, who together challenge undergraduate students to greatness are at the very heart of a 21st century liberal arts education. It announces further a commitment to move closer to this vision of a liberal arts education, by strengthening and diversifying our faculty and students and furthering our position as national leaders in graduate and undergraduate education. The proposed dual-title Ph.D. program in Philosophy and CAMS will be a valuable resource in the pursuit of this vision.

The proposed program will raise the profile of graduate education in the College of the Liberal Arts by allowing the college to enter the ranks of the select institutions offering similar joint Philosophy-Classics Ph.D. programs, including Northwestern University, Yale University, and the University of California at Berkeley. Further, the proposed program will improve the quality of graduate education by coordinating the strengths of the Philosophy Department with those of CAMS, providing students in the dual title Ph.D. program with a rigorous and deep understanding of Ancient Philosophy in its historical, linguistic, and literary contexts. Since top scholars relish the opportunity to work with graduate students and they prize the opportunities for dynamic intellectual exchange and exploration that most readily emerge and flourish on campuses with thriving graduate programs, the proposed will enable Philosophy and CAMS to
recruit and retain top faculty. Furthermore, as a partnership between otherwise stand-alone units, the proposed program will institutionalize a form of multi-disciplinarity that promotes interdisciplinary and trans-disciplinary cross-fertilization.

C. Justification for the degree title

The primary advantages of dual-title degrees include the intellectual and academic advantages of genuine interdisciplinarity, strengthening the reputation of individual programs/departments through innovative degree programs, enhanced recruitment of quality graduate students, and improved placement of doctoral graduates. The dual-title Ph.D. program in Philosophy and CAMS will provide students of Ancient Philosophy with an enhanced foundation in the scholarship of the history, culture, and literature of the classical and ancient Mediterranean world. This was the context in which pre-Socratic thought took shape, and in which the Socratic, Platonic, Aristotelian, and Hellenistic roots of later philosophical traditions were established.

The program will significantly strengthen the credentials of a Philosophy Ph.D. in the field of Ancient Philosophy by providing them with advanced language training in the relevant ancient languages as well as disciplinary training in the field of Classics. As such, the program will make it possible for its graduates to compete successfully for positions in Classics or joint appointments between Philosophy and Classics.
D. Program objectives

The principal aim of the proposed dual-title Ph.D. program in Philosophy and CAMS is to provide graduate students in Philosophy with an opportunity to add an interdisciplinary component to their graduate training that enhances their scholarly work and increases their competitiveness on the job market. It will do this by combining the resources of Philosophy and CAMS into a formal structure for training graduate students to understand and analyze the historical, cultural, and literary contexts within which Ancient Philosophy – including pre-Socratic, Socratic, Platonic, Aristotelian, and Hellenistic Philosophy – took shape. This training will give such students an enhanced foundation in the scholarship of the classical and ancient Mediterranean world that will enrich and deepen their philosophical work on this period. As a unique partnership that seeks to build on and enhance scholarly and curricular links between two standalone departments, this proposed program does not duplicate any other program of graduate study at this institution.

E. Size of program and impact on course offerings and faculty load

We anticipate that the proposed dual-title Ph.D. program in Philosophy and CAMS will enroll one to two students each year, drawn either from the ranks of existing graduate students in Philosophy or from newly admitted students. The three required graduate courses for the dual-title program will be taught by graduate faculty in CAMS, or by graduate faculty in Philosophy with a CAMS affiliation; the Philosophy Department can accommodate the occasional rotation of our faculty in the teaching of the CAMS proseminar (CAMS 592) with existing faculty resources.
F. Student recruitment and employment prospects

Students will enter the proposed program either from the ranks of existing graduate students in Philosophy or from students newly admitted to the department. Students of either type will have to declare their intention and secure permission to complete the dual-title program in accordance with the requirements detailed below. The program will be advertised on the web pages of the departments of Philosophy and CAMS, as well as in the Graduate Degree Programs Bulletin. Professional meetings, conferences, and undergraduate programs in Philosophy and in CAMS will also be mined for recruitment opportunities.

The interdisciplinary and advanced language training in ancient languages that this program promises will naturally enhance the job market experience: graduates will qualify for a wider selection of jobs across academic disciplinary and interdisciplinary units. Successful graduate placement will make the program more attractive in terms of recruiting the brightest students and scholars to the program, and this in turn will raise the prestige of the program and render it more likely to attract a more diverse array of quality students.

G. Costs and funding

The Department of Philosophy will distribute its funding awards in accordance with its standing practices for duly admitted graduate students, and CAMS will supplement this funding with its own awards to support students during the completion of the dual-title degree. The departments will work closely together to ensure that student support packages are comprehensive and properly coordinated across units. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner.
Students supported by funds from the Philosophy program will perform teaching and other academic duties determined by the Philosophy Department head. Students supported by funds from CAMS will perform teaching and other academic duties determined by the head of that unit. CAMS currently has enough funding for two assistantships per year; dual-title Ph.D. candidates will be eligible for these assistantships. Given the advanced language study required to complete this program, the default assumption is that this is a six year Ph.D. program, with Philosophy supplying five years of funding and CAMS providing the additional year. Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the *Graduate Bulletin*.

Students will receive every available support from the graduate faculty in Philosophy and in CAMS to write grants and fellowship applications to support their research. Students will also be given every opportunity to participate in faculty efforts to secure external funding. External funding secured by Philosophy and CAMS graduate faculty also may provide additional graduate funding.

**H. List of New Courses**

All required Philosophy and CAMS courses already exist.

**I. Proposed Graduate Bulletin Copy**

**Philosophy (PHIL)**

AMY ALLEN, *Head, Philosophy*
Professor of Philosophy
240 Sparks Building
814-863-3531
Degrees Conferred

Ph.D., M.A.

Dual-title Ph.D. in African American and Diaspora Studies

Dual-title Ph.D. in Classics and Ancient Mediterranean Studies

Dual-title Ph.D. and M.A. in Women’s Studies

The Graduate Faculty

- Amy Allen, Ph.D. (NORTHWESTERN UNIVERSITY), Liberal Arts Research Professor of Philosophy
- Robert Bernasconi, Ph.D. (UNIVERSITY OF SUSSEX), Edwin Erle Sparks Professor of Philosophy
- Brady Bowman, Ph.D. (FREIE UNIVERSITAT BERLIN), Assistant Professor of Philosophy
- John P. Christman, Ph.D. (UNIVERSITY OF ILLINOIS AT CHICAGO), Professor of Philosophy, Political Science and Women's Studies
- Vincent Colapietro, Ph.D. (MARQUETTE UNIVERSITY), Liberal Arts Research Professor of Philosophy
- Kathryn Gines, Ph.D. (UNIVERSITY OF MEMPHIS), Associate Professor of Philosophy
- Emily Grosholz, Ph.D. (YALE UNIVERSITY), Liberal Arts Research Professor of Philosophy and African American Studies; Fellow of the Institute for the Arts and Humanities
- Leonard Lawlor, Ph.D. (SUNY AT STONY BROOK), Edwin Erle Sparks Professor of Philosophy
- Jonathan Marks, J.D. (UNIVERSITY OF OXFORD), Associate Professor of Bioethics, Humanities, and Law
- Eduardo Mendieta, Ph.D. (NEW SCHOOL UNIVERSITY), Professor of Philosophy
- Sarah Clark Miller, Ph.D. (SUNY AT STONY BROOK), Associate Professor of Philosophy
- Christopher Moore, Ph.D. (UNIVERSITY OF MINNESOTA TWIN CITIES), Assistant Professor of Philosophy
- Mark Sentesy, Ph.D. (BOSTON COLLEGE), Assistant Professor of Philosophy
- Paul C. Taylor, Ph.D. (RUTGERS, STATE UNIVERSITY OF NEW JERSEY), Associate Professor of Philosophy and African American Studies
- Nancy Tuana, Ph.D. (UNIVERSITY OF CALIFORNIA BERKELEY), DuPont/Class of '49 Professor of Philosophy, Women's Studies, and Science, Technology, and Society; Director, Rock Ethics Institute

Graduate education in the Penn State Department of Philosophy coordinates our longstanding strength in Continental philosophy with our emerging specialties in feminist philosophy and critical philosophy of race. The graduate program’s signature style of pursuing these strengths involves engagement with and reflection on the history of philosophy. It also integrates our strengths with the study of ethics richly informed by a historical approach. We
understand Continental philosophy, feminist philosophy, and critical philosophy of race necessarily draw from multiple traditions, including analytic and American as well as Continental philosophy. Likewise, the field of ethics draws on multiple traditions, and the history of philosophy can be and is pursued by means of different problematics and diverse philosophical traditions. Graduate students are trained in multiple traditions, helping produce a new generation of diverse students who are philosophically “multilingual.”

Interdisciplinary study is also possible across the humanities, the social sciences, the arts, the natural sciences, and interdisciplinary programs such as Women's Studies and African American Studies. Doctoral minors are available in social thought and in literary theory, criticism, and aesthetics. Study abroad is possible as well, through exchange programs or individual arrangements with leading departments of philosophy.

Admission Requirements

Requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination accepted by the Philosophy graduate program, are required for admission. At the discretion of the graduate program, a student may be admitted provisionally for graduate study without these scores.

Undergraduate preparation in Philosophy is advisable.

Students with a 3.00 junior/senior grade-point average (on a 4.00 scale) and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.00 GPA may be made for students with special backgrounds, abilities, and interests at the discretion of the program.

Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

M.A. Credit Requirements

Students receive an M.A. degree as a part of their work for the Ph.D. The M.A. is awarded after successful completion of the candidacy exam, part of which serves as the master's scholarly paper, and after acquiring the minimum 30 credits of courses.

Students awarded an M.A. will have met the following requirements:
1. A minimum of 30 credits including at least 18 credits in 500 level courses.  
   a. At least 18 credits must be in Philosophy. (At least 12 of these credits must be in 400 and 500 level courses).  
   b. 6 credits may be in a Graduate Minor.  
2. The submission of a candidacy portfolio, a portion of which serves as the master’s scholarly paper. The portfolio must be accepted by the candidacy committee and the head of the graduate program.  
3. Successful completion of the candidacy exam.  

The department does not admit applicants for the terminal master's degree.  

**Ph.D. Credit Requirements**  

A minimum of 30 credits in residence at Penn State. 18 of these course credits must be at the 500 level in Philosophy. In addition, at least 9 credits must be taken at the 600 level in Philosophy. Candidates typically take 50 credits of course work and 36 research credits. At the program’s discretion, candidates may take up to 15 non-Philosophy credits toward a doctoral minor.  

The foreign language requirement for the Philosophy Ph.D. degree is satisfied either by passing department translation examinations in two languages other than English, or by passing one language examination and PHIL 512 Logic.  

To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.  

**Dual-Title Doctoral Degree in Philosophy and African American and Diaspora Studies**  

**Admission Requirements**  

Students must apply and be admitted to the graduate program in Philosophy and the Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest known on their applications to Philosophy. Students must apply and be admitted to the dual-title degree program in African American and Diaspora Studies prior to taking the candidacy exam. In addition to the admission requirements set forth by the Graduate Council and the Department of Philosophy, students will be admitted to the dual-title degree program in African American and Diaspora Studies by an admissions committee of African American and Diaspora Studies faculty.
**GPA and GRE Requirements**

Applicants entering with only an undergraduate degree should have a junior/senior cumulative average of at least 3.00 (on a 4.00 scale), and, where applicable, a minimum GPA of 3.50 for all graduate work previously undertaken. Exceptions to the minimum GPA requirement may be made for students with special backgrounds, abilities, and interests at the discretion of the program. Each applicant must provide the scores of the Graduate Record Examination (GRE) taken within five years previous to the date of application that have already been provided for admission to the graduate major program.

**Ph.D. Degree Requirements**

To qualify for the dual-title degree in Philosophy and African American and Diaspora Studies, students must satisfy the Philosophy Ph.D. degree requirements listed in the “Degree Requirements” section above. In addition to the Philosophy Department requirements listed above, the minimum course requirements for this dual-title Ph.D. degree are as follows:

15 credits of course work related to African American and Diaspora Studies, all at the 500 or 800 level. Of these 15 credits, 9 must come from the required core course sequence in African American and Diaspora Studies, which comprises the following courses:

- AF AM 501. Seminar in African American Studies (3)
- AF AM 502. Blacks and African Diaspora (3)
- AF AM 503. Sexual and Gender Politics in the African Diaspora (3)

Students must also take 6 elective credits, all of which must come from the list of approved electives maintained in the African American and Diaspora Studies program office. Penn State allows a maximum of 10 transfer credits of high-quality graduate work to be applied toward the requirements for a graduate degree, subject to restrictions outlined in the Transfer Courses section of the Graduate Bulletin.

**Candidacy**

In accordance with Graduate Council policy, the candidacy committee must include at least one member of the African American and Diaspora Studies Graduate Faculty. Faculty members who hold appointments in both programs’ graduate faculty may serve in a combined role.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.
The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, candidates for the dual-title Ph.D. in African American and Diaspora Studies will be required to present to their committee a portfolio of work in African American and Diaspora Studies which includes a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions taken up by scholars of African American and Diaspora Studies.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Philosophy and African American and Diaspora Studies dual-title doctoral degree student must include at least one member of the African American and Diaspora Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not a member of the Graduate Faculty in African American and Diaspora Studies, the member of the committee representing African American and Diaspora Studies must be appointed as co-chair.

**Comprehensive Exams**

The African American and Diaspora Studies graduate faculty member on the student's committee is responsible for developing and administering the African American and Diaspora Studies portion of the student's comprehensive exams. The exam must incorporate written and oral components in African American and Diaspora Studies based on the student’s thematic or regional area of interest and specialization in African American and Diaspora Studies. The African American and Diaspora Studies portion of the exam will include the following components: broad history of the field, contemporary theory and debates, and either sexual and gender politics or a topic related to the student’s specific area of interest.

**Dissertation**

The candidate must complete a dissertation and pass a final oral defense of that dissertation on a topic that reflects their original research and education in both Philosophy and African American and Diaspora Studies in order to earn the dual-title Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Dual-Title Doctoral Degree in Classics and Ancient Mediterranean Studies**

**Admission Requirements**

Students must apply and be admitted to the graduate program in Philosophy and The Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest known on their applications to Philosophy. Students must apply and be admitted to the dual-title graduate program in
Classics and Ancient Mediterranean Studies prior to taking the candidacy exam. In addition to the admission requirements set forth by the Graduate Council and the Department of Philosophy, students seeking admission to the dual-title program will be admitted to graduate study in CAMS by an admissions committee of CAMS faculty and the approval of the head of CAMS.

Applicants to this dual-title degree program should have an academic record that demonstrates expertise in a field relevant to ancient Mediterranean studies and proficiency at an intermediate level (e.g., 3 semesters of study) in one or more ancient languages. Prospective students seeking admission to this dual-title degree program are required to write a statement of purpose that addresses the ways in which their research and professional goals will reflect an interest in interdisciplinary research in the participating program and the disciplines and fields included in CAMS.

**GPA and GRE Requirements**

Applicants entering with only an undergraduate degree should have a junior/senior cumulative average of at least 3.00 (on a 4.00 scale), and, where applicable, a minimum GPA of 3.50 for all graduate work previously undertaken. Exceptions to the minimum GPA requirement may be made for students with special backgrounds, abilities, and interests at the discretion of the program. Each applicant must provide the scores of the Graduate Record Examination (GRE) taken within five years previous to the date of application that have already been provided for admission to the graduate major program.

**Ph.D. Degree Requirements**

To qualify for the dual-title degree in Philosophy and Classics and Ancient Mediterranean Studies, students must satisfy the Philosophy Ph.D. degree requirements listed in the “Degree Requirements” section above. In addition to the Philosophy Department requirements listed above, the minimum course requirements for this dual-title Ph.D. degree are as follows:

15 credits of CAMS-related coursework at the 400 or 500 level.

3 of these credits will come from CAMS 592 (Proseminar). At least 3 credits will come from CAMS 593 (Research Seminar). The remainder may come from CAMS courses or courses relevant to the student’s research interests, as approved by the student’s doctoral adviser and the CAMS program director of graduate studies. Unless exempted by the student’s graduate supervisory committee, at least 6 of these credits should be in an ancient language.

**Language Requirements**

In addition to advanced proficiency in one ancient language, students will be expected to acquire and demonstrate reading proficiency in those modern foreign languages (e.g., but not exclusively, French, German, Italian) appropriate to their research interests, as identified by
their doctoral committee.

**Candidacy**

In accordance with Graduate Council policy, the candidacy committee must include at least one member of the Classics and Ancient Mediterranean Studies Graduate Faculty. Faculty members who hold appointments in both programs’ graduate faculty may serve in a combined role.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, candidates for the dual-title Ph.D. in Classics and Ancient Mediterranean Studies will be required to present a portfolio of work in Classics and Ancient Mediterranean Studies which includes a statement of the student's interdisciplinary research interests, a program plan, and samples of writing that indicate the student's work in Classics and Ancient Mediterranean Studies.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Philosophy and Classics and Ancient Mediterranean Studies dual-title doctoral degree student must include at least one member of the Classics and Ancient Mediterranean Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not a member of the Graduate Faculty in Classics and Ancient Mediterranean Studies, the member of the committee representing Classics and Ancient Mediterranean Studies must be appointed as co-chair.

**Comprehensive Exams**

The Classics and Ancient Mediterranean Studies graduate faculty member on the student's committee is responsible for developing and administering the Classics and Ancient Mediterranean Studies portion of the student's comprehensive exams. The exam must incorporate written and oral components in Classics and Ancient Mediterranean Studies based on the student’s thematic or historical area of interest and specialization in Classics and Ancient Mediterranean Studies.

**Dissertation**

The candidate must complete a dissertation and pass a final oral examination (the dissertation defense) on a topic that reflects their original research and education in both the primary
discipline and Classics and Ancient Mediterranean Studies in order to earn the dual-title Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Dual-Title Graduate Degree in Philosophy and Women’s Studies**

**Admission Requirements**

Students must apply and be admitted to the graduate program in Philosophy and the Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest known on their applications to Philosophy. Students must apply and be admitted to the dual-title degree program in Women’s Studies prior to taking the candidacy exam. In addition to the admission requirements set forth by the Graduate Council and the Department of Philosophy, students will be admitted to the dual-title degree program in Women’s Studies by an admissions committee of Women’s Studies faculty.

Students applying to the dual-title program must submit: a copy of the Graduate School Application originally submitted to the Philosophy Department; official transcripts from all previous coursework; official GRE scores; a writing sample; a personal statement that describes how the dual degree program fits with their scholarly interests; and one letter of recommendation from a Women’s Studies faculty member at Penn State.

**GPA and GRE Requirements**

Applicants entering with only an undergraduate degree should have a junior/senior cumulative average of at least 3.00 (on a 4.00 scale), and, where applicable, a minimum GPA of 3.50 for all graduate work previously undertaken. Exceptions to the minimum GPA requirement may be made for students with special backgrounds, abilities, and interests at the discretion of the program.

**M.A. Degree Requirements**

To qualify for the dual-title degree in Philosophy and Women’s Studies, students must satisfy the Philosophy M.A. degree requirements listed in the “Degree Requirements” section above. In addition to the Philosophy Department requirements listed above, the minimum course requirements for this dual-title M.A. degree are as follows:

A total of 12 credits of course work in Women’s Studies. Of these 12 credits, 9 must come from the required core course sequence in Women’s Studies, which is comprised of the following courses:

WMNST 501. Feminist Perspectives in Research and Teaching Across the Disciplines (3)
WMNST 502. Global Perspectives on Feminism (3)
WMNST 507. Feminist Theory (3)

The other 3 credits must be chosen in consultation with the Women’s Studies Graduate Officer. Penn State allows a maximum of 10 transfer credits of high-quality graduate work to be applied toward the requirements for a graduate degree, subject to restrictions outlined in the Transfer Courses section of the Graduate Bulletin.

One faculty member from Women's Studies should be included on the master's committee. In addition, students should select a thesis topic that reflects their inquiry in women's studies. In the event that the master's thesis requirement is waived by the Philosophy Department, students need to take three additional credits of Women’s Studies course work and complete a master's paper on a topic approved by the student's committee.

Ph.D. Degree Requirements

To qualify for the dual-title degree in Philosophy and Women’s Studies, students must satisfy the Philosophy Ph.D. degree requirements listed in the “Degree Requirements” section above. In addition to the Philosophy Department requirements listed above, the minimum course requirements for this dual-title Ph.D. degree are as follows:

18 credits of course work in Women’s Studies. Of these 18 credits, 9 must come from the required core course sequence in Women’s Studies, which is comprised of the following courses:

WMNST 501. Feminist Perspectives in Research and Teaching Across the Disciplines (3)
WMNST 502. Global Perspectives on Feminism (3)
WMNST 507. Feminist Theory (3)

Of the remaining 9 credits, at least 6 of these credits must be at the 500 level, and all of them must be chosen in consultation with the Women’s Studies Graduate Officer. Penn State allows a maximum of 10 transfer credits of high-quality graduate work to be applied toward the requirements for a graduate degree, subject to restrictions outlined in the Transfer Courses section of the Graduate Bulletin.

Candidacy

In accordance with Graduate Council policy, the candidacy committee must include at least one member of the Women’s Studies Graduate Faculty. Faculty members who hold appointments in both programs’ graduate faculty may serve in a combined role.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both
areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, the student will be required to present a portfolio of work in Women's Studies to their committee. Such a portfolio would include a statement of the student's interdisciplinary research interests, a program plan, and samples of writing that indicate the student's work in Women's Studies.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Philosophy and Women's Studies dual-title doctoral degree student must include at least two members who are Women's Studies-affiliated Faculty. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role. If the chair of the committee representing Philosophy is not also a member of the Graduate Faculty in Women's Studies, a member of the committee representing Women's Studies must be appointed as co-chair.

**Comprehensive Exams**

The Women's Studies affiliated faculty members on the student's committee are responsible for administering a comprehensive examination in Women's Studies that constitutes a portion of the student's comprehensive exams. The women's studies portion of the exam will focus on the following areas: feminist theory, feminist methodology, global feminism, and feminist studies in the student's discipline.

**Dissertation**

The candidate must complete a dissertation and pass a final oral examination (the dissertation defense) on a topic that reflects their original research and education in both Philosophy and Women's Studies in order to earn the dual-title Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Student Aid for Philosophy Graduate Students**

Every student admitted to the department's Ph.D. program receives full assistantship or fellowship funding (stipend and tuition waiver) for five years (assuming reasonable progress). In addition to the many fellowships, graduate assistantships, and other forms of financial aid described in the STUDENT AID section of the Graduate Bulletin, the department awards annually an Edwin Erle Sparks Fellowship in the Humanities. In the last several years, Philosophy graduate students have received numerous external national and international fellowships and awards (such as DADD, Fulbright, Javits, Mellon). Many Philosophy graduate students have
received assistantship support for interdisciplinary teaching assignments in programs such as American Studies, Classics and Ancient Mediterranean Studies, Religious Studies, and Women's Studies. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.
Memo

July 28, 2016

To: Committee on Programs and Courses, Graduate Council

From: Amy Allen, Head of Philosophy Department

Re: Proposal to adopt dual title PhD program in CAMS and Philosophy

I am writing to express my enthusiastic support for the proposal to adopt a dual title PhD in CAMS and Philosophy. The proposed dual title Ph.D. will build on existing links between graduate students and faculty in both departments, and will also enable graduate students in Philosophy to obtain expertise in the languages and cultures of the ancient world that will greatly enhance their philosophical work. The Philosophy Department is confident that this program will enable us to recruit and to place top-notch students working in the field of ancient philosophy, and will enhance the intellectual environments in graduate level courses in both departments. Indeed, we already have a graduate recruit for the incoming PhD class who is very interested in this dual degree. As all of the appropriate courses for this dual title Ph.D. already exist, it should be straightforward to implement.
Date: July 28, 2016

To: Committee on Programs and Courses, Graduate Council

From: Mark Munn, Professor and Head of CAMS

Re: Philosophy and CAMS dual-title proposal

I am pleased to give my unconditional support to the proposal from the Department of Philosophy to add a Dual-Title PhD in Classics and Ancient Mediterranean Studies to that department’s listing in the Graduate Bulletin. The proposed dual-title PhD builds upon existing common interests shared by faculty members and students in both departments, and will provide an appropriate framework for interested graduate students in Philosophy to present credentials that will distinguish them for their expertise in the languages and cultures that form the foundations of historical traditions in philosophy. This synergy will enrich the intellectual engagements among students and faculty in graduate level courses in CAMS in mutually beneficial ways, and will especially augment the experience of studying Greek and Latin literature at the advanced level. The appropriate course structure for this dual-title PhD already exists, and so its implementation will be a straightforward matter.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Penn State Harrisburg
Department or Instructional Area: School of Public Affairs

New Graduate Program, Option, or Minor: Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: 
Designation of new graduate option: 
Designation of new graduate minor: 

Indicate effective semester:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: Change Drop

Current designation of graduate program: Ph.D. Program in Public Affairs Administration
Current designation of graduate option: 
Current designation of graduate minor: 

New designation of existing graduate program (if changing): N/A
New designation of existing graduate option (if changing): 
New designation of existing graduate minor (if changing): 

Brief description of the change (if not noted above): Revisions in four areas, as described in the document.

Indicate effective semester:
First semester following approval
Second semester following approval

Submitted by Graduate Program Head

[Signature]
Date: 1/27/17

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

[Signature]
Date: 2/7/17

Approved by College/School Dean/Chancellor (or Designee):

[Signature]
Date: Feb 8, 2017
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PROPOSED REVISIONS IN THE PH.D. PROGRAM IN PUBLIC ADMINISTRATION

A. SUMMARY

Faculty members of the School of Public Affairs agreed on the program revisions that are proposed in this document, with an understanding that periodic revisions are necessary to maintain a vibrant PhD program and to adapt it to the changes in public affairs education. The PhD program in public administration has been in existence since 1989 and it underwent revisions in the past, most recently major revisions in 2012-2013 and minor revisions in 2015-2016. In the fall semester of 2016, the faculty members agreed to make further revisions in three areas: remove a prerequisite course, revise some of the foundation courses, and clarify the language in the specialization areas.

The faculty members of the school conducted their deliberations with two primary purposes in mind: (1) to better align the contents of the program with the changes in the field generally known as public affairs, and (2) to enable the faculty members in the programs of the school to better serve PhD students. With the clarification of the specialization areas to be listed in the graduate bulletin, we will be able to more meaningfully include the faculty members in the criminal justice, health administration, and homeland security programs of the school in the PhD program. The school has productive faculty members, not only in its public administration program, but also in criminal justice, health administration, homeland security, and political science/public policy. Some of these faculty members have served on doctoral committees in the past. We aim to more systematically include these faculty members in the PhD program.

An ad hoc PhD Program Revisions Committee was formed in September 2016. The committee completed its deliberations and submitted program revision proposals to the faculty members of the school in October 2016. The proposals were approved unanimously by the faculty members of the School of Public Affairs at their meeting on November 1, 2016. Further revisions were made in the proposed text after this meeting, in response to the feedback received from the Graduate School and various faculty members in other units of the university. The final version, which is presented in the following sections, is the version that includes these further revisions. The final version was approved by the faculty members of the school via electronic voting on December 20 and 21. The vote tally was 27 “approve” and 0 (zero) “disapprove.” The faculty members of the school expect to implement the program revisions beginning in the fall semester of 2018, if they are approved by the relevant committees and bodies of the university.
B. JUSTIFICATION FOR PROPOSED CHANGES IN THE PROGRAM

Proposed Changes in the Program’s Faculty Member List

There are several errors and omissions in the current list of the PhD program’s faculty members at the graduate school website: https://secure.gradsch.psu.edu/gpms/index.cfm?searchType=fac&prog=PADM&CFID=19338376&CFTOKEN=87521557. Some of the faculty members who are listed there have retired; others are no longer with Penn State Harrisburg or not qualified to serve in the PhD program. Some of the newer faculty members of the school are not listed at this link. To correct these errors and to include the school’s faculty members who are qualified to serve in the PhD program, we propose to revise the list of faculty members at this link. The current and proposed lists are included on the following pages.

Proposed Changes in Prerequisites

Currently there are three prerequisites for the students entering the program.

PADM 500: Public Organization and Management
PADM 507: Introduction to Public Policy Analysis
PADM 510: Organizational Behavior

In consultation with faculty members, the program coordinator decides which prerequisites can be waived for each student. We propose to remove one of these prerequisite courses (PADM 510) because its contents are covered in much more depth in one of the foundation courses of the PhD program (PADM 571). Therefore we determined that this prerequisite is not necessary for incoming students.

Proposed Changes in Foundation Courses

We propose two revisions among the foundation courses of the program: name change for PADM 574 and replacement of PADM 557 with a course on research and theory in public budgeting and finance.

The current name of PADM 574 is Research and Theory in Public Management. We propose to add “nonprofit” to the name and revise its contents. The revised name will be “Research and Theory in Public and Nonprofit Management.” The name change reflects the inclusion in the course of topics on nonprofit management, which are increasingly important in today’s public policymaking and public service delivery and popular among master’s and doctoral students. We already have nonprofit management courses in our MPA program. The
proposed enhancement of the contents of PADM 574 will strengthen our program and the future employment needs of our PhD students.

A survey conducted in 2014 among the accredited master’s programs in public administration and policy (MPA and MPP programs) by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the international accreditation organization of these programs, shows that that “nonprofit” is the most popular specialization area they offer. (See the two charts below.) These programs are the most natural targets for placing the graduates of our PhD program; therefore enhancing the coverage of nonprofits in our program will increase their chances for employment upon graduation.
The second change we propose is to remove PADM 557: Intergovernmental Relations from the foundation of the PhD program and replace it with a course to be proposed on public finance and budgeting. PADM 557 has been in our MPA program for many years now. It was listed as a foundation course with the 2012-2013 revisions in the PhD program. Although this is an important topic in public administration, we think that it is more important for PhD students to gain an understanding of public budgeting and finance as a foundational topic. Therefore, we propose to replace PADM 557 with a new course on advanced topics in public budgeting and finance (PADM 572). PADM 557 will still be offered as an elective course for PhD students.

As the NASPAA survey indicates (charts above), “budgeting/finance” is among the most popular specializations in MPA and MPP programs. We think that budgeting and finance are foundational elements of public administration. This is also one of the areas of strength in our MPA program: We have colleagues who teach budgeting and finance courses and our graduate certificate program in public budgeting and financial management is popular among students. The proposed course (PADM 572: Research and Theory in Public Budgeting and Finance) will include advanced topics in these areas and help prepare our students better for future employment opportunities.

Proposed Changes in Specializations

The current PSU Graduate Bulletin entry about the specialization courses in the PhD program in public administration states the following.
Specialization area courses: In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are nonprofit administration, organizational management and leadership, public finance and budgeting, public management, public policy analysis, and state and local government administration.

This language, which was adopted with the 2012-2013 revisions, provided sufficient flexibility in adapting the program’s specialization areas for students’ needs and interest and for the changing nature of our fields of study. We decided to keep the language in the entry, but to make minor revisions in the names of some of the specializations listed and add specializations. We propose to modify the names of some of the areas that are currently listed to better reflect their contents: public and nonprofit management, organizations and human resource management, public budgeting and finance. We also propose to add criminal justice, health administration, and homeland security to the list of possible areas of specialization.

As the NASPAA survey indicates (charts above), “health” and “criminal justice” are among the more popular areas in the MPA and MPP programs. “Homeland/national security” is a relatively new area. Penn State’s Master of Professional Studies in Homeland Security program, which is housed in our school, is among the first programs in this area in the country. There are not many PhD programs that specialize in this area. (In our internet searches we found only four programs in this area.) Our inclusion of homeland security as a specialization in the PhD program will give us an advantage to enhance our educational offerings in this important and growing area.

The revised bulletin entry we propose would read as follows (additions in bold).

Specialization area courses: In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are public and nonprofit management, organizations and human resource management, public budgeting and finance, public policy analysis, state and local government administration, criminal justice, health administration, and homeland security.

There are sufficient courses available in the graduate programs of the School of Public Affairs and other schools and departments of Penn State to support the three additions to the possible specialization areas listed in the graduate bulletin: criminal justice, health
administration, and homeland security. The following are examples of the courses students can take in these areas. (These courses will be listed only at our webpage, not in the university bulletin.)

**Criminal Justice**

CRIMJ 500 Advanced Criminological Theory (3 credits)  
CRIMJ 502 Public Policy and the Criminal Justice System (3 credits)  
CRIMJ 504 Criminal Justice Organization and Management (3 credits)  
CRIMJ 563 Concepts and Practices in Police Administration (3 credits)  
CRIMJ 564 Administrative and Legal Aspects of Corrections (3 credits)  
CRIMJ 565 Courts in the Criminal Justice System (3 credits)  
CRIMJ 567 Juvenile Justice: Issues and Practice (3 credits)

**Health Administration**

H ADM 506: Management Information Systems for Public and Health Administration (3 credits)  
HADM 539: Health Systems Organization (3 credits)  
HADM 541: Health Economics and Policy (3 credits)  
HADM 542: Health Care Politics and Policy (3 credits)  
HADM 545 Health Financial Management (3 credits)  
HADM 548: Health Care Quality Assurance (3 credits).  
HADM 551: Health Care Law (3 credits)  
HLHED 501: World Health Promotion (3 credits)  
HPA 523: Managerial Epidemiology (3 credits)  
HPA 525 Health and Health Services across the Life Course (3 credits)  
BUS 510: Business Analytics and Decision Modeling (3 credits)  
MNGMT 522: Operations and Supply Chain Management (3 credits)

**Homeland Security**

AGBIO 520: Agricultural Biosecurity: Protecting a Key Infrastructure (3 credits)  
CAS 553: Disaster Communication (3 credits)  
GEOG 571: Intelligence Analysis, Cultural Geography, and Homeland Security (3 credits)  
HLS 540: Comparative Homeland Security and Related Methods (3 credits)  
HLS 801: Homeland Security Administration: Policies and Programs (3 credits)  
PADM/HLS 802: Multifaceted Approaches to Homeland Security (3 credits)  
HLS 803: Homeland Security--Social and Ethical Issues (3 credits)  
HLS 805: Violence, Threats, Terror, and Insurgency (3 credits)
HLS 811: Foundations of Homeland Security (3 credits)
HLS 832: U.S. Military’s Domestic Imperative: Homeland Defense and Defense Support of Civil Authorities (3 credits)
HLS 540: Comparative Homeland Security and Related Methods (3 credits)
HLS 558: Disaster Psychology (3 credits)
HLS 875: U.S. Homeland Security Law (3 credits)
IST 564: Crisis, Disaster and Risk Management (3 credits)
IST 815: Foundations of Information Security and Assurance
LEAD 555: Full Range Leadership Development (3 credits)
PADM 804: Strategic Planning and Organizational Imperatives in Homeland Defense and Security (3 credits)
PADM 590: Colloquium (3 credits)
PHP 527: Public Health Evaluation of Disasters and Bioterrorism (3 credits) [Public Health Program at Hershey]
PSY 532: Psychological Foundations of Leadership (3 credits)
PLSC 836: Root Causes of Terrorism
PLSC 837: Counterterrorism (proposed as a new course by Political Science at UP)
PLSC 593: Tools and Analysis of Terrorism and Counterterrorism (proposed as a new course by Political Science at UP)
PLSC 838: Radicalization and Counter-radicalization (proposed as a new course by Political Science at UP)

Effects on Existing Programs

The proposed revisions will not affect any other programs in the university in a negative manner. The School of Public Affairs at Penn State Harrisburg is the only unit in the university that offers public administration programs (residential MPA, online MPA programs). Our programs are not in competition with any other programs in the university.

The revisions we propose in clarifying specialization areas are likely to increase our collaboration with other programs across Penn State. Currently we share some of our doctoral courses with other programs (e.g., introduction to public policy, policy analysis and planning, policy and program evaluation) and our students take their courses (e.g., qualitative research methods). Our students will need a variety of research methods courses, depending on their interests and the requirements of their dissertation projects, and it will be beneficial for them to take specialized methods courses where they are available, either in the other programs on our campus (e.g., the adult education doctoral program, the American Studies PhD program, and the School of Business Administration) or the programs in similar areas at the University Park campus (e.g., Political Science, Criminology and Sociology) and the Public Health program at Hershey.
### Faculty members of the PhD program in public administration

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<td>Jeremy</td>
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### Current (Graduate Bulletin)

[http://bulletins.psu.edu/graduate/programs/P/GRAD%20P%20ADM](http://bulletins.psu.edu/graduate/programs/P/GRAD%20P%20ADM)

### New (Proposed revisions in bold)

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<td>James Ziegenfuss</td>
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### Prerequisites

**Prerequisite courses and provisional admission:** Applicants who do not have the necessary background, but otherwise meet the criteria for admission may be admitted provisionally and must make up any deficiencies in graduate courses in public administration noted in the letter of acceptance. Students who must make up deficiencies are considered to be provisionally admitted into the program.

Provisionally admitted students are required to take some or all of the following prerequisite courses: PADM 500 (Public Organization and Management), PADM 507 (Introduction to Public Policy Analysis), and PADM 510 (Organization Behavior). In consultation with the program faculty members, the coordinator of the Ph.D. program makes the decisions on which prerequisite courses each student should be required to take.

A student may remain in this temporary classification for a period of no longer than two semesters following admission. Upon successful completion of the prerequisite courses noted in the letter (with at least a 3.5 grade-point average), the student will be removed from provisional status and be regularly enrolled. The provisional status must be removed before a student takes his/her candidacy exam.

### Foundation Courses

**Foundations of public administration:** All the students in the program will be required to take the following foundational courses before they are eligible to take the candidacy examination:
- PADM 570. Scope and Methods (3 credits)
- PADM 571. Seminar in Organizational Theory (3 credits)
- PADM 573. Research and Theory in Public Policy and Governance (3 credits)
- PADM 574. Research and Theory in Public Management (3 credits)
- PADM 557. Federalism and Intergovernmental Relations (3 credits)

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- PADM 570. Scope and Methods (3 credits)
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| **Specialization area courses** | **Specialization area courses**: In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are nonprofit administration, organizational management and leadership, public finance and budgeting, public management, public policy analysis, and state and local government administration. | **Specialization area courses**: In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are public and nonprofit management, organizations and human resource management, public budgeting and finance, public policy analysis, state and local government administration, criminal justice, health administration, and homeland security. |
D. CURRENT BULLETIN DESCRIPTIONS (ENTIRE TEXT)

See next section.
E. PROPOSED BULLETIN DESCRIPTIONS (ENTIRE TEXT)

(Proposed changes in the “Degree Requirements” section are highlighted with strike-outs and bold letters.)

Public Administration (P ADM)

www.hbg.psu.edu

STEVEN PETERSON, Coordinator, email: sap12@psu.edu
GOKTUG MORCOL, Coordinator, email: gxm27@psu.edu

Penn State Harrisburg
777 W. Harrisburg Pike
W-160 Olmsted Building
Middletown, PA 17057

Degrees Conferred:

M.P.A., Ph.D.

The Graduate Faculty

Public Administration, Doctor of Philosophy, Harrisburg Faculty Members

<table>
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M.P.A. Program

The Master of Public Administration (M.P.A.) program is intended for those with career interests in public management, health and human services, government, and other public service and nonprofit organizations. The curriculum blends theoretical and applied concepts and assures “real-world” experiences for the novice administrator. In addition, it requires that students devote attention to general professional development. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

FULL-TIME OR PART-TIME--Students may begin the program in any semester. Three courses (or 9 credits) per semester are considered a normal course load for full-time students. Part-time students typically take one or two 3-credit courses each semester and one or two courses during the summer session to maintain steady progress toward the degree. The program, including an internship in a public agency or nonprofit organization for those without three years of managerial, supervisory, or professional experience, requires eighteen to twenty-four months of full-time study, or three to five years on a part-time basis.

Admission Requirements

Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission. Applicants who are still completing their baccalaureate requirements at the time of application may be provisionally admitted to the Graduate School conditional on the awarding of the baccalaureate degree.

Admission to the MPA program is based on clear suitability for the program as demonstrated by the application as a whole, including the following: a completed application with the application fee; official transcripts from all post-secondary institutions attended; a statement of career and educational goals; a successful undergraduate record with a grade-point average of 3.00 (either as the cumulative GPA or for the last 60 hours of relevant course work); satisfactory scores on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Law School Admission Test (LSAT) if the GPA is less than 3.0; and recommendations from three references.

Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The M.P.A. degree program requires a minimum of 39 credits—18 credits in core courses, 15 credits in electives, 3 credits for the research project that serves as the culminating experience for the degree, and a 3 credit internship. The 3-credit internship may be waived at the discretion of the program for students who have at least two years of full-time relevant work
experience that consists of supervisory, managerial, or professional work, or who gain this experience while enrolled in the program. Students for whom the internship requirement is waived can complete the program with a minimum of 36 credits. Up to 6 credits of 400-level courses may be taken as electives, with the approval of an adviser.

**REQUIRED CORE COURSES** (18 credits)

P ADM 500 (3), P ADM 502 (3), P ADM 503 (3), P ADM 505 (3), P ADM 507 (3), P ADM 510 (3)

**ELECTIVE CONCENTRATION AREA** (15 credits)

With the faculty adviser's approval, a student selects 15 credits of electives from a list of approved electives maintained by the program office.

**RESEARCH PROJECT** (3 credits)

P ADM 594

**INTERNSHIP IN PUBLIC ADMINISTRATION** (3 credits)

P ADM 595

**Ph.D. Program**

The mission of the PhD program in Public Administration is to provide advanced graduate education in theory and research in the field to prepare students for academic, research, and advanced professional careers in public administration.

Each student is expected to graduate with:

A. Research experience working with public administration faculty
B. Experience in presentation of scholarly papers and posters at national and regional conferences
C. Experience in developing, authoring, or co-authoring with a faculty member, and submitting at least one article for a refereed publication
D. Teaching experience at the college/university level

**Application and Requirements for Admission**

Admission requirements listed here are in addition to requirements stated in the **GENERAL INFORMATION** section of the *Graduate Bulletin*. Applicants apply for admission to the program via the [Graduate School application for admission](#).
Individuals with superior academic records and a strong interest in careers emphasizing research and scholarship are encouraged to apply to the program. The program typically admits a Ph.D. cohort of full-time students to begin each fall semester.

Admission to the Ph.D. program is based on the applicant's undergraduate and graduate academic records, standardized test scores, letters of reference, and the compatibility of their backgrounds and interests with those of the program faculty members, as expressed in the applicant’s statement of goals and research interests. All applicants must have completed a master’s degree. A completed master of public administration (M.P.A.) degree is preferred, but students with master’s degrees in related areas (political science, public policy, economics, sociology, anthropology, social work, business management, and health administration, for example) or Juris Doctorate degrees (law) will also be considered.

**Application Deadlines:** There are two deadlines for applications for the fall semester of the following academic year: **January 15** and **March 15** of each year. For those applicants seeking research or teaching assistantships, the deadline to submit all application materials is January 15. Late applications may be considered if assistantships are still available. Applicants who wish to finance their education with their own funds or other sources (foreign governments that fund international students for Ph.D. studies in the United States and other funding agencies, such as Fulbright commissions) must submit all application materials by March 15.

**Application Package:** A complete application must include:

1. A completed online Graduate School application
2. Payment of a non-refundable application fee
3. Official Graduate Record Examination scores (verbal, quantitative, and analytical) taken within the five years prior to the date of application
4. A resume that includes work experience, volunteer activities, academic and professional honors, honorary societies, extracurricular activities, offices held, any publications and other significant activities
5. A statement of goals and research interests, including evidence of research aptitude and interest as well as “fit” with the faculty interests in the Ph.D. program at Penn State Harrisburg. The candidate should make the case why this Ph.D. program at Penn State Harrisburg would be a good fit for him/her
6. A writing sample that reflects the applicant’s background in conducting academic research and potential to conduct academic research in the future
7. At least three letters of recommendation, preferably from faculty members who can comment upon the applicant’s potential as a doctoral student
8. official transcripts from all post-secondary institutions attended.

**International Students:** The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. Consult the English Proficiency section of the [Graduate Bulletin Application and Admission Procedures page](#) for more information.
**Degree Requirements**

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

A Ph.D. student must first successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these are completed, a student must take a minimum of 42 credits: **five 3-credit foundation courses, four 3-credit research methods courses, and five 3-credit specialization area courses.** All doctoral students must pass a candidacy examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Prerequisite courses and provisional admission:** Applicants who do not have the necessary background, but otherwise meet the criteria for admission may be admitted provisionally and must make up any deficiencies in graduate courses in public administration noted in the letter of acceptance. Students who must make up deficiencies are considered to be provisionally admitted into the program.

Provisionally admitted students are required to take one or both of the following prerequisite courses: PADM 500 (Public Organization and Management) and PADM 507 (Introduction to Public Policy Analysis), and PADM 510 (Organization Behavior). In consultation with the program faculty members, the coordinator of the Ph.D. program makes the decisions on which prerequisite courses each student should be required to take.

A student may remain in this temporary classification for a period of no longer than two semesters following admission. Upon successful completion of the prerequisite courses noted in the letter (with at least a 3.5 grade-point average), the student will be removed from provisional status and be regularly enrolled. The provisional status must be removed before a student takes his/her candidacy exam.

**Foundations of public administration:** All the students in the program will be required to take the following foundational courses before they are eligible to take the candidacy examination: PADM 570. Scope and Methods (3 credits); PADM 571. Seminar in Organizational Theory (3 credits); PADM 573. Research and Theory in Public Policy and Governance (3 credits); PADM 574. Research and Theory in Public and Nonprofit Management (3 credits); PADM 557. Federalism and Intergovernmental Relations (3 credits); PADM 572: Research and Theory in Public Budgeting and Finance (3 credits).

**Specialization area courses:** In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the
student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are public and nonprofit management, organizations and human resource management, public budgeting and finance, public policy analysis, state and local government administration, criminal justice, health administration, and homeland security.

**Research methods courses:** Students are required to take four 3-credit research methods courses. The following two research methods courses are required for all Public Administration Ph.D. students:

- P ADM 503. Research Methods (3 credits)
- P ADM 575. Advanced Research Design (3 credits)

Students also will select two in-depth 3-credit research methods courses on the basis of their research interests (quantitative, qualitative, or mixed methods), suitability of the courses in preparing students for their dissertation studies, and the availability of the courses.

Students may find suitable courses in the Ph.D. program in Public Administration or other graduate programs at Penn State. These two in-depth methods courses should be approved in advance by the student’s doctoral committee. A student’s committee may also allow him/her to take in-depth methods courses that are offered by other universities or research institutions, if the equivalent courses cannot be found within Penn State, if the equivalency of these courses to 3-credit graduate-level courses offered at Penn State can be verified by Graduate Enrollment Services, and if the costs of taking these courses can be covered by the student or another arrangement can be made to cover the costs.

**Candidacy examination:** Only students who complete the required courses in the Foundations of Public Administration successfully, with a minimum 3.5 GPA, may take the candidacy examination. The candidacy examination will cover topics about the intellectual history and enduring questions in the field. Many of these subjects are covered in the required foundational doctoral courses; they include such topics as public administration and democratic theory, public organizations and management, and constitutional and legal foundations. The exam is written and graded by the Public Administration graduate faculty.

**Comprehensive Examination:** Upon successful completion of the specialization courses and research methods courses, with a minimum 3.5 GPA, a doctoral candidate takes a comprehensive written and oral examination. Comprehensive examinations are administered by the student’s doctoral committee. In comprehensive examinations students are tested about the contents of their specialization areas and they will be required to propose a research design on a relevant topic.
Dissertation: After passing the comprehensive examination, a student must work with his or her adviser and doctoral committee to develop a full dissertation proposal within three months of the exam. Once the doctoral committee approves the full proposal, dissertation research can begin. Students will be required to conduct their dissertation research and write and defend their dissertations in accordance with Graduate Council policy and as agreed on by their doctoral committees.

Grade Point Average and Time Limit

Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the candidacy examination. The Ph.D. Program in Public Administration requires that students have at least a 3.50 grade-point average in order to graduate.

Joint Degree with Penn State Dickinson Law (J.D./M.P.A.)

JEREMY F. PLANT, Program Coordinator
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057-4898
717-948-6050
www.hbg.psu.edu

Degrees Conferred:

J.D./M.P.A.

Penn State Dickinson Law and the School of Public Affairs, Penn State Harrisburg, the Capital College, offer a joint degree program leading to the degrees of Juris Doctor, granted by Penn State Dickinson Law, and Master of Public Administration, granted by Penn State Harrisburg.

Admission Requirements

In order to be admitted to the program, students must first be admitted to Penn State Dickinson Law under its regular admission procedures. Subsequently, the student must be recommended for admission to the M.P.A. program by Penn State Dickinson Law, and must apply for admission to the M.P.A. degree program as described in the Admission Requirements section above. Penn State Harrisburg will make independent admissions decisions as to all joint degree applicants.

Admissions requirements and applications for Penn State Dickinson Law are available at the Admissions & Aid section of its website.
Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the J.D. program are listed on the Penn State Dickinson Law website. Degree requirements for the M.P.A. degree are listed in the Degree Requirements section above.

A maximum of 9 credits of Penn State Dickinson Law course work may be double-counted for credit toward the M.P.A. degree at Penn State Harrisburg, subject to program approval based on relevance to the M.P.A. degree.

A maximum of 9 credits of M.P.A. course work with a grade of B or better may be double-counted for credit toward the J.D. degree at Penn State Dickinson Law, subject to approval by Penn State Dickinson Law.

A student in the joint degree program can graduate with one degree prior to completing the other, if all requirements for that degree have been completed. Students must earn at least a 3.0 grade-point average to be eligible for the M.P.A. degree. If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.P.A. degree if all the M.P.A. degree requirements have been satisfied.

Student Aid

Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. Qualified Ph.D. students will be supported with 9-month merit-based research or teaching assistantships. The assistantship granted to a student may be renewed at the end of each academic year, based on the student’s academic performance in the program. While these are not guaranteed, funding opportunities may also be available for admitted students during the summer semesters. Such opportunities may include, but are not limited to, teaching and involvement in faculty-sponsored research. Students may also apply for other financial aid programs through the University’s Office of Student Aid.

In addition, the program faculty may admit to the program qualified full-time students who will finance their educations with scholarships from sources outside Penn State or with personal funds. These sources may include foreign governments that fund international students for Ph.D. studies in the United States and other funding agencies, such as Fulbright commissions.

Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.

Last Revised by the Department: Fall Semester 2016

Blue Sheet Item #: 45-04

Review Date: 1/10/2017

Faculty linked: 8/14/14
F. WRITTEN RESPONSES FROM AFFECTED DEPARTMENTS

Table of Consultations with Faculty Members in Other Units of University

<table>
<thead>
<tr>
<th>Name</th>
<th>Department, or Program</th>
<th>Date Contacted</th>
<th>Date Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Cheslock</td>
<td>Higher Education Policy, University Park</td>
<td>December 20, 2016</td>
<td>December 20, 2016</td>
</tr>
<tr>
<td>James A. Piazza</td>
<td>Political Science, University Park</td>
<td>December 20, 2016</td>
<td>December 20, 2016</td>
</tr>
<tr>
<td>Jeremy Staff</td>
<td>Criminology, University Park</td>
<td>December 20, 2016</td>
<td>December 21, 2016</td>
</tr>
</tbody>
</table>
Interoffice Correspondence

The Pennsylvania State University

Date: November 30, 2016
To: Gokturk Morcol, School of Public Affairs
From: Simon J. Bronner, Chair, American Studies Program
RE: Revisions in the Ph.D. program in public administration

I have reviewed the revised proposal sent to me on November 29, 2016, for a Ph.D. Program in Public Administration at Penn State Harrisburg. The document presents ample evidence that the revisions to the program should attract more students to Penn State Harrisburg and maintain high quality standards.

I appreciate your inclusion of courses within American Studies to possible options taken by students. I believe that the proposed changes in your program will benefit both of our Schools. It should also benefit the College by encouraging a strong doctoral cohort, which we have always encouraged. On this basis, I am happy to state support of the American Studies doctoral program for the revisions.
From: "jjc36" <jjc36@psu.edu>
To: "Gokturk Morcol" <gxm27@psu.edu>
Sent: Tuesday, December 20, 2016 3:48:12 PM
Subject: RE: Your comments would be appreciated on the proposed revisions in the PhD program in public administration

Gokturk –

I approve of the changes that you shared with me in your 12/20/16 e-mail. I think the adjustments to required courses and specialization areas are thoughtful ways to better adapt your program to the changing environment.

John Cheslock
HI ED co-PIC
December 20, 2016

Professor Gökşüg Morcöl
School of Public Affairs
The Pennsylvania State University Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

Dear Professor Morcöl,

It is my pleasure to review and to provide a letter of support for the plan of proposed changes to the Ph.D. program in Public Administration at Penn State Harrisburg. I received the revised proposal on December 20, 2016 and have had the chance to review it. The suggested changes sound reasonable to me and the rationale for their implementation is compelling.

The main substantive revisions that have been proposed are the following: One prerequisite course, PADM 510 Organizational Behavior, will be removed. This is justified because the content of that course is covered in the other prerequisites. One of the foundation courses, PADM 557 Intergovernmental Relations, is to be removed. The justification for this seems compelling. One foundation course is to be added: PADM 573: Seminar in Public Budgeting and Finance. This is an excellent addition to the curriculum and will further strengthen the program. Finally, new specializations are proposed for students in the program. These include specializations in Public and Nonprofit Management, Organizations and Human Resources, Criminal Justice, Health Administration and Homeland Security. All of these specializations seem well-considered to me and would make the program stronger and more attractive to potential students. Furthermore, they draw upon the existing faculty strengths.

In reviewing the proposed changes, I do not anticipate any adverse effects to existing programs at the University.

In summary, I am pleased to lend my support to these proposed changes. Please do not hesitate to contact me if you have any questions.

Best regards,

[Signature]
December 21, 2016

Professor Gökçe Morçöl
School of Public Affairs
The Pennsylvania State University Harrisburg

Dear Professor Morçöl:

I am writing to provide support for the proposed revisions to the Ph.D. program in Public Administration at the Pennsylvania State University Harrisburg. Changes to the course requirements and specialization areas are requested to better reflect its content and faculty strengths as well as increase the visibility of the program to prospective students. These are important program goals to strive for, and the proposal makes a convincing case for each change. Furthermore, I do not see how any of the requested changes would be in conflict with our existing criminology graduate program.

In closing, I am happy to support the proposed changes. Please feel free to contact me with any questions or comments.

Kind regards,

Jeremy Staff, PhD
Professor and Director of Graduate Studies of the Criminology Program
Department of Sociology
The Pennsylvania State University Park
Email: jus25@psu.edu
Phone: (814) 865-4560
December 21, 2010

The PGPA Revisions Committee:

I received the program change proposal for the Ph.D. Program in Public Administration and Policy and am providing a letter of support in response to the changes. It is important to recognize that my review of this proposal is not based on extensive expertise of public affairs, but more so of the inherent and functional purpose for the revisions. To begin, one notable strength of this proposal is based on a pattern of incremental, not radical change, of the program that has been ongoing since 2005-2009. The facility seems to be taking small steps, assessing the impact of the changes, and then making further and productive revisions. Second, the intent of the revisions is driven by the need to be more responsive to the interests of the students (team oriented) and to keep current with trends found in the field of public policy. These changes are not based on sweeping changes, but supported by data collected from a variety of sources (e.g., survey of alumni, programs & public administration, analysis of data, etc.). Furthermore, these changes (e.g., access to specialized research methods courses, enhancement of RED MUS, addition of RED MUS frameworks that has long been defined by the curriculum and will offer a greater opportunity for other programs and faculty to offer other courses in collaboration with the program) are significant. Further changes, equally significant, are the decision to offer more specializations, more choices for students, particularly specializations in internal policies, health administration, homeland security, that are responsive to current social historical issues in the larger society.

Overall, the proposal is well thought out, thorough, and effective for its intended objective of a well-designed proposal for small changes. I hope this highly regarded program in public affairs becomes even more recognized in its field. If you have any questions, do not hesitate to contact me.

Sincerely yours,

[Signature]

Professor of Public Administration
Adult Education Doctoral Program
Fred H. Hamburger
3011 Friends Way
3777 Harrisburg Ave
Middletown, PA 17057
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: College of Medicine
Department or Instructional Area: Public Health Sciences

New Graduate Program, Option, or Minor: Add
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: X Change Drop
Current designation of graduate program: Public Health
Current designation of graduate option: NA
Current designation of graduate minor: NA

New designation of existing graduate program (if changing): NA
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above): Proposal to add J.D./M.P.H Joint Degree Program

Indicate effective semester:
X First semester following approval
Second semester following approval

Submitted by Graduate Program Head
Wenke Hwang
Printed name
Signature
Date: 4/17/2017

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Gail Matters
Printed name
Signature
Date: 4/17/2017

Approved by College/School Dean/Chancellor (or Designee):
Charles Lang
Printed name
Signature
Date: 4/17/2017
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

<table>
<thead>
<tr>
<th>On Behalf of John Challis</th>
<th>Signature</th>
<th>Date: 6/18/2017</th>
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</thead>
<tbody>
<tr>
<td>Printed name</td>
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Recommended by Chair, Graduate Council Committee on Programs and Courses:

<table>
<thead>
<tr>
<th>On Behalf of M. Kathleen Heid</th>
<th>Signature</th>
<th>Date: 6/18/2017</th>
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<tbody>
<tr>
<td>Printed name</td>
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</table>

Noted by Dean of the Graduate School:

<table>
<thead>
<tr>
<th>On Behalf of Regina Vasilatos-Younken</th>
<th>Signature</th>
<th>Date: 6/18/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
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I. Justification for Proposed Changes

We respectfully submit this program change proposal to offer joint J.D./M.P.H. degree program, in collaboration with Penn State’s Dickinson Law. This program change proposal is in accordance with the Graduate Council’s policy, Joint Degree Programs at [http://www.gradschool.psu.edu/faculty-and-staff/faculty/jointdegree/](http://www.gradschool.psu.edu/faculty-and-staff/faculty/jointdegree/).

Changes to the Public Health Program are being proposed at this time to better address the public health workforce shortage and establish a pipeline with a graduate degree that closely aligns with public health. The public health profession currently faces a workforce shortage. By 2012, approximately one-quarter of the existing public health workforce will have retired (Rosenstock, 2008). The joint degree program mechanism and similar models are recommended to encourage students to enter the public health field and infuse the workforce with new talent (Hilliard, 2012). Rosenstock et al. (2008, p. 397) also argued that “additional efforts are needed to deliver public health education to cross-disciplinary professions,” citing law as one discipline in which such efforts are underway.

This proposed J.D./M.P.H. offers law students a gateway through which they can enter and impact the field of public health. In “Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century,” Gebbie et al. (2003, p. 143) argue that law is an essential function within public health, but the majority of law schools do not provide public health training. Consequently, lawyers who lack public health training “have difficulties unraveling complex health issues” (Gebbie, Rosenstock, & Hernandez, 2003, p. 143). The field of public health needs lawyers trained in health and public health, but there is a disconnect between that need and reality.

As one solution, the Association of State and Territorial Health Officials (ASTHO) recommends “[strengthening] connections with departments that do not traditionally teach public health, such as law, finance, and public administration” (Association of State and Territorial Health Officials, 2013). The J.D. joint degree mechanism at Penn State is one model through which we can achieve this goal.

The J.D./M.P.H. joint degree is a well-established model for public health education. Currently, there are 45 colleges and universities in the U.S. that offer a J.D./M.P.H. joint degree program. That figure represents nearly one-half of all Council on Education for Public Health (CEPH)-accredited M.P.H. programs that are at an institution with a law school or that have a law school affiliation. All of the Big Ten Universities, except for Penn State, offer a J.D./M.P.H. joint degree. In Pennsylvania, there are three other institutions that have a law school and an M.P.H. program—Thomas Jefferson University, University of Pennsylvania, and University of Pittsburgh—and all of them offer a J.D./M.P.H. joint degree.
References


II. Overview of Program Changes: Side by Side Comparison

The table below provides a side-by-side comparison of the current M.P.H. curriculum and the proposed joint degree curriculum. Courses below are presented as follows: course number: title (credit total). Differences are in bold.

<table>
<thead>
<tr>
<th>Current M.P.H. Curriculum (42 credits)</th>
<th>Proposed J.D./M.P.H. Curriculum (42 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Core Didactic M.P.H. Courses (18 credits)</strong></td>
<td><strong>1. Core Didactic M.P.H. Courses (18 credits)</strong></td>
</tr>
<tr>
<td>• PHS 501: Principles of Public Health (3)</td>
<td>• PHS 501: Principles of Public Health (3)</td>
</tr>
<tr>
<td>• PHS 504: Behavioral Health Intervention Strategies (3) or BB H 504: Behavioral Health Intervention Strategies (3)</td>
<td>• PHS 504: Behavioral Health Intervention Strategies (3) or BB H 504: Behavioral Health Intervention Strategies (3)</td>
</tr>
<tr>
<td>• PHS 520: Principles of Biostatistics (3)</td>
<td>• PHS 520: Principles of Biostatistics (3)</td>
</tr>
<tr>
<td>• PHS 536: Health Survey Research Methods (3)</td>
<td>• PHS 536: Health Survey Research Methods (3)</td>
</tr>
<tr>
<td>• PHS 550: Principles of Epidemiology (3)</td>
<td>• PHS 550: Principles of Epidemiology (3)</td>
</tr>
<tr>
<td>• PHS 571: Health Services Organization and Delivery (3) or HPA 520: Introduction to Health Services Organizations and Delivery (3)</td>
<td>• PHS 571: Health Services Organization and Delivery (3) or HPA 520: Introduction to Health Services Organizations and Delivery (3)</td>
</tr>
<tr>
<td><strong>2. Practicum Experience (3 credits)</strong></td>
<td><strong>2. Practicum Experience (3 credits)</strong></td>
</tr>
<tr>
<td>• PHS 895A: Master of Public Health Internship (3)</td>
<td>• PHS 895A: Master of Public Health Internship (3)</td>
</tr>
<tr>
<td>• IHCLN 997: Medical-Legal Partnership Clinic (3)</td>
<td>• IHCLN 997: Medical-Legal Partnership Clinic (3)</td>
</tr>
<tr>
<td><strong>3. Culminating Experience (3 credits)</strong></td>
<td><strong>3. Culminating Experience (3 credits)</strong></td>
</tr>
<tr>
<td>• PHS 894: Capstone Experience (3)</td>
<td>• PHS 894: Capstone Experience (3)</td>
</tr>
<tr>
<td><strong>4. Electives (18 credits)</strong></td>
<td><strong>4. Electives (18 credits)</strong></td>
</tr>
<tr>
<td>• Students may (1) select from a pre-approved list of electives or (2) propose alternate electives for consideration and approval by the program.</td>
<td>• Students may (1) select from a pre-approved list of electives or (2) propose alternate electives for consideration and approval by the program.</td>
</tr>
<tr>
<td>• In addition to fulfilling the 18-credit elective requirement by selecting courses from the pre-approved list or by proposing alternate courses for consideration, students may specialize in a track for depth of training by selecting a specific configuration of pre-approved electives.</td>
<td>• In addition to fulfilling the 18-credit elective requirement by selecting courses from the pre-approved list or by proposing alternate courses for consideration, students may specialize in a track for depth of training by selecting a specific configuration of pre-approved electives.</td>
</tr>
<tr>
<td>• Students will fulfill up to 9 elective credits by double counting J.D. coursework to the M.P.H. degree program.</td>
<td>• Students will fulfill up to 9 elective credits by double counting J.D. coursework to the M.P.H. degree program.</td>
</tr>
</tbody>
</table>
III. Description of Proposed Changes

A. Double-Counting of Courses and Reciprocity

This proposal will allow for the following 12 credits of J.D. course work to be applied to the M.P.H. degree:

- IHCLN 997: Medical-Legal Partnership Clinic (3)
- Law school elective credits (various) (9)

The proposal will allow for up to 9 credits of M.P.H. course work to be applied to the J.D. degree. The Associate Dean for Academic Affairs at Dickinson Law shall approve, in advance of the student’s enrollment in M.P.H. elective courses, which of those courses will apply toward the J.D. degree.

B. Admissions Requirements

Admissions requirements for the J.D./M.P.H program are the same as those for the J.D. and M.P.H. in Public Health programs. The requirements are in addition to the Graduate School’s requirements for admission. J.D./M.P.H. students will have to meet the admissions requirements of both programs, and each program will make a separate admissions decision. Admissions requirements and applications for admission for Dickinson Law are available at the J.D. Program section of the Dickinson Law website. Students will first apply and be accepted to the J.D. program at Dickinson Law. After being accepted to and matriculating at the J.D. program, J.D. students will be eligible to submit a Penn State Graduate Application for Admission to the M.P.H. in Public Health. J.D. students may submit an application during their first through fourth semesters of law school.

J.D./M.P.H. students who, for whatever reason, withdraw from the J.D. program retain the option of remaining in the M.P.H. in Public Health program to earn the graduate degree.

C. Time of Admission to the Program

Students may apply to the joint degree program during their first through fourth semesters of law school. The program will officially begin in the fall semester following the academic year in which the student applies.

D. J.D./M.P.H. Degree Requirements

J.D./M.P.H. degree requirements are the same as the requirements of the standalone M.P.H. degree program. Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined in this proposal. Degree requirements for the J.D. program are listed on the J.D. Program section of the Dickinson Law website.
E. Sample Plan of Study

A sample plan of study for the J.D./M.P.H. program including double-counted courses is presented below. Courses are presented as follows: course prefix and number (credits). Semesters in which programs do not require coursework are blocked off. Students in the joint degree program must complete the first-year J.D. curriculum before enrolling in any classes in the M.P.H. curriculum.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>J.D./M.P.H. Coursework by Semester</th>
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<tbody>
<tr>
<td></td>
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<td>Fall</td>
</tr>
<tr>
<td>1</td>
<td>M.P.H.</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>J.D.</td>
<td>Standard J.D. curriculum</td>
</tr>
<tr>
<td>2</td>
<td>M.P.H.</td>
<td>PHS 501 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHS 520 (3)</td>
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<tr>
<td></td>
<td></td>
<td>PHS 550 (3)</td>
</tr>
<tr>
<td></td>
<td>J.D.</td>
<td></td>
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<tr>
<td>3</td>
<td>M.P.H.</td>
<td>PHS 505 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELECTIVE (J.D. course) (3)</td>
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<tr>
<td></td>
<td>J.D.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M.P.H.</td>
<td>PHS 894 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELECTIVE (J.D. course) (3)</td>
</tr>
<tr>
<td></td>
<td>J.D.</td>
<td></td>
</tr>
</tbody>
</table>

F. Advising of Students

All students in the J.D./M.P.H. program will have two academic advisers, one in the M.P.H. degree program and one in the J.D. program. The M.P.H. adviser will be a faculty member from the Department of Public Health Sciences at the Penn State College of Medicine in Hershey, PA who is a member of the Graduate Faculty. The J.D. adviser will be a faculty member from Dickinson Law whose teaching and research focus on the area of health law.
IV. Proposed Graduate Bulletin

Public Health (PH)

Program Home Page

VERNON M. CHINCHILLI, Chair of the Department of Public Health Sciences
College of Medicine, Penn State Milton S. Hershey Medical Center
Hershey, PA 17033
717-531-7178

Degrees Conferred:

M.P.H., Dr.P.H.
Joint M.D./M.P.H.

The Graduate Faculty

The Program

The Master of Public Health (M.P.H.) in Public Health program is a professional degree program that builds knowledge and skills in the areas of systems thinking, evidence-based public health, leadership, program planning and management, public health and health systems, communication, and interprofessional practice. In addition, the M.P.H. in Public Health program advances expertise in community and behavioral health, epidemiology and biostatistics, and health systems organization and policy. The M.P.H. degree leads to careers in a wide variety of fields and settings, including local, state, and federal government agencies; health care settings; health insurance industry; health services networks; nonprofits; and the pharmaceutical industry.

The Doctor of Public Health (Dr.P.H.) in Public Health program is a professional degree program that provides advanced public health education and training to prepare its graduates for evidence-based practice and leadership in the application of translational science and implementation research findings. It allows graduates to pursue career opportunities in the federal, state, and local government, as well as in the non-profit, academic, and private sectors. Educationally it places an emphasis on discovery, teaching, integration, and application with a primary purpose of bridging research and practice to protect and improve the public’s health. The Dr.P.H. builds on Master of Public Health (M.P.H.) competency domains and, as a professional degree, integrates public health practice and project-based learning with local, state, and federal networks to enrich learning in health policy and program development and implementation. Dr.P.H. program of study includes course work, an advanced field experience, and integrative doctoral research and provides an opportunity for further specialization within a specified cognate.
Admission Requirements

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

M.P.H. Admission Requirements

Admission to the Penn State M.P.H. Program is granted jointly by the M.P.H. Program and the Graduate School at Penn State.

For admission to the M.P.H. Program, applicants must submit:
- Completed online Graduate School application with nonrefundable application fee
- Resume or curriculum vitae
- Statement of purpose
- Two letters of recommendation
- Official transcripts from all post-secondary institutions attended
- Official scores from one of the following standardized tests taken within the past five years; Graduate Record Examination (GRE), Medical College Admission Test (MCAT), or Law School Admission Test (LSAT)

Standardized Test Requirement Waiver 1: This requirement is waived for applicants who have an advanced degree beyond the baccalaureate.

Standardized Test Requirement Waiver 2: This requirement may be waived at the discretion of the program for applicants who, prior to submitting the application for admission, have successfully completed (with a grade of B or better in each course):
- At least one 3-credit graduate-level course in biostatistics; AND
- At least one 3-credit graduate-level course in epidemiology; AND
- At least one 3-credit graduate-level course in the social and behavioral sciences or health services administration core areas of public health

Dr.P.H. Admission Requirements

- Completed online Graduate School application with nonrefundable application fee
- Three recommenders to provide letters of academic and professional reference
- Statement of purpose
  - Describe why you want to pursue a Dr.P.H., how you plan to use your education and training, the needs and/or challenges you perceive as important in your field of study, and any personal qualities, characteristics, skills and experiences you believe will enable you to be successful in public health
- Official Graduate Record Examination (GRE) scores taken within the past five years
- Official transcripts from all post-secondary institutions attended
- CV or resume

M.P.H. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
M.P.H. students must complete a total of 42 credits of graduate level course work, the majority of which are 500 level courses, specifically:

- 24 credits in prescribed courses, including:
  - 18 credits of core classroom-based courses
  - 3 credit practicum experience
  - 3 credit capstone
- 18 credits in elective courses

The capstone course (PHS 894) provides the students with the knowledge and skills to design, carry out, and present a scholarly public health project based upon competencies gained in previous courses. Topics include defining a scholarly project, selecting a topic and project type, describing the problem, reviewing the literature, identifying project methodology, presenting project results, ethics and scholarly work, writing and critiquing scholarly work, and creating and delivering a poster presentation.

Prescribed Courses: 24 credits

PHS 501(3), PHS 504(3) or BB H 504(3), PHS 520(3), PHS 536(3), PHS 550(3), PHS 571(3) or H P A 520(3), PHS 894(3), PHS 895A(3).

Additional Courses: 18 credits

The 18 credits of electives may be selected from a list of approved courses that is maintained by the graduate program office. Multiple tracks of specialization are available. Please visit med.psu.edu/mph to learn more about the approved elective courses and available tracks.

Joint Degree Offering with the Penn State Hershey College of Medicine

Degrees Conferred:

M.D. (Hershey)
M.P.H. (Hershey)

Joint Degree Program

The M.P.H. in Public Health program and M.D. Program at Penn State Hershey College of Medicine offer a joint degree program leading to the degrees of Doctor of Medicine (M.D.) and Master of Public Health (M.P.H.).

Admissions Requirements

Admissions requirements for the M.D./M.P.H program are the same as those for the M.D. and M.P.H. in Public Health programs. M.D./M.P.H. students will have to meet the admissions requirements of both programs, and each program will make a separate admissions decision. The admissions requirements for the M.P.H. degree are listed above. Admissions requirements and applications for admission for the Penn State College Medicine are available at the M.D. Program section of the Penn State College of Medicine website. Students will first apply and be accepted to the M.D. program at the Penn State College of Medicine. After being accepted to and matriculating at the Penn State M.D. program, M.D.
students will be eligible to submit a Penn State Graduate Application for Admission to the M.P.H. in Public Health. M.D. students may submit an application starting their first semester in the M.D. program up through the fall semester of their third year of medical school.

M.D./M.P.H. students who, for whatever reason, withdraw from the M.D. program retain the option of remaining in the M.P.H. in Public Health program to earn the graduate degree.

**M.D./M.P.H. Degree Requirements**

M.D./M.P.H. degree requirements are the same as that of the standalone M.P.H. degree program. Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the M.D. program are listed on the [M.D. Program](#) section of the Penn State College of Medicine website. Degree requirements for the M.P.H. degree are listed above.

**Double-Counting of Courses**

Sixteen credits of M.D. course work may be double-counted toward the M.P.H. degree.

**Advising of Students**

All students in the M.D./M.P.H. program will have two academic advisers, one in the M.P.H. degree program and one in the M.D. program.

**Joint Degree Offering with Penn State Dickinson Law**

**Degrees Conferred:**

- J.D. (Dickinson)
- M.P.H. (Hershey)

**Joint Degree Program**

The M.P.H. in Public Health program and J.D. Program at Penn State Dickinson Law offer a joint degree program leading to the degrees of Juris Doctor (J.D.) and Master of Public Health (M.P.H.).

**Admission Requirements**

Admissions requirements for the J.D./M.P.H. program are the same as those for the J.D. and M.P.H. in Public Health programs. J.D./M.P.H. students will have to meet the admissions requirements of both programs, and each program will make a separate admissions decision. Admissions requirements and applications for admission for Dickinson Law are listed in the [J.D. Admissions](#) section of the Dickinson Law website. The admission requirements for the Master of Public Health are listed above. Students will first apply and be accepted to the J.D. program at the Penn State Dickinson Law. After being accepted to and matriculating at the Penn State Dickinson Law, J.D. students will be eligible to submit a Penn State Graduate Application for Admission to the M.P.H. in Public Health. J.D. students may submit an application starting their first semester in the J.D. program up through the fourth semesters of law school.
J.D./M.P.H. students who, for whatever reason, withdraw from the J.D. program retain the option of remaining in the M.P.H. in Public Health program to earn the graduate degree.

J.D./M.P.H. Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the J.D. program are listed on the Penn State Dickinson Law website. Degree requirements for the M.P.H. degree are listed in the M.P.H. Degree Requirements section above.

Double-Counting of Courses

Twelve credits of J.D. coursework may be double-counted toward the M.P.H. degree. In lieu of PHS 895A, J.D./M.P.H. students will complete IHCLN 997 Medical-Legal Partnership Clinic (3 cr.), which will double-count for both degrees. In addition, up to 9 law school elective credits will be double-counted towards the M.P.H. Up to 9 credits of M.P.H. course work may be applied towards the J.D. degree. The Associate Dean for Academic Affairs at Dickinson Law will approve, in advance of the student’s enrollment in M.P.H. elective courses, which of those courses will double-count towards to J.D. degree.

Advising of Students

All students in the J.D./M.P.H. program will have two academic advisors, one in the M.P.H. degree program and one in the J.D. program.

Dr.P.H. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

Dr.P.H. students must complete a minimum of 60 credits of graduate-level course work beyond a master’s degree, the majority of which are 500-level and 800-level courses, specifically:

- 24 credits in prescribed, core classroom-based courses
- 21 credits in elective courses
  - 9 credits of track elective courses
  - 12 credits of general (cognate) elective courses
- 15 additional credits
  - 6 credits of Advanced Field Experience
  - 9 credits of Integrative Doctoral Research

Prescribed Courses: 24 credits
PHS 575(3); PHS 576(3); PHS 577(3); PHS 554(3); PHS 555(3); ADTED 550(3); PHS 806(3); PHS 892(3)

Elective Courses: 21 credits
The remaining credits may be selected from a list of approved courses that is maintained by the graduate program office. Multiple tracks of specialization are available. Please visit med.psu.edu/drph to learn more about the approved elective courses and available tracks.
**Additional credits:** 15 credits
PHS 895B (6), PHS 896A (6), PHS 896B (3)

Dr.P.H. students must meet Penn State doctoral degree requirements as outlined in the *Graduate Bulletin*, including candidacy examination, English competencies, and doctoral committee composition. Dr.P.H. students must also meet additional Dr.P.H.-specific requirements.

**Dr.P.H. --Additional Specific Requirements**
The Dr.P.H. degree is conferred in recognition of advanced preparation of a high order for work in the profession of education as evidenced by:

1. Satisfactory completion of a prescribed period of study;
2. Ability to apply translational science and implementation research findings in evidence-based public health practice;
3. Successful performance of candidacy and comprehensive examinations, covering public health core areas of study and a field of specialization; and
4. The preparation and acceptance of integrative doctoral research.

**Residency requirements--**The Doctor of Public Health requires 24 core credits to be taken in residence as a registered student engaged in academic work at the Hershey and Harrisburg campuses.

**Additional Course Requirements for Applicants without a Master of Public Health**
Applicants must have a graduate (e.g. master’s) or advanced professional (e.g., M.D.) degree. Applicants without a Master of Public Health or related degree are required to take core courses to ensure a firm foundation in discipline-specific M.P.H. competency domains. These foundation courses include: PHS 504 (3), PHS 520 (3), PHS 550 (3), and PHS 571 (3).

For applicants entering the program without a Master of Public Health, the minimum credits required for the Dr.P.H. degree will include these 12 credits of foundation courses, for a minimum total of 72. Some or all of the foundation courses may be waived based on previous graduate-level course work, in which case the total credits required for the degree may be reduced in an equivalent manner, down to the base minimum of 60 credits. Students must petition the head of the graduate program to obtain a waiver for the foundation courses, and students’ transcripts will be reviewed to assess their eligibility for a waiver.

**Comprehensive Examination--**Upon completing all core and most cognate course work, Dr.P.H. students will take comprehensive exams to ensure they meet Dr.P.H. core and track program competencies. Comprehensive exams will be overseen and evaluated by students’ doctoral committee.

**Integrative Doctoral Research--**Dr.P.H. students will be required to complete two major components for their Dr.P.H. integrative experience: two publishable-quality manuscripts and a doctoral portfolio. With guidance from their doctoral adviser and doctoral committee, students will develop two manuscripts that comprehensively address, generate, and/or interpret and evaluate knowledge applicable to public health practice. Manuscripts are encouraged to be of an applied nature and must demonstrate students’ abilities to conduct independent research on a contemporary public health issue. Students will demonstrate the application of advanced public health practice skills and knowledge in the design and execution of a scholarly project, the analysis and interpretation of the findings, and the application of the new knowledge to advance public health practice. This work should contribute to the
evidence base of public health practice, be of publishable quality, and demonstrate critical thinking and rigorous analytic strategies.

Throughout their doctoral program, students will develop a doctoral portfolio that will document how Dr.P.H. courses, advanced field experience, other experiential learning, and self-knowledge has informed their leadership style and approach to integrating evidence-based research into public health practice. Components of the portfolio may include, but are not limited to, research (e.g., publications, conference presentations), teaching (academic and non-academic, community-based teaching), and field and other service learning experiences. Portfolios will require reflection on in-class and out-of-class experiences and demonstrate students’ broad public health knowledge, specialized knowledge, translation of this knowledge into evidence-based public health practice, and leadership style. Integrative Doctoral Research will demonstrate the following competencies: data and analysis, communication, systems thinking, leadership, critical thinking, and problem solving. Written and oral presentation of this work will be required.

**Student Aid**
Refer to the Student Aid section of the Graduate Bulletin. Students in this program are not eligible for graduate assistantships.

**Courses**
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.

**PUBLIC HEALTH (PH) course list**
V. Proposed Graduate Bulletin in Track Changes

Public Health (PH)

Program Home Page
VERNON M. CHINCHILLI, Chair of the Department of Public Health Sciences
College of Medicine, Penn State Milton S. Hershey Medical Center
Hershey, PA 17033
717-531-7178

Degrees Conferred:
M.P.H., Dr.P.H.
Joint M.D./M.P.H.

The Graduate Faculty

The Program

The Master of Public Health (M.P.H.) in Public Health program is a professional degree program that builds knowledge and skills in the areas of systems thinking, evidence-based public health, leadership, program planning and management, public health and health systems, communication, and interprofessional practice. In addition, the M.P.H. in Public Health program advances expertise in community and behavioral health, epidemiology and biostatistics, and health systems organization and policy. The M.P.H. degree leads to careers in a wide variety of fields and settings, including local, state, and federal government agencies; health care settings; health insurance industry; health services networks; nonprofits; and the pharmaceutical industry.

The Doctor of Public Health (Dr.P.H.) in Public Health program is a professional degree program that provides advanced public health education and training to prepare its graduates for evidence-based practice and leadership in the application of translational science and implementation research findings. It allows graduates to pursue career opportunities in the federal, state, and local government, as well as in the non-profit, academic, and private sectors. Educationally it places an emphasis on discovery, teaching, integration, and application with a primary purpose of bridging research and practice to protect and improve the public’s health. The Dr.P.H. builds on Master of Public Health (M.P.H.) competency domains and, as a professional degree, integrates public health practice and project-based learning with local, state, and federal networks to enrich learning in health policy and program development and implementation. Dr.P.H. program of study includes course work, an advanced field experience, and integrative doctoral research and provides an opportunity for further specialization within a specified cognate.

Admission Requirements

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.
M.P.H. Admission Requirements

Admission to the Penn State M.P.H. Program is granted jointly by the M.P.H. Program and the Graduate School at Penn State.

For admission to the M.P.H. Program, applicants must submit:
- Completed online Graduate School application with nonrefundable application fee
- Resume or curriculum vitae
- Statement of purpose
- Two letters of recommendation
- Official transcripts from all post-secondary institutions attended
- Official scores from one of the following standardized tests taken within the past five years; Graduate Record Examination (GRE), Medical College Admission Test (MCAT), or Law School Admission Test (LSAT)

Standardized Test Requirement Waiver 1: This requirement is waived for applicants who have an advanced degree beyond the baccalaureate.

Standardized Test Requirement Waiver 2: This requirement may be waived at the discretion of the program for applicants who, prior to submitting the application for admission, have successfully completed (with a grade of B or better in each course):
- At least one 3-credit graduate-level course in biostatistics; AND
- At least one 3-credit graduate-level course in epidemiology; AND
- At least one 3-credit graduate-level course in the social and behavioral sciences or health services administration core areas of public health

Dr.P.H. Admission Requirements
- Completed online Graduate School application with nonrefundable application fee
- Three recommenders to provide letters of academic and professional reference
- Statement of purpose
  - Describe why you want to pursue a Dr.P.H., how you plan to use your education and training, the needs and/or challenges you perceive as important in your field of study, and any personal qualities, characteristics, skills and experiences you believe will enable you to be successful in public health
- Official Graduate Record Examination (GRE) scores taken within the past five years
- Official transcripts from all post-secondary institutions attended
- CV or resume

M.P.H. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

M.P.H. students must complete a total of 42 credits of graduate level course work, the majority of which are 500 level courses, specifically:
- 24 credits in prescribed courses, including:
  - 18 credits of core classroom-based courses
  - 3 credit practicum experience
The capstone course (PHS 894) provides the students with the knowledge and skills to design, carry out, and present a scholarly public health project based upon competencies gained in previous courses. Topics include defining a scholarly project, selecting a topic and project type, describing the problem, reviewing the literature, identifying project methodology, presenting project results, ethics and scholarly work, writing and critiquing scholarly work, and creating and delivering a poster presentation.

**Prescribed Courses: 24 credits**

PHS 501(3), PHS 504(3) or BB H 504(3), PHS 520(3), PHS 536(3), PHS 550(3), PHS 571(3) or H P A 520(3), PHS 894(3), PHS 895A(3).

**Additional Courses: 18 credits**

The 18 credits of electives may be selected from a list of approved courses that is maintained by the graduate program office. Multiple tracks of specialization are available. Please visit med.psu.edu/mph to learn more about the approved elective courses and available tracks.

**Joint Degree Offering with the Penn State Hershey College of Medicine**

**Degrees Conferred:**

M.D. (Hershey)
M.P.H. (Hershey)

**Joint Degree Program**

The M.P.H. in Public Health program and M.D. Program at Penn State Hershey College of Medicine offer a joint degree program leading to the degrees of Doctor of Medicine (M.D.) and Master of Public Health (M.P.H.).

**Admissions Requirements**

Admissions requirements for the M.D./M.P.H program are the same as those for the M.D. and M.P.H. in Public Health programs. M.D./M.P.H. students will have to meet the admissions requirements of both programs, and each program will make a separate admissions decision. The admissions requirements for the M.P.H. degree are listed above. Admissions requirements and applications for admission for the Penn State College Medicine are available at the [M.D. Program](#) section of the Penn State College of Medicine website. Students will first apply and be accepted to the M.D. program at the Penn State College of Medicine. After being accepted to and matriculating at the Penn State M.D. program, M.D. students will be eligible to submit a Penn State Graduate Application for Admission to the M.P.H. in Public Health. M.D. students may submit an application starting their first semester in the M.D. program up through the fall semester of their third year of medical school.

M.D./M.P.H. students who, for whatever reason, withdraw from the M.D. program retain the option of remaining in the M.P.H. in Public Health program to earn the graduate degree.
M.D./M.P.H. Degree Requirements

M.D./M.P.H. degree requirements are the same as that of the standalone M.P.H. degree program. Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the M.D. program are listed on the M.D. Program section of the Penn State College of Medicine website. Degree requirements for the M.P.H. degree are listed above.

**Double-Counting of Courses**

Sixteen credits of M.D. course work may be double-counted toward the M.P.H. degree.

**Advising of Students**

All students in the M.D./M.P.H. program will have two academic advisers, one in the M.P.H. degree program and one in the M.D. program.

**Joint Degree Offering with Penn State Dickinson Law**

**Degrees Conferred:**

- J.D. (Dickinson)
- M.P.H. (Hershey)

**Joint Degree Program**

The M.P.H. in Public Health program and J.D. Program at Penn State Dickinson Law offer a joint degree program leading to the degrees of Juris Doctor (J.D.) and Master of Public Health (M.P.H.).

**Admission Requirements**

Admissions requirements for the J.D./M.P.H. program are the same as those for the J.D. and M.P.H. in Public Health programs. J.D./M.P.H. students will have to meet the admissions requirements of both programs, and each program will make a separate admissions decision. Admissions requirements and applications for admission for Dickinson Law are listed in the J.D. Admissions section of the Dickinson Law website. The admission requirements for the Master of Public Health are listed above. Students will first apply and be accepted to the J.D. program at the Penn State Dickinson Law. After being accepted to and matriculating at the Penn State Dickinson Law, J.D. students will be eligible to submit a Penn State Graduate Application for Admission to the M.P.H. in Public Health. J.D. students may submit an application starting their first semester in the J.D. program up through the fourth semesters of law school.

J.D./M.P.H. students who, for whatever reason, withdraw from the J.D. program retain the option of remaining in the M.P.H. in Public Health program to earn the graduate degree.
J.D./M.P.H. Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the J.D. program are listed on the Penn State Dickinson Law website. Degree requirements for the M.P.H. degree are listed in the M.P.H. Degree Requirements section above.

Double-Counting of Courses

Twelve credits of J.D. coursework may be double-counted toward the M.P.H. degree. In lieu of PHS 895A, J.D./M.P.H. students will complete IHCLN 997 Medical-Legal Partnership Clinic (3 cr.), which will double-count for both degrees. In addition, up to 9 law school elective credits will be double-counted towards the M.P.H. Up to 9 credits of M.P.H. course work may be applied towards the J.D. degree. The Associate Dean for Academic Affairs at Dickinson Law will approve, in advance of the student’s enrollment in M.P.H. elective courses, which of those courses will double-count towards to J.D. degree.

Advising of Students

All students in the J.D./M.P.H. program will have two academic advisors, one in the M.P.H. degree program and one in the J.D. program.

Dr.P.H. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

Dr.P.H. students must complete a minimum of 60 credits of graduate-level course work beyond a master’s degree, the majority of which are 500-level and 800-level courses, specifically:

- 24 credits in prescribed, core classroom-based courses
- 21 credits in elective courses
  - 9 credits of track elective courses
  - 12 credits of general (cognate) elective courses
- 15 additional credits
  - 6 credits of Advanced Field Experience
  - 9 credits of Integrative Doctoral Research

Prescribed Courses: 24 credits
PHS 575(3); PHS 576(3); PHS 577(3); PHS 554(3); PHS 555(3); ADTED 550(3); PHS 806(3); PHS 892(3)

Elective Courses: 21 credits
The remaining credits may be selected from a list of approved courses that is maintained by the graduate program office. Multiple tracks of specialization are available. Please visit med.psu.edu/drph to learn more about the approved elective courses and available tracks.

Additional credits: 15 credits
PHS 895B (6), PHS 896A (6), PHS 896B (3)
Dr.P.H. students must meet Penn State doctoral degree requirements as outlined in the Graduate Bulletin, including candidacy examination, English competencies, and doctoral committee composition. Dr.P.H. students must also meet additional Dr.P.H.-specific requirements.

Dr.P.H. --Additional Specific Requirements
The Dr.P.H. degree is conferred in recognition of advanced preparation of a high order for work in the profession of education as evidenced by:

5. Satisfactory completion of a prescribed period of study;
6. Ability to apply translational science and implementation research findings in evidence-based public health practice;
7. Successful performance of candidacy and comprehensive examinations, covering public health core areas of study and a field of specialization; and
8. The preparation and acceptance of integrative doctoral research.

Residency requirements--The Doctor of Public Health requires 24 core credits to be taken in residence as a registered student engaged in academic work at the Hershey and Harrisburg campuses.

Additional Course Requirements for Applicants without a Master of Public Health
Applicants must have a graduate (e.g. master’s) or advanced professional (e.g., M.D.) degree. Applicants without a Master of Public Health or related degree are required to take core courses to ensure a firm foundation in discipline-specific M.P.H. competency domains. These foundation courses include: PHS 504 (3), PHS 520 (3), PHS 550 (3), and PHS 571 (3).

For applicants entering the program without a Master of Public Health, the minimum credits required for the Dr.P.H. degree will include these 12 credits of foundation courses, for a minimum total of 72. Some or all of the foundation courses may be waived based on previous graduate-level course work, in which case the total credits required for the degree may be reduced in an equivalent manner, down to the base minimum of 60 credits. Students must petition the head of the graduate program to obtain a waiver for the foundation courses, and students’ transcripts will be reviewed to assess their eligibility for a waiver.

Comprehensive Examination--Upon completing all core and most cognate course work, Dr.P.H. students will take comprehensive exams to ensure they meet Dr.P.H. core and track program competencies. Comprehensive exams will be overseen and evaluated by students’ doctoral committee.

Integrative Doctoral Research--Dr.P.H. students will be required to complete two major components for their Dr.P.H. integrative experience: two publishable-quality manuscripts and a doctoral portfolio.

With guidance from their doctoral adviser and doctoral committee, students will develop two manuscripts that comprehensively address, generate, and/or interpret and evaluate knowledge applicable to public health practice. Manuscripts are encouraged to be of an applied nature and must demonstrate students’ abilities to conduct independent research on a contemporary public health issue. Students will demonstrate the application of advanced public health practice skills and knowledge in the design and execution of a scholarly project, the analysis and interpretation of the findings, and the application of the new knowledge to advance public health practice. This work should contribute to the evidence base of public health practice, be of publishable quality, and demonstrate critical thinking and rigorous analytic strategies.
Throughout their doctoral program, students will develop a doctoral portfolio that will document how Dr.P.H. courses, advanced field experience, other experiential learning, and self-knowledge has informed their leadership style and approach to integrating evidence-based research into public health practice. Components of the portfolio may include, but are not limited to, research (e.g., publications, conference presentations), teaching (academic and non-academic, community-based teaching), and field and other service learning experiences. Portfolios will require reflection on in-class and out-of-class experiences and demonstrate students’ broad public health knowledge, specialized knowledge, translation of this knowledge into evidence-based public health practice, and leadership style. Integrative Doctoral Research will demonstrate the following competencies: data and analysis, communication, systems thinking, leadership, critical thinking, and problem solving. Written and oral presentation of this work will be required.

Student Aid
Refer to the Student Aid section of the Graduate Bulletin. Students in this program are not eligible for graduate assistantships.

Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 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.

PUBLIC HEALTH (PH) course list

VI. Letters of Support

(1) Vernon M. Chinchilli, PhD
(2) Gary S. Gildin, J.D.
Regina Vasilatos-Younken, PhD  
Dean of the Graduate School  
The Pennsylvania State University  
University Park, PA 16802

Dear Dr. Vasilatos-Younken:

The purpose of this letter is to express my support for the proposed change in the public health program to include a JD-MPH program. The Department of Public Health Sciences and the Penn State Dickinson Law have collaborated on the development of this proposal, and both of us are very excited about it. The joint JD-MPH program will provide Dickinson Law students the opportunity to pursue career opportunities in law and public health.

Out of the 14 Big Ten Universities, Penn State University is the only one that currently does not offer a joint JD-MPH program. Clearly, this indicates the importance of JD-MPH programs in training future lawyers to work in public health.

In summary, I fully support this proposal and strongly urge the Penn State Graduate School to give it serious consideration.

Sincerely,

Vernon M. Chinchilli

Vernon M. Chinchilli, PhD
TO: Graduate Council
FROM: Dean Gary S. Gildin
DATE: April 4, 2017
RE: Proposed J.D./M.P.H. Program

I am writing in support of the proposed J.D./M.P.H. joint degree program between Dickinson Law and the Department of Public Health Sciences at the Penn State College of Medicine in Hershey.

A. Relevance of the Program to Prospective Lawyers

A J.D./M.P.H. joint degree program offers students a valuable opportunity to develop special expertise in legal matters relating to public health. The program will train students for careers in health law, public health policy, or a related field. Graduates of the program will be prepared to work in a variety of settings, including local, state, and federal government; law firms specializing in health law or environmental law; non-profit organizations involved in public health research or advocacy; or academia.

At this unique moment in the history of health care reform, there is more demand than ever for attorneys with special knowledge of the structure, function, and limitations of the U.S. health care system. Having a comprehensive understanding of public health concepts will give graduates of this program an edge in obtaining employment in the field of health care law. For example, graduates will have the background to advocate for sound public health policy; to advise clients about the legal and public health implications of proposals for health care and social welfare reform; to ensure that public health programs are in compliance with legal requirements; and to apply legal tools to solve public health problems.
As noted in the proposal, all of the Big Ten Universities except Penn State offer a J.D./M.P.H. joint degree. All of the three other institutions in Pennsylvania housing both a law school and M.P.H. program offer a J.D./M.P.H. joint degree, as do close to one-half of all Council on Education for Public Health-accredited M.P.H. programs that exist at an institution with a law school or law school affiliation.

B. Capacity of Dickinson Law to Operate a J.D./M.P.H. Program

Because of its proximity to Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center, Dickinson Law has identified the law and healthcare space as a strategic priority. As outlined in the summary attached to this letter as Exhibit A, Dickinson Law has long-standing engagement in programming with the College of Medicine and Medical Center. Dickinson Law has recently hired two tenure-track faculty with expertise in law and healthcare—Professor Medha Makhlof and Professor Matthew Lawrence. Copies of their curriculum vitae are attached to this letter as Exhibits B and C. One of my first acts as Dean was to establish Law and Healthcare Trusted Advisors to counsel the law school on curriculum and programming in the law and healthcare space. The Roster of Advisors is attached to this letter as Exhibit D. The Trusted Advisors have confirmed the market value of the joint degree and stand ready to assist Dickinson Law with the program.

Dickinson Law recently acquiesced in the Graduate Council Joint Curricular Committee’s (JCC) abrogation of all but one existing joint degree program with graduate programs offered at University Park.¹ The JCC then rejected the School of International Affairs’ appeal from the recommended abrogation of the J.D./Masters of International Affairs joint degree program between Dickinson Law and SIA. Dickinson Law also acquiesced in the JCC’s recommended abrogation of the J.D./Masters of Environmental Pollution Control joint degree program with Penn State Harrisburg’s Capitol Campus. At present,

¹ Business Administration; Education Leadership (MS-MEd, DEd and PhD); Education Theory and Policy (MA and PhD); Forest Resources (MFR, MS and PhD); Higher Education (MEd, DEd and PhD); Human Resources and Employment Relations (MS); and Wildlife and Fisheries Sciences (MS).
then, the only existing joint degree programs at Dickinson Law are 
(1) J.D./MPA with Penn State Harrisburg (Capitol Campus) and 
(2) J.D./MBA with Penn State Harrisburg (Capitol Campus).²

Not only does Dickinson Law have the capacity to properly 
administer and support the J.D./M.P.H. joint degree program; failure to 
approve the program will significantly impair Dickinson Law’s ability to 
attract well-credentialed students in the wake of a national 40-50% 
drop in applicants following the 2008 recession. Dickinson Law has 
significantly fewer joint degree programs than all other Big Ten law 
schools. The importance of joint degree programs cannot and should 
not be measured solely by enrollment in the program. Many students 
choose to enroll in a particular law school because of the availability of 
a joint degree program, but after completing their first year of law 
study, opt to gain the needed expertise through the J.D. curriculum.³

I am more than happy to answer any questions or concerns the 
Committee may have. I am confident that the J.D./M.P.H. program will 
be a valued and important addition to the trajectory and reputation of 
Dickinson Law, the Department of Public Health Sciences, and Penn 
State.

GSG/sm

Attachments

² Dickinson Law supported Penn State Harrisburg’s appeal from the proposed abrogation of the 
JD/Master of Information Systems Joint Degree program. To my knowledge, that appeal is pending.
³ Dickinson Law students may count six credits of approved Penn State graduate courses from other 
departments toward their law degree.