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.

February 7, 2018

Graduate Degree Programs

**CHANGE**

**Agricultural and Extension Education** – add two options in Agricultural Education and Youth, Family and Community; change degree requirements for all degrees (College of Agricultural Sciences), page 10

**Business Administration** – begin extension of M.B.A. degree to Abington and Brandywine campuses (Penn State Great Valley), page 50

**Corporate Innovation and Entrepreneurship** – change admission and degree requirements (Smeal College of Business), page 72

**Engineering Management** – change degree requirements for the M.P.S. degree (Penn State Harrisburg), page 80

**Horticulture** – adopt the dual-title in International Agriculture and Development for the M.S. and Ph.D. degrees (College of Agricultural Sciences), page 96

**Public Health** – change degree requirements of the Dr.P.H. degree (College of Medicine), page 114

**Russian and Comparative Literature** – change degree requirements (College of the Liberal Arts), page 128

**DROP**

**Applied Youth, Family, and Community Education** – drop graduate degree program (College of Agricultural Sciences), page 142

Graduate Courses

**ADD**

**DAAN 862**
Analytics Programming in Python
ANALYTPRGM PYTHON (3)
This course will explore the development of analytics systems and the application of best practices and established software design principles using the Python programming language and its several toolkits. Students will manipulate, analyze and visualize complex datasets and implement statistical, machine learning, information visualization, text analysis, and social network analysis techniques through popular Python toolkits to gain insight into their data.

**PROPSED START: SU2018**

**LARCH 551**
Final Culminating Experience Proposal
FCE PROPOSAL (1)

The Final Culminating Experience Proposal course provides the opportunity for a student to develop an area of inquiry within the discipline of landscape architecture to be explored toward the production of a capstone project as the final culminating experience of the Master of Landscape Architecture degree. The student is expected to generate and refine research questions, develop aspects of extant questions, develop and test design ideas, or otherwise enhance his or her research interests.

**PROPSED START: SU2018**

**HRER 527**
Talent Development and Change Management
TAL DEV & CHG MGMT (3)

This course focuses on HR/ER consulting capabilities, change management efforts, and the strategic development of talent and competencies required to execute strategy and attain individual and organizational goals. Change management and talent development efforts are anchored in organizational goals and strategies. The entire change management or talent development initiative must be understood within the broader organizational system of which it is a part. Due to external forces such as technology and globalization, the pace and intensity of change and development efforts have increased dramatically. Effective implementation of such efforts rests on a deeper understanding of the theories and models that guide practice so they may be critically evaluated, adapted, and supported to maximize the likelihood of success. The outcome of these efforts are enhanced employee competencies that are of strategic value to the organization and improved support of organizational change efforts. As organizations evolve, change efforts must be adapted and the talent profiles and competencies required to support strategic execution must evolve. This course provides the depth and analytical understanding that will enable students to evaluate and flexibly adapt change and talent development theories and models to fit specific organizational contexts.

**PROPSED START: SU2018**

**LARCH 552**
Final Culminating Experience Production
FCE PRODUCTION (4)

Following approval of the FCE proposal (LARCH 551), students shall proceed to implement their research project based on their prepared schedule. In this course students shall complete the steps as outlined in their proposal with the assistance of faculty advisors. It is expected that this work shall last the duration of one semester minimum. Additional time to complete the research may be required based on topic and resources. Students are expected to document progress in the manner appropriate to their investigation topic, and to present their findings in progress on a regular basis.

**PROPSED START: SU2018**
**LARCH 553**

Final Culminating Experience Documentation & Presentation
FCE DOC & PRES (2)

In this course students shall prepare final documentation of their research-based design project, and make a public presentation/defense of their project’s relevance, research/inquiry methods, design approach, and findings.

LARCH 553 is the third of three courses that will lead to the student's final culminating experience (FCE) for the Master of Landscape Architecture degree. A successful FCE, typically a capstone project, will research in the frontiers of knowledge in the field of landscape architecture. The form and specific criteria for a capstone project will be determined by the student and adviser, in consultation with the landscape architecture graduate professor-in-charge. This documentation and presentation course is an advanced landscape research or research and design course which will culminate in the presentation of scholarly products required for the conferral of a Master of Landscape Architecture degree.

PROPOSED START: SU2018

**LARCH 835**

This course provides the foundation for site design in landscape architecture. At the core of the course are four general bodies of knowledge: Geometrics, Landform Manipulation, Site Systems, and Computer Applications for Site Analysis and Design. Geometrics: In order to perform landform manipulation, students must be able to efficiently acquire and process physical information about a site and are required to understand a suite of measurements. This course will first provide an overview of the digital and paper data sources available to landscape architects. Students will develop skills in manipulating or processing these data in order to comply with the requirements of site design. The course will also provide the measurements and formulae required for students to efficiently and accurately manipulate landforms. Landform Manipulation: One of the most critical skills landscape architects must acquire as designers is the ability to design landforms to accommodate changes in use and to translate their design ideas into dimensionally precise topographic representations of their designs. This course provides the knowledge for students to complete this process. Beginning with a single site element, students are expected to explore the suite of opportunities to place and modify a site to fit a single site element. Increased complexity is added to the suite throughout the remaining portions of the semester, thus enabling students to balance the opportunities and constraints presented by each individual design element and the overall site design. Site Systems: Building on ecological components of the curriculum, this course provides the first site specific and physical understanding of site systems critical to every landscape architect’s design. Students will primarily focus on the major site features as related to site drainage, such as soil, topography, and surface geology, but will also be expected to recognize regional context in their designs. Computer Applications for Site Analysis and Design: A central component underlying the instruction of the course is providing students with a suite of computer tools. Course objectives: a) To assist in initial efforts in acquiring and processing site data; b) To perform calculations such as cut and fill, spot elevations, and slope calculations; c) To visualize and complete manipulation of landforms; d) To understand the interaction of physical site features on individual sites (e.g., soil and topography); and e) To communicate their final site designs according to professional standards

PROPOSED START: SU2018

**LARCH 836**

Grad Implementation II: Materials
GRAD DES IMPL II (3)
The landscape architect calls upon a rich array of materials to construct the built elements of landscape—walls, ground surfaces, overhead structures, and furniture systems. The functional success and durability of many historical and traditional construction methods is based on a learned appreciation of the qualities and behaviors of materials in use in the landscape. Students develop understanding of the fundamental structural qualities of materials and use that knowledge to devise and illustrate their own design details. The same understanding of material behaviors will be used to investigate the qualities of novel construction materials, and will guide the development of construction details that respond to new constraints and opportunities.

The main focus of 836 will be on materials and construction detailing, with emphasis on techniques appropriate for an array of design situations. Representation of design ideas using computer-aided-drafting is expected in this class.

### LARCH 837
Grad Implementation III: Plants
GRAD DES IMPL III (3)
This course addresses the applied principles, tools, and techniques of planting design implementation, with a focus on landscape planting methods and technically proficient documentation. It relies on students having achieved foundational planting design knowledge and abilities in prior design studios. Proceeding briskly through site and contextual analysis and conceptual design, we will concentrate on methodical design development, investigation of planting implementation and management methods, and preparation of planting contract documentation. Upon successful completion of the course, students will have achieved proficiency in planting design implementation as integral to the overall design process and vital to realizing goals for landscape performance, aesthetics, site functionality, and broader social and environmental values.

### LARCH 838
Grad Implementation IV: Stormwater
GRAD DES IMPL IV (3)
This course is one of four graduate-level design implementation offerings that focus upon the more technical aspects of landscape architectural practice. By means of lectures, studio problems, assigned readings, and computer courseware, LArch 838 will present the principles and techniques of:
- Advanced Landform Design and Site Grading — integration of landform and structure through iterative grading design process; waterflow and surface drainage.
- Site Systems and Stewardship - soil, water, and vegetation interactions and ecology; site protection; site systems management; environmental responsibilities and stewardship.
- Hydrology and Stormwater Management — basic site hydrology; overview of hydrology and stormwater management concepts, infiltration; surface runoff calculations, surface and subsurface drainage systems design.
*Production of technical drawings using computer-aided-drafting is expected in this class.*

### METEO 815
Applied Atmospheric Data Analysis
ATMOS DATA ANALYS (3)
This course provides practical guidance in the quantitative analysis of large weather and climate datasets for incorporation into a data analytics system. Students will learn a variety of methods for
Cardiovascular Disease Epidemiology

CVD EPIDEMIOLOGY (3)

Cardiovascular disease (CVD) is the leading cause of death in the U.S. Therefore, understanding the public health burden of CVD and the basic concepts and principles of CVD epidemiology is important for public health professionals and CVD researchers. This course will provide a foundation in CVD epidemiology, with a particular focus on the distribution, time trend, and major risk factors of CVD. This course will use examples from cornerstone population-based CVD epidemiological studies to help students understand the study design, analysis, and interpretation of CVD epidemiological studies. Students will use the Atherosclerosis Risk in Communities (ARIC) study data to perform epidemiological investigations of acute myocardial infarction and stroke and their behavioral/lifestyle and demographic determinants (in the first half of the semester) and the biological determinants (in the second half of the semester). The overall goal is to provide students with the knowledge and skills to apply epidemiological methods to design and conduct their own CVD epidemiological studies.

RECOMMENDED PREPERATION: Students are required to complete 6-9 credits in epidemiology at the graduate level prior to enrollment in this course.

PROPSEDSTART: SU2018

PHS 895D

DR.P.H. Global Advanced Field Experience

DRPH GLOBAL INTERN (1-6/Repeatable Max: 6)

Provides Doctor of Public Health Students (Dr.P.H.) students with real-world experience in the practice of public health in international or local settings. The Doctor of Public Health Students (Dr.P.H.) Global Advanced Field Experience aims to provide Dr.P.H. students with hands-on experience in the practice of public health. The Global Advanced Field Experience builds and reinforces public health practice skills by enabling students to apply what they have learned in the classroom to real-world public health problems and settings. As the Dr.P.H. is a professional degree, gaining experience in a real-world public health setting through the Global Advanced Field Experience is critical to students' academic and professional development, and their ability to become competent in the practice of public health. Students may complete their Global Advanced Field Experience at public health agencies, organizations, and/or institutions, and work on substantive projects that contribute to the mission, goals, and objectives of the sites in which they are placed. Students are matched with sites based on their respective academic and professional interests and goals. Students may be matched with pre-approved sites, which have been identified by the Dr.P.H. program leadership. Students also may seek out Global Advanced Field Experience opportunities on their own. Global Advanced Field Experience sites that are not pre-approved must be reviewed and approved by the Dr.P.H. program leadership before students can begin. At each site, students report to an on-site Preceptor. Preceptors describing environmental data focusing on bulk characteristics, hypotheses testing, linear modeling, and variability modeling. Furthermore, current datamining strategies used in creating analysis workflows will be presented. Specific emphasis will be placed on data organization and pre-processing for computational analysis, validating assumptions for a particular analysis technique, identification and resolution of non-compliant datasets, and use of analysis/display software to improve communication of results. Numerous examples and case studies will augment discussion on the various analysis methods with the goal being to broaden the student’s perspective on the use of weather and climate data in decision-making.

PREREQUISITES: METEO 810

PROPSEDSTART: SU2018
are identified by the Dr.P.H. student and approved by Dr.P.H. program leadership; they generally are key decision-makers at their respective agencies, organizations, or institutions. Prior to beginning the Global Advanced Field Experience, students will work with the course Director to develop individualized learning objectives linked with at least five Dr.P.H. competencies. These learning objectives will shape a student's experience at the internship site and the types of projects the student will complete. The learning objectives also will provide students with a measure against which they can evaluate their efforts and their ability to meet their competencies.

RECOMMENDED PREPERATION: Students are required to complete 20 hours of practice-based activities prior to enrollment in this course. These activities can include community-based volunteer opportunities, PSUCOM career development training events, PHASE events, or other activities as approved by the DrPH Program.

PROPOSED START: SU2018

**PPOL 894**

Capstone Experience

CAPSTONE EXPERIENCE (1-18/Repeatable Max: 18)

Supervised, professionally oriented student activities that constitute the culminating experience in the program.

CONCURRENTS: PPOL 811

PROPOSED START: SU2018

**PPOL 895**

Public Policy Internship

INTERNSHIP (1-18/Repeatable Max: 18)

Supervised, professionally oriented, off-campus, non group instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.

PROPOSED START: SU2018

**PPOL 897**

Special Topics

SPECIAL TOPICS (1-9/Repeatable Max: 9)

Formal courses given on a topical or special interest subject with a professional orientation that may be offered infrequently; several different topics may be taught in one year or semester.

PROPOSED START: SU2018

**SPAN 572**

Translation in the Americas

TRANSLATION AMERICAS (3)

This course provides abroad exploration of translation in the Americas. In particular, it investigates the politics, practices, and theories of translation in Latin America and the United States from the late nineteenth century to the early twenty-first century, which allows for a comparative mode of reading across and between borders of language, nation, and region. The following questions will guide our readings and discussions over the course of the semester: How does translation unfold as a metaphor, a linguistic act, and a cultural experience in the Americas? To what extent do processes of translation inform the exchanges of languages, peoples, and cultures within and between nations in this region? The class examines the role of canonical Latin American writers as translators and scholars in order to underscore the centrality of translation to the production, circulation, and reception of Latin American literature. The course analyzes the contributions of Latin American writers,
Brazilian modernists, Jorge Luis Borges, concrete poets Augusto and Haroldo de Campos, Octavio Paz, and Julio Cortázar, to discussions of translation by reading their works on translation as theory and practice alongside key essays in translation studies by, among others, Walter Benjamin, Jacques Derrida, Gayatri Spivak, Lawrence Venuti, and Emily Apter. It also considers the importance of translators like Gregory Rabassa, Suzanne Jill Levine, and Elizabeth Bishop in disseminating Latin American literature within the United States. Building on these insights, students will consider the recent phenomenon of Latin American literature in translation and re-translation to recognize translation as a linguistic and aesthetic challenge governed by, in part, the political and economic demands of the global, literary market.

PROPOSED START: SU2018

CHANGE

OLD
EA 874
Enterprise Information Technology Architecture
EA IT ARCHITECTURE (3)
Theoretical foundations and practice of the enterprise information technology architecture.
PREREQUISITES: EA 872, EA 873
APPROVED START: SP2016

NEW
EA 874
Enterprise Information Technology Architecture
IT ARCHITECTURE (3)
Enterprise Architecture (EA) is the analysis and design of an enterprise in its current and future states from a strategy, business, and technology perspective. It helps to integrate and manage IT resources from a strategic and business-driven viewpoint. This course is intended to provide an exposure to the foundational concepts associated with each of the three primary layers of the enterprise information technology architecture stack: the enterprise applications architecture, the enterprise data architecture, and the enterprise technology infrastructure architecture. The course provides a fundamental understanding of the major components and functions of these layers in order to have a comprehensive understanding of the enterprise. Students will acquire knowledge about the key foundational aspects of these three technical layers of the enterprise architecture, learn what decisions need to be made in each layer, and learn how the layers interrelate. The perspectives covered in the class can be organized roughly by their level of analysis: overview of the enterprise technology stack, the enterprise application architecture, the enterprise data architecture, the enterprise technology infrastructure architecture, the enterprise security architecture, and current issues surrounding the enterprise information technology architecture. Students will compare and contrast the different layers of the enterprise information technology architecture and describe the interrelationships between the different layers of the enterprise information technology architecture.
PREREQUISITES: EA 871
OLD
INFSY 560
Data Communications Systems and Networks
DATA COM AND NETWORK (3)
Hardware and software concepts relevant to current communications and networking technology. The importance of telecommunications is emphasized.
PREREQUISITES: INFSY 540
APPROVED START: SP 1992

NEW
INFSY 860
Data Communications Systems and Networks DATA COM AND NETWORK (3)
The course covers the functional aspects and terminology of computer networks in order for the student to be competent as a manager of a network staff. The course reviews alternative technology solutions and helps implement effective solutions. The course provides an overview of network technology and future developments in the technology. Finally, through this course, students will gain an understanding of network technology and how it integrates with the other IT systems.
PREREQUISITES: INFSY 540

OLD
INFSY 563
Network Security
NETWORK SECURITY (3)
This is a study of network security concepts, technology and issues. Authentication, privacy and integrity of messages are analyzed.
PREREQUISITES: INFSY 535 and INFSY 560
APPROVED START: SU 2004

NEW
INFSY 863
Network Security
NETWORK SECURITY (3)
This is a study of network security concepts, technology, and issues. Authentication, privacy, and integrity of messages are analyzed. INFSY 863 is a follow-up course to INFSY 860, Data Communications and Networking. The objective of the course is that students gain a higher-level understanding of network security. Although the course is designed to appeal primarily to M.S.I.S. students, it is expected that the more technically minded M.B.A. will find the course valuable. Upon successful completion of this course, the student will have an in depth understanding of encryption techniques and the use of keys for encryption. Each student will study the appropriate applications to public keys, secret keys, and session keys. They will gain an understanding of the role of certificate authorities and the public key infrastructure. In addition, students will learn about the various architectures available to transmit information securely across the internet through virtual private networks.
PREREQUISITES: INFSY 535 and INFSY 860
OLD
METEO 580
Communication of Meteorological Research COMM METEO RSCH (1)
Methods for effective written and oral presentation of meteorological research are reviewed.
APPROVED START: SP1994

NEW
METEO 880
Communication of Research in Atmospheric Science COMM RSCH ATM SCI (2)
In this course, students will learn how to present the results of their research in the three main forms that atmospheric scientists currently use: peer-reviewed journal articles, poster presentations, and oral presentations. Students will learn how scientific writing differs from other forms of writing and will learn the building blocks for constructing effective paragraphs and sentences for journal articles. The structure of a journal article will be described and students will learn about each of the key elements of a journal article, including the abstract, introduction, methods, results, discussion, conclusions, references, figures, and tables. Authorship and the peer-review process will be discussed. Finally, students will learn techniques for communicating their research to the general public.

OLD
NUTR 801
Leadership in the Nutrition Profession LEADER NUTR PROF (1)
Development of the skills necessary for effective leadership within the field of nutrition.
APPROVED START: SU2016

NEW
NUTR 801
Leadership in the Nutrition Profession LEADER NUTR PROF (2)
This course provides an opportunity for students to become proficient in the skills essential for effective leadership within the nutrition field. We will utilize evidence-based tools designed for self-assessment of leadership traits and strengths. Students will practice and develop competency in the skills of negotiation, collaboration and persuasion, intercultural communication and motivation, visioning, and ethical decision-making. The importance of work-life balance and personal boundaries will be examined in the context of today’s work environment.
PREREQUISITES: None
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: Agricultural Sciences
Department or Instructional Area: Agricultural Economics, Sociology, and Education

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

Designation of new graduate program:

Classification of Instructional Programs (CIP) Code: Agricultural Education; Youth, Family, and Community

Designation of new graduate option:

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

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

Current designation of graduate program: Agricultural and Extension Education (AEE) Master's of Science; and Master's of Education

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): Program and course work requirements and the addition of the two graduate options above to the AEE M.S. and M.Ed. programs

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

Submitted by Graduate Program Head

Printed name: Connie D. Baggett
Signature: 
Date: 8/24/2017

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

Printed name: John Ewing
Signature: 
Date: 8/24/17

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

Printed name: Rama Radhakrishna
Signature: 
Date: 8/24/17
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

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<td>C. Andrew Cole</td>
<td>Van Gruchteit</td>
<td>2/16/2018</td>
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Recommended by Chair, Graduate Council Committee on Programs and Courses:

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<td>M. Kathleen Heid</td>
<td>Van Gruchteit</td>
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Noted by Dean of the Graduate School:

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<tr>
<td>Regina Vasilatos-Younken</td>
<td>Van Gruchteit</td>
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A proposal to:

Change the Requirements of Two Agricultural and Extension Education (AEE) Graduate Programs (M.S. and M.Ed.)
and
Add Two Graduate Options (Agricultural Education and Youth, Family, and Community)
to the AEE M.S. and M.Ed. Graduate Programs

Submitted by:

Connie Baggett

bbc@psu.edu
814-863-7415
207 Ferguson Building
University Park, PA 16802

Department of Agricultural Economics, Sociology, and Education
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PLEASE NOTE: This proposal summarizes five* distinct, but interconnected changes to the Agricultural and Extension Education (AEE) and Applied, Youth, Family, and Community Education (AYFCE) graduate programs. The collective changes in this proposal include:

1. Creating a Graduate Option in Agricultural Education (AE);
2. Creating a Graduate Option in Youth, Family, and Community (YFC);
3. Restructuring the AEE M.S. degree to add both the AE and YFC Options; and
4. Restructuring the AEE M.Ed. degree to add both the AE and YFC Options;

*A separate proposal has previously been submitted for the fifth and final change, which involves dropping the AYFCE M.Ed. degree program.

A. Justification for the Proposed Changes

The Agricultural and Extension Education (AEE) program proposes the creation and addition of two graduate options (Agricultural Education; and Youth, Family, and Community) within its Masters of Science (M.S.) and Masters of Education (M.Ed.) graduate programs. AEE proposes the creation and addition of these formal options over informal tracks because options are displayed on a student’s transcript and diploma.

Creating the AE Graduate Option

The proposed Agricultural Education (AE) Option fulfills a need to prepare graduate students who do not want to become certified/licensed as a secondary school educator, but still desire formal recognition of their ability to teach agricultural and environmental topics. The Option is meant to focus the course work of students enrolled in the AEE Master’s programs and to differentiate their credentials from that of a student focused on extension or non-formal education. Students who desire to teach these subjects with the formal school system are likely to become certified/licensed to teach; however, some of our students pursue careers that involve educating audiences about agricultural and environmental topics, but do not warrant formal certification/licensure at the time of their graduate education. The AE Option will be included on the student’s official transcript and diploma, thus fulfilling the recognition gap of formal educational training between a concentrated group of electives and officially being certified/licensed to teach at the secondary education level.

The AE Option is designed from and can be completed through existing AEE courses currently offered by AEE faculty. Its creation is credit-neutral, meaning no new courses or sections of courses will need to be created. The AEE courses required by the AE Option have ample space to accommodate additional students.

Objectives of the AE Option include:

1. Prepare students in pedagogy to facilitate and assess formal education programs
2. Prepare students to plan and administer formal secondary education programs in agricultural and environmental science
3. Prepare students to personally demonstrate and teach principles of leadership to youth through classroom instruction and experiential learning
Members of the AEE program faculty offer several courses directly aimed at fulfilling each of the AE Option’s objectives. Students who gain expertise and training in formal education can go on to plan and facilitate educational programs that promote agricultural and environmental literacy to audiences young and old, including farmers, landowners, and the general public. Increasing agricultural and environmental literacy supports the work of other programs within the College of Agricultural Sciences by increasing the awareness, knowledge, and willingness of individuals to accept and adopt new technologies and practices related to production agriculture, natural resource management, and environmental protection.

Students trained in agricultural and environmental education must be simultaneously broad in scope and highly applied in practice. Therefore, agricultural and environmental science educators occupy a space between foundational science courses (biology and chemistry) and other, more applied courses (vocational, career, and technical education). As a result, the Agricultural and Extension Education program is unique in its ability to offer educational training related to agricultural and environmental science.

Currently, there are no education-related graduate programs at Penn State offering formal Options related to agricultural and environmental education. The College of Education offers several emphases within their Curriculum and Instruction (Science Education) and Workforce Education and Development (School-to-Work; Teacher Certification; Secondary Career and Technical Education Leadership - PDE Certification) master’s programs, but they involve meeting formal teaching certification requirements and do not specifically focus on agriculture or the environment. The Eberly College of Science/The Huck Institutes of the Life Sciences appears to offer formal Options (Ecology and Plant Biology) within their Biology graduate degree programs, but all are pure science-based degrees with no educational or teaching focus in their curricula.

**Creating the YFC Graduate Option**

The proposed Youth, Family, and Community (YFC) Option fulfills a need to prepare graduate students who desire formal recognition of their ability to facilitate non-formal educational programming for specific youth, family, and community populations. The Option is meant to focus the coursework of students enrolled in the AEE Master’s programs and to differentiate their credentials from that of a student focused on agricultural and environmental education or formal education. Students who desire to work with youth, family, and community population can seek to enact individual and societal change through social and behavioral interventions and the adoption-diffusion process. Community and international development agencies often look for explicit training in program development and evaluation in addition to content knowledge and the ability to engage specific segments of the population. The YFC Option will be included on the student’s official transcript and diploma, thus fulfilling the need for formal recognition and differentiation from formal agricultural and environmental education.

The YFC Option is designed from and can be completed through existing AEE and AYFCE courses currently offered by AEE faculty. The Option is the result of dropping the larger Applied, Youth, Family, and Community Education (AYFCE) program. Its creation is credit-neutral, meaning no new courses or sections of courses will need to be
created. The AEE and AYFCE courses required by the YFC Option have ample space to accommodate additional students.

Objectives of the YFC Option include:

1. Prepare students to design, implement, and evaluate non-formal educational programs for youth, families, and communities
2. Prepare students to address issues of youth, family, and community development through applied research and programming
3. Prepare students to lead development organizations and teach principles of leadership through non-formal programming

Members of the AEE program faculty offer several courses directly aimed at fulfilling each of the YFC Option’s objectives. Students who gain expertise and training in non-formal education can go on to facilitate programming efforts to address issues of youth civic engagement, youth and family resiliency, community engagement, and capacity building. Students can find employment in a variety of sectors, including private, public, and non-profit organizations dedicated to improving the conditions for vulnerable and underserved populations, both within the United States and abroad. The YFC Option supports the work of other programs within the College of Agricultural Sciences by increasing the capacity for graduates to apply and disseminate their technical or content knowledge through non-formal educational programming. Non-formal programming is a valuable tool with which to target youth, families, and communities to promote the adoption-diffusion of new agricultural and environmental practices and technologies, reduce harmful or destructive behaviors, and promote positive social change to enhance well-being and local development at home and abroad.

Currently, there are few programs at Penn State that focus on similar populations or use similar educational methods as the proposed YFC Option. Two related programs within the same department as AEE include the M.S. in Rural Sociology (R SOC) and the online M.P.S. in Community and Economic Development (CEDEV); while both focus on elements of community development, they do not train students in non-formal educational programming. The Human Development and Family Studies graduate program promotes four areas of research (individual development; developmental research methodology; prevention and intervention research; and family development) for its students, but the program is more research- and policy-focused compared to the applied and programmatic nature of the YFC Option. Despite some of the similarities of these three programs, none of them offer explicitly recognized training (i.e. a formal Option) in non-formal educational programming to address issues of youth, family, and community development. As a result, the YFC Option fills a niche between these three programs without competing for students.

Adding the AE and YFC Graduate Options within the AEE M.S. and M.Ed. Programs

The AEE program by its name emphasizes two types of education - agricultural (formal) and extension (non-formal). Adopting the AE and YFC options will allow AEE to more clearly communicate its two areas of focus for student recruitment and will allow its graduates to better market themselves to prospective employers. Students who are unfamiliar with school-based agriculture education programs or have never heard of Cooperative Extension are likely to pass over AEE when searching for graduate
programs. Students may have an interest in education, development, or applied work within communities, but see the term “agriculture” and are misled into thinking that AEE is not relevant to their interests. The AE and YFC options are necessary to differentiate AEE’s split-focus and increase recruitment, marketing, and search engine optimization.

Furthermore, the AE and YFC options will allow students to better communicate their work and focus to both traditional (e.g. secondary education and Cooperative Extension) and non-traditional (e.g. public, private, and non-profit entities involved in local, regional, and international development) audiences and employers. Non-traditional employers or those unfamiliar with the land-grant system of higher education institutions may be less familiar with the term “extension” education and therefore place our graduates at a disadvantage when seeking employment. Agricultural education is more straightforward, as many graduates already work or intend to work in formal secondary or post-secondary education, where AEE is more widely recognized by employers (i.e. schools with agricultural programs). Two options are needed to differentiate our students’ career pathways.

Restructuring of the AEE M.S. and M.Ed. Program Requirements

The AEE faculty propose to restructure the AEE M.S. and M.Ed. degrees to accommodate the addition of the AE and YFC Options, which will result in a more defined and streamlined graduate degree program. The restructuring of both degrees involves the same set of changes, apart from a few differences.
### B. Side-By-Side Comparison of Current Requirements and Proposed Changes

**AEE M.S. Degree**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
<th>CHANGE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRE Scores for Program Admission</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants are only required to submit GRE scores if their junior and senior GPA is less than a 3.0 on a 4.0 scale.</td>
<td>Applicants are required to submit GRE scores only if their junior and senior GPA is less than a 3.0 on a 4.0 scale; however, all applicants are encouraged to complete the GRE if they want to be eligible for future graduate fellowship opportunities.</td>
<td>Added language encouraging students to complete the GRE, even if not necessary for admission, to make sure they're eligible to apply for additional fellowship opportunities.</td>
</tr>
</tbody>
</table>

| **Coursework** | | |
| Requires a minimum of 30 credits | Requires a minimum of 34 credits | Increased the total minimum credit requirements by 4 credits as a result of changes to degree course work. |

| | | |
| All students are required to complete the following courses, totaling (4) credits: | Foundational Courses (totaling 16 credits) | Increased the number of common courses shared by all program students to ensure a more uniform foundation in AEE; Total required foundational course work increased from 4 to 16 credits. |
| • AEE 501 (3), 590 (1) | • AEE 501 (3), 590 (1), 520 (3), 521 (3) | |
| • Select 3 credits from the Research Methods and Data Analysis List (see Appendix A) | • Select 3 credits at the 400-, 500-, or 800-level focused on writing, public speaking, or communicating scientific information to an audience (AEE 412 is recommended for teacher certification students) | |

| | | |
| Students select at least one 3-credit course from each core area totaling (15) credits. | Generalist & Option Courses (totaling 9 credits) | Replaced “core area” coursework selections with Options (AE & YFC) and Generalist (no option) coursework lists. |
| Educational Processes | *Generalist (no Option elected - complete all of the following)* | |

*Note: The above table outlines the changes in requirements and proposed changes for the AEE M.S. Degree program.*
<table>
<thead>
<tr>
<th>Communications/Leadership Development</th>
<th>Program Development and Evaluation</th>
<th>Research</th>
<th>Other Courses Outside of Core Areas</th>
<th>Elective Course (totaling 3 credits)</th>
<th>Six-credit thesis (AEE 600) must have the approval of the student’s graduate committee and be related to the student’s area of professional interest.</th>
<th>Thesis (totaling 6 credits)</th>
<th>Defined minimum number of credits (3) that are required as elective or additional courses beyond the Option/Generalist coursework</th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEE 400 (3), 412 (4), 515 (3), 524 (1-3), 530 (3); AYFCE 438 (1-3), 439 (3); or INTAG 481 (3)</td>
<td>AEE 440 (3), 460 (3), 465 (3), 505 (3), 508 (3), 511 (3); AGCOM 462W (3); AYFCE 535 (3)</td>
<td>AEE 413 (3-4), 418, 450 (3), 455 (3); AYFCE 470 (3), 550 (3), 555 (3), 840 (3), 845 (3)</td>
<td>AEE 413 (3-4), 508 (3), 524 (1-3), WF ED 413 (3)</td>
<td>Select at least 3 credits from the Program Support List (see Appendix B)</td>
<td>AEE 450 (3), 505 (3), 530 (3) Agricultural Education Option (select 9 credits from the following)</td>
<td>AYFCE 535 (3), 550 (3), 555 (3), 845 (3) Youth, Family, and Community Option (select 9 credits from the following)</td>
<td>Must have the approval of the student’s graduate committee and be related to the student’s area of professional interest.</td>
<td>AEE 600 (6)</td>
</tr>
<tr>
<td>Total required “core area” course work decreased from 15 to 9 credits</td>
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</table>

**500-Level Credit Composition**

| 18 of the 30 credits must be at the 500 or 600 level. | 18 of the minimum 34 credits must be at the 500 or 600 level. | Increased the program credit total by 4 credits, but no change was made to the minimum number (18) of 500- and 600-level credits |

**Comprehensive Examination**
### AEE M.Ed. Degree

<table>
<thead>
<tr>
<th>CURRENT</th>
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<td>Added language encouraging students to complete the GRE, even if not necessary for admission, to make sure they’re eligible to apply for additional fellowship opportunities.</td>
</tr>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires a minimum of 30 credits</td>
<td>Requires a minimum of 31 credits</td>
<td>Increased the total minimum credit requirements by 1 credit as a result of changes to degree course work</td>
</tr>
<tr>
<td>All students are required to complete the following courses, totaling (4) credits:</td>
<td>Foundational Courses (totaling 16 credits)</td>
<td>Increased the number of common courses shared by all program students to ensure a more uniform foundation in AEE; Total required foundational course work increased from 4 to 16 credits</td>
</tr>
<tr>
<td>• AEE 501 (3), 590 (1)</td>
<td>• AEE 501 (3), 509 (3), 590 (1), 520 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• AEE 521 or select 3 credits from the Research Methods and Data Analysis List (see Appendix A)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select 3 credits at the 400-, 500-, or 800-level or above focused on writing, public speaking, or communicating scientific information to an audience (AEE 412 is recommended</td>
<td></td>
</tr>
</tbody>
</table>
Students select at least one 3-credit course from each core area totaling (15) credits.

**Educational Processes**
- AEE 400, 412, 515, 524, 530; AYFCE 438, 439; or INTAG 481

**Communications/Leadership Development**
- AEE 440, 460, 465, 505, 508, 511; AGCOM 462W; AYFCE 535

**Program Development and Evaluation**
- AEE 413, 418, 450, 455; AYFCE 470, 550, 555, 840, 845

**Research**
- AEE 509, 520, 521

Generalist & Option Courses (totaling 9 credits)
- Generalist (no Option elected - complete all of the following)
  - AEE 450 (3), 505 (3), 530 (3)

**Agricultural Education Option**
- AEE 413 (3-4), 508 (3), 524 (1-3); WF ED 413 (3)

**Youth, Family, and Community Option**
- AEE 535 (3), 550 (3), 555 (3), 845 (3)

**Other Courses Outside of Core Areas**
- AEE 434 (1-6), 495 (1-15), 595 (1-18), 596 (1-9), 597 (1-9)

Elective Course (totaling 3 credits)
- Select at least 3 credits from the Program Support List (see Appendix B)

**Capstone Project**
- AEE 596 (3)

- A written professional paper is still required as a scholarly product, but the culminating project is now called a Capstone Project, which better reflects the practical, project-based focus of the M.Ed. degree; Three additional credits beyond the minimum 3 have been added for students who choose to complete a more in-depth project.

Defined minimum number of credits (3) that are required as elective or additional courses beyond the Option/Generalist course work

Replaced “core area” course work selections with Options (AE & YFC) and Generalist (no option) course work lists; Total required “core area” course work decreased from 15 to 9 credits.
minimum credit requirement for the degree; if students are required to complete 6 credits of AEE 596, then they must complete a minimum of 34 credits for the degree.

<table>
<thead>
<tr>
<th><strong>500-Level Credit Composition</strong></th>
<th>18 of the 30 credits must be at the 500 or 800 level, with at least 6 at the 500 level.</th>
<th>18 of the minimum 31 credits must be at the 500 or 800 level, with at least 6 at the 500 level</th>
<th>Increased the minimum program credit total by 1 credit, but no change was made to the minimum number (18) of 500-and 800-level credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Examination</strong></td>
<td>Requirement of a comprehensive exam: successful performance on a four-hour written essay exam, plus a one-hour oral exam.</td>
<td>Students are not required to complete a comprehensive exam.</td>
<td>Removed comprehensive exam requirement</td>
</tr>
</tbody>
</table>
C. Revised Copy of Bulletin Description

Agricultural and Extension Education (AEE)

Program Home Page
Laszlo Kulcsar, Head of the Department
103 Armsby Building
814-865-5461

Degrees Conferred:
Ph.D., M.S., and M.Ed.
Dual-title Ph.D., M.S., and M.Ed. in Comparative and International Education
Dual-title Ph.D. and M.S. in International Agriculture and Development

The Graduate Faculty

Graduate programs emphasize agricultural or extension education (including preparation for employment in college or university programs), youth and family programming, state-level administration, local-level administration, private industry, and international education. A minor may be taken in an area of the student’s choice or in general studies. Programs may include courses needed for certification in other fields of education.

Master of Science and Master of Education in Agricultural and Extension Education

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.

All applicants must submit a letter of application, two or three pages in length, describing their professional experience, education, career goals, and reasons for pursuing the degree. Applicants must ensure that three recommendation and evaluation forms from individuals knowledgeable about the applicant are forwarded to the department. Only the most qualified applicants will be admitted to the graduate program. The graduate program may provisionally admit selected applicants pending resolution of the admissions requirements listed here. Exceptions to the admissions criteria listed below may be made at the discretion of the program for students with special backgrounds, abilities, and interests.

Prerequisite for admission to a master’s degree program is a demonstrated professional interest in agricultural and extension education and/or applied youth and family education. Graduate Record Examination (GRE) scores are required for application. The GRE score is one of several variables taken into consideration for offers of admission to the AEE graduate program.

Master of Science: The purpose of the AEE M.S. degree program is to prepare students through experience and course work in research methods, data analysis, and research reporting to enhance their professional qualifications and career advancement. The program is designed for individuals who are primarily interested in conducting,
interpreting, or communicating research for educational work or advanced graduate (i.e. doctoral) study. Graduates can go on to become: agricultural educators at the post-secondary level; Cooperative Extension educators or related professionals; and professionals in the public, private, or non-profit sectors focused on education, training, or human capacity development.

Master of Education: The purpose of the AEE M.Ed. degree program is to prepare students through experience and course work in teaching, learning, and educational planning and assessment to enhance their professional qualifications and career advancement. Prerequisite for admission to this program is a minimum of 18 credits in professional education courses (including educational psychology and teaching and/or professional internship), or certification as a teacher of agriculture, or equivalent professional experience, including extension. Credits obtained to fulfill this admission prerequisite requirement cannot be applied towards requirements for the degree. The program is designed for individuals who are primarily interested in teaching. Graduates can go on to become: agricultural educators at the secondary or post-secondary level; Cooperative Extension educators or related professionals; and professionals in the public, private, or non-profit sectors focused on education, training, or human capacity development.

Note: Students considering graduate education beyond the Master’s level are encouraged to pursue the M.S. degree, which prepares students for advanced study and research activity.

Degree Requirements

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

A program of study agreement between adviser and student, including planned course work (approved by the student’s graduate committee) and time frame, should be completed before beginning the second semester of study.

Master of Science: The Master of Science degree requires a minimum of 34 credits at the 400, 500, 600, or 800 level, with least 18 credits at the 500 and 600 level, combined. The 34 credits include:

- 16 credits in core required courses: AEE 501 (3), AEE 590 (1), AEE 520 (3), AEE 521 (3), a 3-credit course on Research Methods and Data Analysis, and a 3-credit course focused on writing, public speaking, or communicating scientific information to an audience. A list of courses that will fulfill the Research Methods and Data Analysis and the Communications requirements is maintained by the graduate program office;
- 9 credits in either the base program or one of two options defined below;
- 3 elective credits from a list of approved electives maintained by the graduate program office; and
- 6 thesis credits (AEE 600 or 610).

In addition to completing a minimum of 34 credits of required course work, M.S. candidates are required to:
1) Conduct an empirical research study involving the collection of primary and/or secondary data;
2) Write a thesis on their empirical research study;
3) Conduct an oral defense of the research study and thesis; and
4) Submit at least one article to a relevant peer-reviewed journal.

The thesis must be accepted by the committee members, the head of the graduate program, and the Graduate School, and the student must pass the thesis defense.

Master of Education: The Master of Education degree requires a minimum of 31 credits at the 400, 500, or 800 level, with a minimum of 18 credits at the 500 or 800 level, and at least 6 credits at the 500 level. The 31 credits include:

- 16 credits in core required courses: AEE 501 (3), AEE 509 (3), AEE 590 (1), AEE 520 (3), AEE 521 (3) or a 3-credit course on Research Methods and Data Analysis, and a 3-credit course focused on writing, public speaking, or communicating scientific information to an audience. A list of courses that will fulfill the Research Methods and Data Analysis and the Communications requirements is maintained by the graduate program office;
- 9 credits in either the base program or one of two options defined below;
- 3 elective credits from a list of approved electives maintained by the graduate program office; and
- 3 credits for the Capstone Project, AEE 596 (3). A minimum of 3 credits of AEE 596 is required, but the student’s committee may require 3 additional credits be completed based on the project’s complexity. No more than 3 credits of AEE 596 will count towards the minimum credit requirement for the degree; if students are required to complete 6 credits of AEE 596, then they must complete a minimum of 34 credits for the degree.

In addition to completing a minimum of 31 credits of required course work, M.Ed. candidates are required to:

1) Conduct a Capstone Project, typically involving the development and/or evaluation of an educational curriculum, project, or program;
2) Write a professional paper supporting and reflecting upon the Capstone Project;
3) Conduct an oral defense of the Capstone Project and professional paper; and
4) Submit at least one article to an appropriate forum (e.g. Extension- or education-related journal, trade publication, editor-only reviewed publication, or conference proceedings).

M.S. and M.Ed. Base Program and Options: Students may elect to pursue either AEE master’s degree (M.S. or M.Ed.) as a generalist following a base curriculum or with one of two graduate options. Options involve more tailored course work and are included on the student’s transcript and diploma after the primary degree title.

- The generalist (base) curriculum educates students in core areas of AEE, including leadership, formal education, non-formal program development, and evaluation. The base curriculum requires 9 credits of the following: AEE 450 (3), AEE 505 (3), and AEE 530 (3).
**The Agricultural Education (AE) Option** allows students to select course work related to their specific interests including: educational program planning and instructional development; leadership within and administration of agricultural education programs; and change in agricultural education. The Agricultural Education option requires 9 credits, chosen from the following: AEE 413 (3-4), AEE 508 (3), AEE 524 (1-3), or WF ED 413 (3).

**The Youth, Family, and Community (YFC) Option** allows students to select course work related to their specific interests including: program design, implementation, and evaluation; leadership development and civic engagement within communities; intergenerational programs; and volunteer program management. The Youth, Family, and Community option requires 9 credits, chosen from the following: AYFCE 535 (3), AYFCE 550 (3), AYFCE 555 (3), or AYFCE 845 (3).

Doctorate of Philosophy in Agricultural and Extension Education (AEE)

**Ph.D. 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**.

**Letter of Introduction and Résumé.** Applicants must submit a two-to three-page letter of introduction in which they describe their professional experience and education and delineate their career goals. A current résumé is also required.

**Graduate Record Examination.** Graduate Record Examination (GRE) scores are required for application. The GRE score is one of several variables taken into consideration for offers of admission to the AEE graduate program.

**Official Transcripts.** Official transcripts from all post-secondary institutions attended must be submitted. Applicants must provide evidence of either a baccalaureate or a master’s degree in the agricultural sciences, human sciences, or related area.

**Three Letters of Reference.**

**Professional Experience.** A minimum of two years of appropriate professional experience is required either prior to admission or before the degree is awarded. An interview with the graduate faculty is recommended of all applicants prior to admission into a doctoral program.

**Degree Requirements**

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

Approximately 75 credits of graduate work beyond the baccalaureate degree are required. Approximately two-thirds of the total program must be in the major field. Courses in education or statistics may be counted in the major with prior approval of the doctoral committee. A minimum of 30 credits must be earned in residence.
Courses completed in the doctoral program in AEE should give students competence in at least one core area of expertise: educational processes; leadership development and communications; program development, and research. Students must complete the following course requirements, for a minimum of 26 credits:

- 3 credits, Foundations of AEE (AEE 501)
- 2 credits over two semesters in the doctoral program, AEE Colloquium (AEE 590)
- 15 total 500-level credits with at least one, three-credit 500-level course being completed from each of the four core areas, including: Educational Processes; Leadership Development and Communications; Program Development; and Research. A list of courses that will fulfill this requirement is maintained by the graduate program office;
- Three additional research credits beyond the course taken to meet the 3-credit core Research requirement, selected from among AEE 520, AEE 521, or AEE 522. These six Research credits must be earned during the academic year, not during summer session.
- 3 credits, Advanced Technical Writing and Editing (ENG 418).
- Up to a maximum of 12 credits of AEE 600/601/610/611.

Doctoral students develop an appropriate program of study to meet these requirements in consultation with their adviser and doctoral committee.

Official entrance into the Ph.D. program occurs upon successful completion of the candidacy examination. Ph.D. degree requirements include successful completion of the following: approved graduate course work, English Competence requirements, a comprehensive examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral candidates must write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

All doctoral students in AEE are required to write an article or a paper for publication or presentation based upon (1) their dissertation or (2) their assistantship responsibilities as determined by the academic adviser and assistantship supervisor prior to the granting of a degree. The article or paper will be reviewed and approved by the student's graduate adviser. The article or paper will be submitted to a refereed or professional journal, a professional or research conference, and/or a popular magazine. If co-authored with a faculty member, the student's name will appear as the lead author.

**Dual-Title Graduate Degree in Agricultural and Extension Education (AEE) and Comparative and International Education (CI ED)**

M.S., M.Ed., and Ph.D. students with research and educational interests in schooling and education around the globe may apply to the Dual-Title Graduate Degree Program in Agricultural and Extension Education (AEE) and Comparative and International Education (CI ED). Comparative and international education is a field devoted to the
systematic analysis of the operation and effects of the world’s education systems. The goal of the dual-title graduate program is to enable graduate students from AEE to acquire the knowledge and skills of their primary area of specialization in AEE, while at the same time gain the perspectives, techniques, and methodologies of comparative and international education. Graduate study in this program seeks to create opportunities for a range of people—administrators and policy makers in social welfare, health education, and development; school leaders; and scholars of education. Graduates of the dual-title program in AEE and CIED will be able to compare, analyze, and make policy recommendations for agricultural and extension education at both national and international levels.

Admission Requirements

Students must apply and be admitted to the graduate program in AEE 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 CIED dual-title program. Refer to the Admission Requirements section of the CIED Bulletin page. Doctoral students must be admitted into the dual-title degree program in CIED prior to obtaining candidacy in their primary graduate program.

Dual-Title M.S. and M.Ed. in AEE and CIED Degree Requirements

To qualify for this dual-title degree, students must satisfy the requirements of the AEE Master of Science or Master of Education degree program, listed above. In addition, they must satisfy the CIED program requirements for the dual-title master’s degree. Refer to the Degree Requirements section of the CIED Bulletin page. Some courses may satisfy both the graduate primary program requirements and those of the CIED program. Final course selection is determined by the student after consulting, in advance, with their AEE and CIED advisers.

For the dual-title M.S. degree in AEE and CIED, the thesis must reflect the student’s education and interest in both AEE and CIED. For the dual-title M.Ed. in AEE and CIED, the student’s capstone experience and professional paper must reflect the student’s education and interest in both AEE and CIED. All members of the student’s committee for both the M.S. and the M.Ed. must be members of the Graduate Faculty. The master’s committee must include at least one Graduate Faculty member from CIED. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. A Degree Committee form should be filed upon selection of the committee members.

Dual-Title Ph.D. in AEE and CIED Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in AEE, listed above. In addition, students must complete the degree requirements for the dual-title in CIED, listed on the CIED Bulletin page.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from AEE and must include at least one Graduate Faculty member
from the CIED 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 AEE and CIED. 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 an AEE and CIED dual-title Ph.D. student must include at least one member of the CIED 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 CIED, the member of the committee representing CIED must be appointed as co-chair. The CIED 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 AEE and CIED. 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 Graduate Degree in Agricultural and Extension Education (AEE) and International Agriculture and Development (INTAD)**

M.S. and Ph.D. students with research and educational interests in international agriculture extension and education may apply to the Dual-Title Graduate Degree Program in Agricultural and Extension Education and International Agriculture and Development. The goal of the dual-title graduate program is to enable graduate students from AEE to acquire the knowledge and skills of their primary area of specialization in AEE, while at the same time gaining the perspective and methods needed to work internationally. Graduate study in this program seeks to prepare students to assume leadership roles in developing contemporary curricula and programs, conducting high-quality research and development activities, and disseminating new knowledge in these areas in both national and international settings. Students are required to write research proposals and expected to write grants to support their research activities reflecting both research areas of the dual-title degree. As part of their professional development presentations, publication of research articles and active participation in professional societies is expected. Emphasis is placed upon the professional development of the student.

**Admission Requirements**

Students must apply and be admitted to the graduate program in AEE 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 INTAD dual-title program. Refer to the Admission
Requirements section of the INTAD Bulletin page. Doctoral students must be admitted into the dual-title degree program in INTAD prior to obtaining candidacy in their primary graduate program.

**Dual-Title M.S. in AEE and INTAD Degree Requirements**

To qualify for this dual-title degree, students must satisfy the requirements of the AEE Master of Science degree program, listed above under “Degree Requirements – Master of Science. In addition, they must satisfy the INTAD program requirements for the dual-title master’s degree. Refer to the Master’s Degree Requirements section of the INTAD Bulletin page. Some courses may satisfy both the graduate primary program requirements and those of the INTAD program. Final course selection is determined by the student after consulting, in advance, with their AEE and INTAD advisers.

For the dual-title M.S. degree in AEE and INTAD, the thesis must reflect the student’s education and interest in both AEE and INTAD. All members of the student’s committee must be members of the Graduate Faculty. The master’s committee must include at least one Graduate Faculty member from INTAD. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. A Degree Committee form should be filed upon selection of the committee members and must be approved by the INTAD Academic Program Committee Co-chair.

**Dual-Title Ph.D. in AEE and INTAD Degree Requirements**

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in AEE, listed above. In addition, students must complete the degree requirements for the dual-title in INTAD, listed on the INTAD Bulletin page.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from AEE and must include at least one Graduate Faculty member from the INTAD 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 AEE and INTAD. 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 an AEE and INTAD dual-title Ph.D. student must include at least one member of the INTAD 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 INTAD, the member of the committee representing INTAD must be appointed as co-chair. The INTAD 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 AEE and INTAD. 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 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 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.
D. Written Evidence of Consultation with Related Programs

Due to the interconnected nature of this proposal and several others, correspondence was sent to the following related/affected programs discussing the collective revisions. This was done to be more efficient and provide other programs with the entire context in which changes are being proposed.

Programs consulted via email correspondence:

- Adult Education program (Dr. Esther Prins)
- Workforce Education and Development program (Dr. William Rothwell)
- Communication Arts and Sciences program (Dr. Jeremy Engels)
- Education Policy Studies department (Dr. Dana Mitra)
  - Comparative and International Education program
  - Educational Leadership program
  - Educational Theory and Policy program
  - Higher Education program
- Educational Psychology (Dr. Peggy Van Meter)
- Human Development and Family Studies (Christa Kreps; Dr. Eva Lefkowitz)
- Rural Sociology (Dr. Clare Hinrichs)
- Sociology (Dr. Melissa Hardy)
- Statistics (Dr. Aleksandra Slavkovic)

Emails were sent by Brad Olson (on behalf of Dr. Connie Baggett) on November 23rd, 2015 to either the respective Director of Graduate Studies or other listed point of contact for each program and contained an introductory message and a tailored program briefing document identifying the specific changes that may affect each respective program including potential impacts on course enrollments. The introductory text and each briefing document are presented in Appendix C.

AEE received responses from all of the contacted programs by the requested deadline (12/16/15) except for two programs (Communication Arts and Sciences; and Statistics). The programs that did respond provided written acknowledgment of and feedback on the proposed changes and the direct correspondence is presented in Appendix D.

Summary of Consultation Feedback and Resulting Changes

There were no objections to the restructuring of the Agricultural and Extension Education M.S. and M.Ed. programs by adding the Agricultural Education Option and Youth, Family, and Community Option.

No changes were recommended for the M.S. or M.Ed. degree’s structural requirements. The consultation feedback resulted in the following changes being made to the Program Support List and Research Methods and Data Analysis List, which is associated with both the AEE M.Ed. and M.S. degrees.

Courses removed from the initial Program Support List:

- R SOC 417 (CED 417) (3) Power, Conflict, and Community Decision Making
- R SOC 420 (CED 420, WMNST 420) (3) Women in Developing Countries
- R SOC 452 (3) Rural Organization
- R SOC 508 (3) Sociology of Agriculture
• SOC 404 (3) Social Influence and Small Groups  
• SOC 424 (3) Social Change  
• SOC 425 (3) Social Conflict  
• SOC 455 (3) Work and Occupations

Courses added to the initial Program Support List:
• ADTED 561 (3) Family Literacy  
• HD FS 413 (3) Developmental Problems in Adulthood  
• HD FS 416 (SOC 411) (3) Racial and Ethnic Diversity and the American Family  
• HD FS 417 (3) Biocultural Studies of Family Organization  
• HD FS 424 (3) Family Development in an Economic Context  
• HD FS 432 (3) Developmental Problems in Childhood and Adolescence  
• HD FS 453 (3) Family Participation and Involvement in Child Services  
• HD FS 455 (3) Development and Administration of Human Services Programs  
• HD FS 465 (CMAS 465) (3) Child Maltreatment: Prevention and Treatment  
• HD FS 540 (3) Parenting: Theory, Research, and Intervention  
• HD FS 546 (3) Seminar in Family Relationships  
• HD FS 508 (1-6) Best Practices in Preventive Intervention

Courses corrected on the initial Research Methods and Data Analysis List:
• EDPSY 406 (3) Applied Statistical Inference for the Behavioral Sciences  
• EDPSY 505 (3) Statistical Applications in Educational Research

Courses removed from the initial Research Methods and Data Analysis List:
• CAS 561 (3) Quantitative Research Methods  
• CAS 562 (3) Qualitative Research Methods  
• R SOC 522 (1) Data Analysis in Rural Sociology  
• R SOC 573 (3) Methods of Survey Data Analysis  
• SOC 574 (3) Statistical Methods for Social Research  
• SOC 575 (3) Statistical Models for Nonexperimental Research

Courses added to the initial Research Methods and Data Analysis List:
• ADTED 550 (3) Qualitative Research in Adult Education  
• ADTED 551 (3) Qualitative Data Analysis  
• HD FS 516 (3) Methods of Research in Human Development  
• HD FS 519 (3) Methods of Statistical Analysis in Human Development  
• LDT 574 (3) Applied Qualitative Research for Work Practice, Innovation, and Systems Design
Appendix A

Research Methods and Data Analysis List

Research Methods

- ADTED 550 (3) Qualitative Research in Adult Education
- ADTED 552 (3) Participatory Action Research
- EDPSY 576 (3) Research Methods in Teacher Education
- EDTOHP/EDLDR/HI ED 586 (3) Qualitative Methods in Educational Research I
- EDTOHP/EDLDR/HI ED 588 (3) Qualitative Methods in Educational Research II
- HD FS 516 (3) Methods of Research in Human Development
- LDT 574 (3) Applied Qualitative Research for Work Practice, Innovation, and Systems Design
- STAT 503 (3) Design of Experiments

Data Analysis

- ADTED 551 (3) Qualitative Data Analysis
- AG 400 (4) Biometry/Statistics in the Life Sciences
- EDPSY 406 (3) Applied Statistical Inference for the Behavioral Sciences
- EDPSY 505 (3) Statistical Applications in Educational Research
- EDPSY 506 (3) Advanced Techniques for Analyzing Educational Experiments
- HD FS 519 (3) Methods of Statistical Analysis in Human Development
- STAT 500 (3) Applied Statistics
- STAT 501 (3) Regression Methods
- STAT 502 (3) Analysis of Variance and Design of Experiments
Appendix B

Program Support List

Courses related to the Agricultural Education Option
- AEE 400 (3) Global Agriculture Education
- AEE 509 (3) Contemporary Research in AEE
- AEE 515 (3) Engagement through Outreach Scholarship in Higher Education
- CI ED 440 (EDTHP 440) (3) Introduction to Philosophy of Education
- EDLDR 476 (3) The Teacher and the Law
- EDLDR 480 (3) Introduction to Educational Leadership
- EDLDR 536 (3) Federal Role in Education
- EDLDR 562 (3) Methods of Classroom Supervision and Coaching
- EDPSY 421* (3) Learning Processes in Relation to Educational Practices
- EDPSY 521 (3) Learning and Cognition: Educational Applications
- EDPSY 523 (3-4) Concept Learning and Problem Solving
- EDTHP 541 (CI ED 541) (3) Contemporary Philosophies of Education
- WF ED 402 (3) Supervision of Vocational Education
- WF ED 411 (3) Occupational Safety and Health for Workforce Education and Development Professionals
- WF ED 424 (CN ED 424) (3) Facilitating Career Development
- WF ED 445 (3) Vocational Guidance
- WF ED 529 (3) Ethical Issues in Workforce Education and Development
- WF ED 560 (3) Historical and Philosophical Foundations of Workforce Education

*Course count toward teacher certification or post-baccalaureate certification

Courses related to the Youth, Family, and Community Education Option
- ADTED 460 (3) Introduction to Lifelong Learning and Adult Education
- ADTED 542 (3) Perspectives on Adult Learning Theory
- ADTED 561 (3) Family Literacy
- ADTED 570 (CI ED 570) (3) Comparative and International Adult Education
- AYFCE 438 (3) Living in an Increasingly Diverse Society
- HD FS 413 (3) Developmental Problems in Adulthood
- HD FS 416 (SOC 411) (3) Racial and Ethnic Diversity and the American Family
- HD FS 417 (3) Biocultural Studies of Family Organization
- HD FS 424 (3) Family Development in an Economic Context
- HD FS 432 (3) Developmental Problems in Childhood and Adolescence
- HD FS 453 (3) Family Participation and Involvement in Child Services
- HD FS 455 (3) Development and Administration of Human Services Programs
- HD FS 465 (CMAS 465) (3) Child Maltreatment: Prevention and Treatment
- HD FS 503 (3) Human Development Intervention: Analysis of Theories and Approaches
- HD FS 508 (1-6) Best Practices in Preventive Intervention
- HD FS 540 (3) Parenting: Theory, Research, and Intervention
- HD FS 546 (3) Seminar in Family Relationships
Appendix C

Introductory Message and Consultation Briefing Documents

Emailed on 11/23/15

Hello,

I am sending this email on behalf of Dr. Connie Baggett (CC’d), Director of Graduate Studies in Agricultural and Extension Education (AEE). The AEE cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its graduate programs. We are proposing the creation of two formal Options (Agricultural Education; and Youth Family and Community) within our M.S. and M.Ed. programs as well as the creation of a Program Support List and a Research Methods and Data Analysis List, from which students will be able to choose a limited number of courses outside of AEE.

As part of the process, we kindly request your consultation and feedback regarding the proposed changes and how they may or may not impact your program(s) and/or course(s). The specific changes relevant to your program(s) are described in the document attached to this email, along with a course enrollment impact table where appropriate.

We understand our request comes right at the start of the fall break, but hope you’ll be able to look over the document and consult with any relevant members of your program in a timely manner. We kindly ask for an email response with any feedback that you may have by Wednesday, December 16th.

Thank you for your time and best regards,

Brad
Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Adult Education; and
Workforce Education and Development

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 3-4 courses in ADTED and 7 courses in WF ED. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 1 course in ADTED. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is generally low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select one of the courses listed here as part of their research requirement, but there are 16 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADTED 460 (3) Introduction to Adult Education</td>
<td>4 of 20 in FA12</td>
<td>Low</td>
</tr>
<tr>
<td>ADTED 542 (3) Perspectives on Adult Learning Theory</td>
<td>6 of 15 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>ADTED 552 (3) Participatory Action Research</td>
<td>6 of 15 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>ADTED 570 (CI ED 570) (3) Comparative and International Adult Education</td>
<td>5 of 15 in FA14</td>
<td>Low</td>
</tr>
</tbody>
</table>
WF ED 402 (3) Supervision of Vocational Education 12 of 20 in SU12 Low

WF ED 411 (3) Occupational Safety and Health for Workforce Education and Development Professionals No enrollment records found n/a

WF ED 413 (3) Vocational Education for Special-Needs Learners 17 of 25 in FA14; 6 of 30 in SP15 Low

WF ED 424 (CN ED 424) (3) Facilitating Career Development 4 of 10 in SP13 Low

WF ED 445 (3) Vocational Guidance 19 of 25 in SP14 Low

WF ED 529 (3) Ethical Issues in Workforce Education and Development 18 of 20 in SP15 High

WF ED 560 (3) Historical and Philosophical Foundations of Workforce Education 13 of 20 in SP15 Low

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Communication Arts and Sciences

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses in CAS. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is mixed. Students may select from any of the courses listed here as part of their research requirement, but there are 15 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 561 (3) Quantitative Research Methods</td>
<td>6 of 15 in FA13</td>
<td>Low</td>
</tr>
<tr>
<td>CAS 562 (3) Qualitative Research Methods</td>
<td>14 of 15 in SP12</td>
<td>High</td>
</tr>
</tbody>
</table>
Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Comparative and International Education;
Educational Leadership;
Educational Theory and Policy
Higher Education

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 2 courses in CIED (cross-listed with others), 4 courses in EDLDR, and 2 courses in EDPH. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses cross-listed in EDPH/EDLDR/HIED. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is generally low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from two of the courses listed here as part of their research requirement, but there are 15 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI ED 440 (EDTHP 440) (3) Introduction to Philosophy of Education</td>
<td>0 of 8 in FA14;</td>
<td>Low</td>
</tr>
<tr>
<td>Course Code &amp; Title</td>
<td>Credits</td>
<td>Schedule Details</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>EDLDR 476 (3) The Teacher and the Law</td>
<td>3</td>
<td>8 of 30 in FA14</td>
</tr>
<tr>
<td>EDLDR 480 (3) Introduction to Educational Leadership</td>
<td>3</td>
<td>21 of 40 in FA14</td>
</tr>
<tr>
<td>EDLDR 536 (3) Federal Role in Education</td>
<td>3</td>
<td>9 of 25 in SP13</td>
</tr>
<tr>
<td>EDLDR 562 (C &amp; S 562) (3) Methods of Classroom Supervision and Coaching</td>
<td>3</td>
<td>22 of 30 in FA11</td>
</tr>
<tr>
<td>EDLDR 562 (C &amp; S 562) (3) Methods of Classroom Supervision and Coaching</td>
<td>3</td>
<td>22 of 30 in FA11</td>
</tr>
<tr>
<td>EDLDR 562 (C &amp; S 562) (3) Methods of Classroom Supervision and Coaching</td>
<td>3</td>
<td>22 of 30 in FA11</td>
</tr>
<tr>
<td>EDTHP 541 (CI ED 541) (3) Contemporary Philosophies of Education</td>
<td>3</td>
<td>1 of 5 in SP09</td>
</tr>
<tr>
<td>EDTHP/EDLDR/HI ED 586 (3) Qualitative Methods in Educational Research I</td>
<td>3</td>
<td>8 of 10 in FA14; 7 of 10 in FA14; 9 of 10 in FA14</td>
</tr>
<tr>
<td>EDTHP/EDLDR/HI ED 588 (3) Qualitative Methods in Educational Research II</td>
<td>3</td>
<td>3 of 5 in SP14; 3 of 5 in SP14; 2 of 5 in SP14</td>
</tr>
</tbody>
</table>

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Educational Psychology

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 4 courses in EDPSY. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses in EDPSY. See table for expected course enrollment impacts.
**Expected Impact on Course Enrollments**

The expected impact on enrollments in the following courses is low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from two of the courses listed here as part of their research requirement, but there are 15 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.*

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSY 014 (3) Learning and Instruction</td>
<td>133 of 150 in SP15 (001); 74 of 80 in SP15 (002)</td>
<td>Low</td>
</tr>
<tr>
<td>Counts toward teacher certification/post-baccalaureate certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPSY 400 (3) Introduction to Statistics in Educational Research</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>EDPSY 406 (3) Applied Statistical Inference for the Behavioral Sciences (MINITAB)</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>EDPSY 421 (3) Learning Processes in Relation to Educational Practices</td>
<td>10 of 50 in SP15</td>
<td>Low</td>
</tr>
<tr>
<td>Counts toward teacher certification/post-baccalaureate certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPSY 506 (3) Advanced Techniques for Analyzing Educational Experiments</td>
<td>15 of 20 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>EDPSY 521 (3) Learning and Cognition: Educational Applications</td>
<td>11 of 25 in SP15</td>
<td>Low</td>
</tr>
<tr>
<td>EDPSY 523 (3-4) Concept Learning and Problem Solving</td>
<td>8 of 25 in FA10</td>
<td>Low</td>
</tr>
<tr>
<td>EDPSY 576 (3) Research Methods in Teacher Education</td>
<td>6 of 15 in SP15</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs**

*Programs that may be affected:*

Human Development and Family Studies
The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

**Proposed changes that may impact your program**

1. **Drop of the AYFCE M.Ed. program**
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. **Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.**
3. **Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.**

*Although the YFC Option name is slightly different than the AYFCE M.Ed. program being dropped, it still relies on the same courses and thus still emphasizes applied, non-formal educational programming in support of youth, families, and communities. Therefore, it is still different from the Families and Social Policy concentration of the HDFS graduate program.*

**Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs**

**Programs that may be affected:**

Rural Sociology

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

**Proposed changes that may impact your program**

1. **Drop of the AYFCE M.Ed. program**
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. **Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.**
3. **Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.**
4. **Develop a Program Support List of 30 courses, including 4 courses in R SOC. See table for expected course enrollment impacts.**
5. Develop a Research Methods & Data Analysis List of 17 courses, including 1 course in AG and 2 courses in R SOC. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is mixed. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from three of the courses listed here as part of their research requirement, but there are 14 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.*

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 400 (4) Biometry/Statistics in the Life Sciences</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>R SOC 417 (CED 417) (3) Power, Conflict, and Community Decision Making</td>
<td>11 of 8 in FA08</td>
<td>High</td>
</tr>
<tr>
<td>R SOC 420 (US;IL) (CED 420, WMNST 420) (3) Women in Developing Countries</td>
<td>10 of 11 in SP10</td>
<td>High</td>
</tr>
<tr>
<td>R SOC 452 (3) Rural Organization</td>
<td>9 of 20 in SP13</td>
<td>Low</td>
</tr>
<tr>
<td>R SOC 508 (3) Sociology of Agriculture</td>
<td>16 of 25 in SP15</td>
<td></td>
</tr>
<tr>
<td>R SOC 522 (1) Data Analysis in Rural Sociology</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>R SOC 573 (3) Methods of Survey Data Analysis</td>
<td>17 of 20 in SP15</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Consultation Request for Proposed Revisions in AEE/AYPE Graduate Programs

*Programs that may be affected:*
Sociology

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYPE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Develop a Program Support List of 30 courses, including 4 courses in SOC. See table for expected course enrollment impacts.

2. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses in SOC. See table for expected course enrollment impacts.

**Expected Impact on Course Enrollments**

The expected impact on enrollments in the following courses is high for most but unknown for others. AE Option students can select up to two courses and YFC Option can select one course. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 404 (3) Social Influence and Small Groups</td>
<td>No enrollment records found</td>
<td>n/a</td>
</tr>
<tr>
<td>SOC 424 (3) Social Change</td>
<td>28 of 30 in SP15</td>
<td>High</td>
</tr>
<tr>
<td>SOC 425 (3) Social Conflict</td>
<td>13 of 15 in SP15</td>
<td>High</td>
</tr>
<tr>
<td>SOC 455 (3) Work and Occupations</td>
<td>No enrollment records found</td>
<td>n/a</td>
</tr>
<tr>
<td>SOC 574 (3) Statistical Methods for Social Research</td>
<td>14 of 15 in FA14</td>
<td>High</td>
</tr>
<tr>
<td>SOC 575 (3) Statistical Models for Nonexperimental Research</td>
<td>14 of 10 in SP15</td>
<td>High</td>
</tr>
</tbody>
</table>

**Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs**

**Programs that may be affected:**
Statistics

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

**Proposed changes that may impact your program**

1. Develop a Research Methods & Data Analysis List of 17 courses, including 4 courses in STAT. See table for expected course enrollment impacts.

**Expected Impact on Course Enrollments**

The expected impact on enrollments in the following courses is generally low. Students may select from any of the courses listed here as part of their research requirement, but there are 13 other courses from which students can choose for this requirement. In any
given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 500 (3) Applied Statistics</td>
<td>71 of 75 in SP15 (with other sections held in FA and SU)</td>
<td>Medium</td>
</tr>
<tr>
<td>STAT 501 (3) Regression Methods</td>
<td>50 of 80 in SP15 (with other sections held in FA and SU)</td>
<td>Low</td>
</tr>
<tr>
<td>STAT 502 (3) Analysis of Variance and Design of Experiments</td>
<td>27 of 36 in SP15 (with another section held in SU)</td>
<td>Low</td>
</tr>
<tr>
<td>STAT 503 (3) Design of Experiments</td>
<td>19 of 48 in FA14</td>
<td>Low</td>
</tr>
</tbody>
</table>
Appendix D

Consultation Responses and Feedback

The following text has been directly copied from email correspondence

Dr. Esther Prins (Adult Education)

[11/24/15]
I recommend adding ADTED 561 (Family Literacy) to the Program Support List for the Youth, Family, and Community Option. I’ve had an AEE student in this course in the past. I can send you more information about the course if you’d like.

Also, the 17 courses on research methods & data analysis weren’t listed. Is the ADTED 550 the ADTED course on this list?

[12/1/15]
My department has 3 other qualitative research methods courses that I would strongly recommend. They are designed to be a 3-course sequence (fall-spring-summer):

- **ADTED 550** (Qualitative Research in Adult Education) – students from all over the university take this course
- **LDT 574** (Applied Qualitative Research for Work Practice, Innovation, and Systems Design) – in this course students learn to do observations, write fieldnotes, and conduct interviews
- **ADTED 551** (Qualitative Data Analysis) – in this course students learn how to analyze qual. data, primarily using NVivo

These courses routinely fill up, indicating their popularity among grad students.

Dr. Clare Hinrichs (Rural Sociology)

[11/24/15]
Here’s a quick response to your request for consultation on revisions in the AEE/AYFCE grad programs. I am cc’ing Leland Glenna, as well as Ann Tickamyer and Jeff Hyde, because some of the projected impacts on course enrollments are pertinent not only for the Rural Sociology grad program, but for the CED undergrad program as well.

We first need to alert you that R SOC 417, R SOC 420 and R SOC 452 are no longer offered as Rural Sociology courses. All are now offered and intended to be offered only as CED courses (CED 420 Women in Developing Countries is also cross-listed as WMNST 420 as your form notes). It will be important for you to discuss plans regarding these courses with Leland Glenna, faculty director of the CED program.

The Rural Sociology program is no longer offering R SOC 522; it was last offered in Fall 2013 as lab component, I believe, to the Ag 400 course then taught by Dr. Bunny Willetts.
R SOC 573 is now taught by Dr. Shannon Monnat. The course content and emphasis have changed since the years when it was offered by Dr. Bunny Willetts, and we are still addressing course sequence issues to ensure that Rural Sociology graduate students come into the present, more statistically advanced R SOC 573 course with the needed prior stats training. In effect, the pre-reqs and current expectations for this course probably make it unsuitable for placement on your list of electives.

Finally R SOC 508 is a very popular, heavily enrolled course. It is currently taken by all Rural Sociology graduate students with sociology of food and agriculture interests and it is also an INTAD Ph.D. requirement. We at present can only offer the course every other year, so I would say that the impact could be high.

I hope this information is helpful. Thanks for keeping us abreast of changes in the AEE grad program. We look forward to learning more.

Dr. Eva Lefkowitz (Human Development and Family Studies)

[11/24/15]
Thank you for contacting us about the proposed degree changes. At first glance it doesn't seem like it would impact HDFS because we do not have a terminal masters degree. However, the attachment I received didn't include a supporting class list, and so it's hard to know whether HDFS class enrollments will be affected. If you could forward that -- or, if no HDFS classes are on it -- let me know -- I'd appreciate it.

[Brad Olson sent a follow-up email on 11/26/15 with the course list for clarification]

[11/30/15]
HDFS does not have a terminal masters program, so I don't see any potential impact on our program.

In terms of courses, I'm fine either way, but on the data analysis front, you may want to consider HDFS 516 and 519. These are our first 2 methodology sequence courses, required of all of our new graduate students, and we started offering a second section of each for students outside of HDFS, as a service course.

We do have a number of other electives that could potentially fit, but again, I leave it to you whether you think it's worth adding any.

- **HD FS 413** Developmental Problems in Adulthood
- **HD FS 415** Program Development in Family Relationships
- **HD FS 416** (US) (SOC 411) Racial and Ethnic Diversity and the American Family
- **HD FS 417** (US;IL) Biocultural Studies of Family Organization
- **HD FS 420** Laboratory in Individual and Family Enhancement
- **HD FS 424** (US) Family Development in an Economic Context
- **HD FS 432** Developmental Problems in Childhood and Adolescence
- **HD FS 453** Family Participation and Involvement in Child Services
- **HD FS 455** Development and Administration of Human Services Programs
- **HD FS 465** (CMAS 465) Child Maltreatment: Prevention and Treatment
Bill Rothwell (Workforce Education and Development)

[11/24/15]
I have asked one of our key faculty members about this request. He has no problem with your change. But can you save me some time by drafting the letter? I will then put on our letterhead and send to you. Thanks.

Dr. Peggy Van Meter (Educational Psychology)

[11/25/15]
I was able to look over the proposal you sent. I will need to consult with some of my colleagues first, but I have the sense that our program will be supportive of this proposal. In the meantime, a few questions/issues to consider.

1. There are a couple of inaccuracies in the document you sent (particularly the table with the EdPsy courses). I have corrected those in the attached document - the inaccurate information is struck through and the correct information is added. The most notable of these changes to draw your attention to is the change to the courses in our stat sequence. It's a long story so I will spare you the details but the upshot for your program is that we really don't offer 400 anymore, but have added a new 500-level course to the sequence. The easiest way to think about this is that the old 400 course content is now covered in 406 and the 406 content that got bumped is now covered in 505. Basically: old 400 = 406; old 406 = 505. I made those changes in the table.

2. I was having a hard time tracking which courses you see as part of the support list and which courses are part of the research sequence. As for the support courses, I assume that courses like 421 and 523 fall into the support category, but can courses like 506 (i.e., stat courses) be double counted as both a support course and a course in the research sequence? I think have two separate tables - one for the support category and separate one for the research category - would be more clear.

3. You have 014 listed, but I don't think that is appropriate for a graduate program. I assume you have that listed here because it is a pre-req for 421 and 421 is a pre-req for some of the subsequent courses. Graduate students can go directly into 421. I recommend removing 014.

[Several emails were exchanged between Brad Olson and Peggy Van Meter, copying relevant colleagues in both AEE and EDPSY to resolve the points raised in the initial response above]

[12/3/15]
Perfect timing because I also heard back from our Associate Dean today. Apparently, the PDE requirement is not course specific but rather we need to be able to show that the course aligns with a set of core requirements. These are (1) development, learning,
cognition, and (2) assessment. I definitely cover learning and cognition in 421, a bit less on development and assessment but those topics are touched on. In short, it looks like we can make the 421 course work for the graduate students. I agree with the plan that you have laid out below.

[The following plan was proposed by Brad Olson and agreed upon by Peggy Van Meter and John Ewing to address the initial issues and confusion between certain courses and PA Department of Education requirements.]

I think if we can come to the following understanding, it should work out for everyone:

1) Graduate students who want to enroll in 421 as part of their certification credits will be allowed to do so without the 014 pre-req.
2) Undergraduate students who want to take 421 for certification will still need to take 014 and that's understood to be necessary and does not affect our grad program documents.
3) We will remove from EDPSY 014 from the Program Support List based on point #1 above.

**Dr. Melissa Hardy (Sociology)**

[12/6/15]
I appreciate your circulating your plans for revising your program requirements. I admit to being a bit confused as to the enrollment impact figures for SOC574 and SOC575, but perhaps if I give you a bit more information, that will help with your discussions. These two classes are taught as a sequence and combine a 3-hour lecture with a 1-hour weekly computer lab conducted in Stata. Because instruction in statistical software is combined with the regular class, students should not take SOC575 unless they have also had SOC 574. Also, these two classes are required for sociology and criminology students, so they fill the class pretty quickly. I'm not sure how many seats would be available in any semester, but I expect it would be hard to get into these classes.

**Dr. Dana Mitra (Education Theory & Policy)**

Hello,
Yes I concur with the proposed program changes
Dana Mitra
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: School of Graduate Professional Studies (Penn State Great Valley)
Department or Instructional Area: Management Division

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: Master of Business Administration Proposal for Off Campus Delivery of Existing 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
Sagnika Sen ____________________________ Date: 12/4/2017
Printed name
Signature

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Pornsi Jiraporn ____________________________ Date: 12/13/2017
Printed name
Signature

Approved by College/School Dean/Chancellor (or Designee):
James A. Nemes ____________________________ Date: ____________________________
Printed name
Signature
<table>
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<tr>
<th>Role</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair, Graduate Council Subcommittee</td>
<td>C. Andrew Cole</td>
<td></td>
<td>2/6/2018</td>
</tr>
<tr>
<td>Chair, Graduate Council Committee</td>
<td>M. Kathleen Heid</td>
<td></td>
<td>2/6/2018</td>
</tr>
<tr>
<td>Dean of the Graduate School</td>
<td>Regina Vasilatos-Younken</td>
<td></td>
<td>2/6/2018</td>
</tr>
</tbody>
</table>
Proposal for Off-Campus Delivery of Existing Penn State Great Valley Master of Business Administration Program

Dr. Sagnika Sen
Professor in Charge, Master of Business Administration

Dr. Karen Duhala
Director of Management Programs

Dr. Kathryn Jablokow
Associate Chief Academic Officer
Penn State Great Valley School of Graduate Professional Studies

January 3, 2018
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Proposal for Off-Campus Delivery of Existing Penn State Great Valley Master of Business Administration Program

A. Justification Statement

1. Program Goals

In order to expand the ability for students in the southeastern Pennsylvania region to pursue a Penn State M.B.A. program, Penn State Great Valley proposes to deliver its program to the campuses of Penn State Abington and Penn State Brandywine. Although it is feasible for working professionals near those campuses to travel to Penn State Great Valley to pursue an M.B.A., travel time makes it unlikely that many would choose to do so. In order to address this issue, Penn State Great Valley proposes to deliver its AASCB-accredited M.B.A. program at Penn Abington and Penn State Brandywine, allowing students to complete the degree program in 2-1/2 years. Following the successful model used to deliver the Great Valley program at the Penn State Berks campus, courses would be offered using a hybrid mode of delivery with approximately 50% of content delivered online and the other 50% through face-to-face instruction. Face-to-face instruction will be delivered using a combination of videoconferencing technology and ‘instructor in the classroom’ modes. Technology classrooms, which exist at all three campuses, are equipped with high-definition viewing screens, document cameras, and push-to-talk microphones that connect students in a natural classroom setting with real-time interaction. It is expected that graduate faculty from Great Valley will travel to each campus at least twice for each course offering.

2. Needs Assessment

A significant number of students at both the Abington and Brandywine campuses have expressed a strong interest in applying to the program after receiving the details of the program. We have informed prospective students of our plans to offer the program starting August 2018, pending Graduate Council approval.

3. Unit’s Ability to Offer a Quality Program in an Off-Campus Environment

The Master of Business Administration degree program has been offered by Penn State Great Valley as a resident program since 1998 and at the Penn State Berks campus since 2012. The program received AACSB accreditation in 2006; this accreditation was reaffirmed in 2011 and again in 2016. The proposed program is identical to the program at Great Valley, except that a reduced set of elective courses will be offered.
A tentative list and schedule of courses to be offered at the Abington and Brandywine campuses is given in Table 1. Open electives will be determined based on students’ backgrounds and interests. The program will be delivered in a fixed format, using a cohort approach, in which students progress through the courses in the program together. The approach is similar to the Graduate Council-approved off-campus offering of the Penn State Great Valley M.B.A. program at the Penn State Berks campus, where six cohorts have been successfully launched using this format, three of which have finished.

A unique advantage of the cohort approach is that all students progress through the program together, which helps in developing strong student connections. Students who must stop out for some reason would be able to re-join a later cohort or continue at the Malvern campus, as long as they are in good standing at the time they withdrew. The program academic advisor will work with students who must stop out to determine a best course of action.

### Table 1 Tentative Course List and Schedule for M.B.A Program Delivered on the Penn State Abington and Brandywine Campuses

<table>
<thead>
<tr>
<th>Fall I 2018</th>
<th>Fall II 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 501 Behavioral Science in Business</td>
<td>ACCTG 511 Financial and Managerial Accounting</td>
</tr>
<tr>
<td>Spring I 2019</td>
<td>Spring II 2019</td>
</tr>
<tr>
<td>BUSAD 523 Prices and Markets</td>
<td>FIN 531 Financial Management</td>
</tr>
<tr>
<td>Summer I 2019</td>
<td>Summer II 2019</td>
</tr>
<tr>
<td>OPMGT 510 Operations Management</td>
<td>MKTG 500 Marketing Management</td>
</tr>
<tr>
<td>Fall I 2019</td>
<td>Fall II 2019</td>
</tr>
<tr>
<td>BUSAD 578 Managing Business Processes</td>
<td>BUSAD 545 Negotiation Strategies</td>
</tr>
<tr>
<td>Spring I 2020</td>
<td>Spring II 2020</td>
</tr>
<tr>
<td>BUSAD 542 Global Intercultural Management</td>
<td>BUSAD 537 Management Information Systems</td>
</tr>
<tr>
<td>Summer I 2020</td>
<td>Summer II 2020</td>
</tr>
<tr>
<td>BUSAD 551 Business, Ethics and Society</td>
<td>Open Elective - TBD</td>
</tr>
<tr>
<td>Fall I 2020</td>
<td>Fall II 2020</td>
</tr>
<tr>
<td>Open Elective - TBD</td>
<td>Open Elective - TBD</td>
</tr>
<tr>
<td>Spring I 2021</td>
<td></td>
</tr>
<tr>
<td>MGMT 571 Strategic Management</td>
<td></td>
</tr>
</tbody>
</table>
Courses will be taught by Penn State Great Valley Graduate Faculty “on load” with the exception of summer courses, which will be taught for additional compensation. Current plans call for the sections offered at Abington and Brandywine to be combined with sections offered at the Great Valley campus through the VLN to a maximum combined class size of 30 students. Face-to-face instruction will be broadcast from the Great Valley section to the Abington and Brandywine sections for some classes and broadcast from Abington and Brandywine to Great Valley for others. Faculty will travel to both Abington and Brandywine for at least two of the seven face-to-face classes. Students from the Great Valley, Abington, and Brandywine sections will be fully integrated into a single class, which provides an opportunity for interesting learning experiences, such as the use of distributed project teams, where appropriate. If student demand is sufficiently large, additional sections can be opened. Currently, there is sufficient faculty capacity in the event a second section of each course is needed.

The student population expected at the Abington and Brandywine campuses is similar to that at Great Valley. The vast majority of students will be working adults with an average age above 30. Great Valley faculty have considerable experience with this type of adult learner. Great Valley faculty also have experience in the development and delivery of courses in a hybrid format, which have been used extensively at the Great Valley campus over the last several years. In Spring 2012, for example, more than 50% of the courses of the resident Great Valley M.B.A. program were delivered in a hybrid format, where 20% to 50% of the content is delivered online. To aid in the development of hybrid courses, as well as the delivery of courses using the VLN, instructional design support is available.

4. Size of Program and Duration

The projected enrollment for the first cohort at the Abington and Brandywine campuses is expected to be 15 students (combined). With Graduate Council approval to offer the program, greater opportunity for marketing and recruiting exists, such that enrollments for subsequent cohorts would be expected to reach 20-25 students at each campus. We anticipate starting a new cohort each fall in coming years. Potential student demand will be assessed each year through attendance at information sessions prior to commitment to further cohorts.

5. Impact on Existing Programs

Given the extended distance to the Great Valley campus from the Abington and Brandywine campuses (roughly 30 and 20 miles, respectively), the impact on that program is expected to be minimal. While feasible for students to travel that distance, our own demographics show very few students outside a 20-
mile radius from either their work or home address. Rather, the proposed program would allow students from the Abington and Brandywine, PA regions the opportunity to pursue a Penn State, AACSB-accredited, M.B.A. degree. Although there are M.B.A. programs offered by other universities in these regions, the loyalty of Penn State students is a strong competitive advantage for the proposed program.

The Smeal College of Business has offered the Executive Master of Business Administration as a weekend program in the Philadelphia area since 2002. The program is geared toward managers and executives who typically have 10 or more years of experience; thus, the target audience is significantly different than the audience for which the Great Valley M.B.A. program is intended. The proposal to deliver the Great Valley M.B.A. program at the Abington and Brandywine campuses, each approximately 25 miles from Philadelphia, aims to serve a local need in these areas, and should therefore have minimal impact on the Executive M.B.A.

The iMBA program (now OMBA) has been in existence for close to 10 years and is also one of Penn State’s most visible online programs. Thus, students seeking a Penn State online M.B.A program have had and continue to have ample opportunity to consider that option. The proposed program is targeted to a significantly different type of learner than a fully online program. While providing some flexibility, the proposed program relies extensively on synchronous delivery of course content in a traditional classroom setting, which suits students who prefer a more structured learning environment, as well as students looking for more direct student-student and faculty-student interaction. Prospective students from the Abington and Brandywine areas, specifically looking for a Penn State M.B.A program, and who may be considering the OMBA, may find this alternative more attractive, but we expect the overall impact on the OMBA to be very small.

The delivery of the existing Great Valley M.B.A program at the Abington and Brandywine campuses will be promoted in those areas, primarily through Penn State Abington’s and Brandywine’s corporate contacts, respectively. Prospective students will be invited to information sessions where program details will be provided and where it will be explicitly stated that the program being delivered is the existing M.B.A. program from Great Valley, offered weekday evenings. Students interested in a more flexible, fully-online, program will be directed to Penn State’s OMBA program. Students possessing substantial work experience and interested in an executive style weekend program will be directed toward the Smeal College Executive Master of Business Administration program in Philadelphia.
6. Fiscal Responsibility
Financial responsibility for the program remains with Penn State Great Valley. Agreements with Penn State Abington and Brandywine have been reached covering marketing efforts, classroom spaces, technology support, and student services.

B. Graduate Degree Programs Bulletin Listing
This proposal is for off-campus offering of an existing program. Thus, no change to the Bulletin is required.

C. Essential Elements of Residency

1. Interaction between Faculty and Students beyond Direct Instruction
The Director of Management Programs, Dr. Karen Duhala, will serve as the program coordinator for the off-campus initiative and will work with students on all administrative matters associated with the degree program. Students attending courses at the Abington and Brandywine campuses will be invited to attend the same Division activities as the Great Valley students, including the Management Research Showcase, a monthly series of seminars delivered by Great Valley faculty. Abington and Brandywine students will also be invited to participate in research projects led by Great Valley faculty, which may be presented at Penn State Great Valley's Annual Research and Scholarly Work Poster Fair. Although driving to Malvern on a regular basis is not convenient for many of these students, occasional trips to participate in these activities are feasible. Career advice, where sought, will be offered through the program academic advisor, as well as through Great Valley Enrolled Student Services. As is the case for the Great Valley students, much of this advising can be conducted by phone, email, or in person.

2. Interaction among Students
Interaction among students will be promoted in ways similar to the existing program offered at Great Valley. Synchronous instruction delivered to the Abington and Brandywine campuses, either through live ‘instructor in the classroom’ or through the VLN, is intended to bring students together to interact and foster collaboration. Team projects, experiential learning, discussion, and presentations, which all are very much part of the Great Valley M.B.A. program, will be identical for the students participating in the program at the Abington and Brandywine campuses. Course instructors bear primary responsibility for creating and maintaining the learning environment that fosters these valuable interactions among students. These instructors have taught extensively within our resident programs, which are composed almost entirely of
working adults, and are therefore quite familiar with the challenge of actively engaging students who also have busy professional and personal lives.

3. Access to Information and Instructional Resources

Penn State’s University Libraries provide an extraordinary array of services to Penn State students. Students enrolled in the Great Valley M.B.A program at Penn State Abington and Brandywine can use library resources there to identify and locate articles and books needed for their study and research. In addition to the Libraries’ hard copy holdings and growing number of electronic resources, University Libraries provides access to interlibrary loan materials in PDF format. Students can request assistance from reference librarians on campus or use Ask A Librarian, the virtual reference service that provides access to live chat, and e-mail reference. In addition, Penn State librarians are available for consultation on campus or via e-mail, phone, or Adobe Connect. Librarians will also conduct course-related library instruction, as needed, including the use of Zoom and other relevant technologies.

Through the University Libraries homepage, students have access to the CAT, the Libraries’ online catalog and, with their Penn State Access account, over 579 online databases and full-text resources. Among these resources are ABI/INFORM, Business Source Premier, and Business Expert Press Digital Libraries. Electronic reserve facilities enable faculty members to make reserve resources available to students online. Students may also request articles and books not available at their campus or Penn State through the Libraries’ Interlibrary Loan service.

The Libraries’ participation in the Pennsylvania Academic Consortium, Inc. (PALCI) permits students to access materials from academic and public libraries throughout the Commonwealth of Pennsylvania. Through other consortia memberships held by University Libraries, students have access to the resources of research libraries throughout the world.

4. Exposure to and Socialization in the Field of Study

Students attending courses at the Abington and Brandywine campuses will be invited to attend the same Division activities (both formal and informal) as the Great Valley students, including the Management Research Showcase, a monthly series of seminars delivered by Great Valley faculty. Abington and Brandywine students will also be invited to participate in research projects led by Great Valley faculty, which may be presented at Penn State Great Valley's Annual Research and Scholarly Work Poster Fair. Although
driving to Malvern on a regular basis is not convenient for many of these students, occasional trips to participate in these activities are feasible.

**5. Access to Suitable Academic Advising and Support Services**

The Director of Management Programs, Dr. Karen Duhala, will serve as the academic advisor. Advising for students in the program will take place through a mutually agreeable combination of e-mail, Web/audio conferencing, telephone calls, and in-person meetings, where appropriate. Since nearly all students in our resident programs are working adults, the bulk of this advising currently takes place either by e-mail or telephone. Thus, the addition of a relatively small number of students in the Great Valley M.B.A program at the Abington and Brandywine campuses does not present any unique challenges to academic advising.

**6. Students’ Contribution to the Program, College and University**

As is the case with our resident programs, students often share experiences from their work, which provide valuable insight to the other class members as well as to faculty. This shared knowledge is a valuable contribution to the program.

**7. Identification with Penn State**

One of the primary advantages of offering this program on the Penn State Abington and Brandywine campuses, rather than an off-site corporate location, is that students will have a strong Penn State attachment by virtue of their location alone. Students will receive the same notices of Division events and activities as students at the Great Valley campus and will certainly be encouraged to attend. Integration of students at the Abington and Brandywine campuses with those from Great Valley through the use of VLN will also help foster that identification.

**D. Program Operation and Maintenance**

1. **Program Coordination**

Overall responsibility for administration of the off-campus program, including responsibility for admissions, will reside in the Management Division at Penn State Great Valley with support from the Academic Affairs Office. Individual responsibilities are as follows:

Dr. Sagnika Sen, Professor in Charge: Master of Business Administration, is the Program Head.
Dr. Karen Duhala, Director of Management Programs, is the Academic Advisor.

Dr. Andrew August, Interim Associate Dean and Director of Academic Affairs, Penn State Abington, is responsible for arrangements at the Abington campus.

Dr. Cynthia Lightfoot, Director of Academic Affairs, Penn State Brandywine, is responsible for arrangements at the Brandywine campus.

Dr. James Nemes, Chancellor and Chief Academic Officer, Penn State Great Valley, is responsible for arrangements at the Great Valley campus.

2. **Academic Advising**

Dr. Karen Duhala will serve as program coordinator and academic advisor for students at the Abington and Brandywine campuses. Advising will take place through a mutually agreeable combination of e-mail, Web/audio conferencing, telephone calls, and in-person meetings, where appropriate. The program coordinator will also meet with students as a group once each semester to provide program updates and provide students an opportunity to raise any questions or concerns they might have.

3. **Available Facilities**

Courses will be held in the evening at the Penn State Abington and Brandywine campuses in rooms equipped with Penn State’s Video Learning Network technology. Technology support will be provided at the Great Valley, Abington, and Brandywine campuses. Students in the Great Valley M.B.A. program at the Abington and Brandywine campuses will also have access to their local Penn State libraries and campus bookstores.

4. **Technological Resources Needed by Students**

As is the case for students at Great Valley, M.B.A. students at the Abington and Brandywine campuses will be expected to possess or have access to personal computers and a broadband Internet connection, along with a working knowledge of Microsoft Office software, including Word, Excel, and PowerPoint.

**E. Written Responses Indicating Consultation with Other Units Affected by the Proposed Program**

Written responses indicating consultation with other units are identified in the table below. Responses are included in Appendix A.
Table 1: Record of Consultation

<table>
<thead>
<tr>
<th>Unit Consulted</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor, Penn State Great Valley</td>
<td>Supported</td>
</tr>
<tr>
<td>Chancellor, Penn State Abington</td>
<td>Supported</td>
</tr>
<tr>
<td>Chancellor, Penn State Brandywine</td>
<td>Supported</td>
</tr>
<tr>
<td>Director, School of Business Administration,</td>
<td>Supported</td>
</tr>
<tr>
<td>Penn State Harrisburg</td>
<td></td>
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<tr>
<td>Director, School of Business, Behrend College</td>
<td>Supported</td>
</tr>
<tr>
<td>Faculty Director, M.B.A. Programs, Smeal College of Business</td>
<td>Supported</td>
</tr>
</tbody>
</table>

**F. Program Quality**

The off-campus program will incorporate several mechanisms for assessing program quality. The program coordinator, Dr. Karen Duhala, will meet with program students once each semester to provide program information and solicit feedback, as well as provide students with the opportunity to raise any questions or concerns.

Feedback also will be obtained for each course through the Student Rating of Teaching Effectiveness (SRTES), which will be reviewed by the Chief Academic Officer for both part-time and full-time faculty, as is the case for the resident program at Great Valley.

At the end of the program, students will be asked to complete an end-of-program survey in order to gain student feedback on the overall program. This survey will be designed by the program coordinator to assess student satisfaction against the program’s objectives. Other areas that might be assessed in this survey include student overall satisfaction with the curriculum, instructional design, faculty online teaching skills and related attitudes, academic support services, and the program’s impact to date on student careers.

Per Graduate Council policy, the academic unit will report back to the Committee on Programs and Courses three years after the initial enrollment of the first cohort of students with information to assess success and quality of the program. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.
APPENDIX A: Evidence of Consultation
November 17, 2017

Graduate Council Joint Curricular Committee:

Dear Committee Members:

I am writing in support of the proposal to offer the Penn State Great Valley M.B.A. program on the Penn State Abington and Penn State Brandywine campuses and will provide sufficient resources to ensure its success.

Our experience with working adults seeking a graduate degree on a part-time basis has shown that convenience is paramount in choosing an institution. While both the Brandywine and Abington campuses are relatively close to Great Valley, that geographic barrier is often large enough that students seeking an M.B.A choose to go elsewhere. This proposal provides the opportunity for students in those locations to obtain a Penn State M.B.A.

The model we propose for program delivery is very similar to the model we have used to deliver the M.B.A at the Penn State Berks campus very successfully for the last several years. Students will still have direct face-to-face contact with the faculty member and because the program is offered at a Penn State campus will have a true Penn State experience. I have worked closely with the Chancellors at Abington and Brandywine in planning this opportunity and know that both are committed to its success.

If you have any questions or need any additional information, please feel free to contact me.

Sincerely,

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
Penn State Great Valley
School of Graduate Professional Studies
October 4, 2017

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
Malvern PA 19355-1443

Letter of Support for the Penn State Great Valley MBA at Abington

Dear Jim:

As discussed, we are interested in collaborating to offer the Penn State Great Valley MBA at Penn State Abington. Building on the success of the MBA program at Penn State Berks and the recent expansion to the Navy Yard, offering the degree at Abington will enhance the academic reach of Penn State across Greater Philadelphia. This expansion will leverage the following strengths of Abington:

1. We are a growth campus with an expanding Business program.

   - This Fall, we welcomed our largest incoming class in history—more than 1,100 students, 53% of whom are residents of Philadelphia County. This enrollment marks a 20 percent increase in new students in just one year.
   - During the past five years, our total enrollment has increased from 3,516 in Fall 2012 to 3,950 in Fall 2017.
   - This semester, 230 students are pursuing a BS in Business (with tracks in Accounting, Financial Services, Health Services, and Management/Marketing, as well as individualized courses of study). 51 students are pursuing a BS in Accounting.
   - In Fall 2017 our Business faculty include 2 professors, 2 associate professors, and 7 assistant professors, as well as 8 FT1 and 22 FT2 instructors.

2. We have the pipeline and the demand.

   - During the past ten years, 997 students have earned a BS in Business from Abington. 30 students have earned a BS in Accounting since 2015-16.
   - We continue to offer our business students the opportunity to pursue a Fast Track Great Valley MBA as they complete their undergraduate degree at Abington. Given that the option is open to all students who have received a business degree from Abington within the last five years, the program represents an exceptional opportunity for growth.
   - Our robust Continuing Education team serves professionals across Greater Philadelphia, offering programs ranging from an accelerated business degree and on-site corporate training,
to certificates and courses including business analysis, enterprise resource planning, leadership accountability, project management, and sustainable products and operations.

3. We are flexible.

- Penn State Abington's Corporate Engagement Team is focused on creating mutually beneficial partnerships with corporations throughout Greater Philadelphia. Team members include leaders of ACCESS (Abington Center for Civic Engagement and Social Scholarship), Career & Professional Development, Continuing Education, Development & Alumni Relations, and University Relations. This campus-wide team will provide the connections, flexibility, and momentum needed to ensure that the Great Valley MBA at Abington program hits the ground running.

Creation of the MBA at Abington will provide our local alumni the convenient option to pursue a graduate degree closer to home, while expanding opportunities for professionals across Montgomery County and surrounding areas. Located just 15 miles from Center City Philadelphia, Penn State Abington will complement the opportunities available in Malvern and the Navy Yard, advancing the university-wide vision to meet corporate demand for graduate education in industries across Greater Philadelphia.

This geographic expansion will further strengthen the positioning of Penn State as the educational institution of choice for local professionals who seek to advance their career goals with an MBA. Expansion of the MBA program to Abington will leverage our location in Montgomery County and our existing relationships with corporations and organizations across the region, led by our Business and Corporate Engagement leadership. Furthermore, it will build on the success of continued collaboration among Penn State's IST experts from our Greater Philadelphia campuses who are jointly developing robust tech solutions.

I look forward to continuing this discussion with you in the coming weeks, in support of our shared commitment to strengthen Penn State's presence across Greater Philadelphia.

Best,

Damian J. Fernandez, Ph.D.
Chancellor
11 October 2017

I am writing in support of the proposed Great Valley MBA offered at Penn State Abington and Penn State Brandywine. All three chancellors have discussed this proposal and have reviewed with their constituents the responsibilities each campus must bear in order to make the collaboration successful. Further, we have designed a revenue model that makes sense for all.

We hope to pilot this program as soon as possible, and Brandywine is eager to begin recruiting students from our area.

I am available to answer any questions or concerns.

Sincerely,

Kristin R. Woollever, PhD
Chancellor
Hi Jim,

Thanks for the opportunity to review your proposal to deliver Great Valley's MBA off-campus to the Abington and Brandywine campuses.

I've discussed the proposal with Rhoda Joseph, our MBA Director; we have no objections and support your efforts.

Regards,

Steve

Stephen P. Schappe, Ph.D.
Director, School of Business Administration
777 W. Harrisburg Pike
Middletown, PA 17057
717-948-6141
http://hbg.psu.edu/sba

PennState
Harrisburg

From: "JAMES A NEMES" <jan16@psu.edu>
To: "Brian Cameron" <bcameron@smeal.psu.edu>, "Greg Filbeck" <mgf11@psu.edu>, "Steve Schappe" <sxss28@psu.edu>
Cc: "Kathryn Jablokow" <kw3@psu.edu>
Sent: Friday, November 10, 2017 2:50:06 PM
Subject: Off Campus Delivery

Dear Colleagues,

Please find attached a proposal for off campus delivery of our MBA program to the Penn State Abington and Penn State Brandywine campuses, using a model similar to our delivery of the MBA to the Penn State Berks campus. If you have comments or questions please send them to Kathryn Jablokow, Associate Chief Academic Officer. If possible we would appreciate a response by end of the month.

Thanks,

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Jim. I think I responded earlier but no objections from us

Greg

Dr. Greg Filbeck, CFA, FRM, CAIA, CIPM, PRM
Samuel P. Black III Professor of Finance and Risk Management
Director, Black School of Business
Penn State Erie, the Behrend College
281 Burke
Erie, PA 16563

On Nov 10, 2017, at 2:50 PM, JAMES A NEMES <jan16@psu.edu> wrote:

Dear Colleagues,

Please find attached a proposal for off campus delivery of our MBA program to the Penn State Abington and Penn State Brandywine campuses, using a model similar to our delivery of the MBA to the Penn State Berks campus. If you have comments or questions please send them to Kathryn Jablakow, Associate Chief Academic Officer. If possible we would appreciate a response by end of the month.

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
Malvern, PA 19355-1443
Phone: 610-648-3206
jan16@psu.edu

<MBA AB BW 11-10-17 (with letters).pdf>
Hi Jim

I discussed with Chuck and Smeal has no issue with this proposal.

We wish you the best in this endeavor.

Best regards,

Brian

From: Brian Cameron
To: JAMES A NEMES; "Greg Filbeck"; "Steve Schappe"
Cc: "Kathryn Jablokow"
Subject: RE: Off Campus Delivery
Date: Monday, November 13, 2017 10:07:09 AM

Dear Colleagues,

Please find attached a proposal for off campus delivery of our MBA program to the Penn State Abington and Penn State Brandywine campuses, using a model similar to our delivery of the MBA to the Penn State Berks campus. If you have comments or questions please send them to Kathryn Jablokow, Associate Chief Academic Officer. If possible we would appreciate a response by end of the month.

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
Malvern, PA 19355-1443
Phone: 610-648-3206
jan16@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 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: Smeal College of Business
Department or Instructional Area: Professional Graduate Programs

New Graduate Program, Option, or Minor: __ Add

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: MPS in Corporate Innovation and Entrepreneurship

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): Updating the bulletin to more accurately reflect the proposal

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

Submitted by Graduate Program Head

Brian Cameron

Printed name: Signature: Date: 10/2/17

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

Arvind Rangaswamy

Printed name: Signature: Date: 10/2/17

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

Charles Whiteley

Printed name: Signature: Date: 10/2/17
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<thead>
<tr>
<th>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</th>
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<tr>
<td>On Behalf of C. Andrew Cole</td>
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<tr>
<td>Printed name</td>
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<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
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<td>Printed name</td>
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PROGRAM CHANGE PROPOSAL —
MASTER OF PROFESSIONAL STUDIES IN CORPORATE INNOVATION AND
ENTREPRENEURSHIP

THE PENNSYLVANIA STATE UNIVERSITY — SMEAL COLLEGE OF BUSINESS
DR. SHAWN M. CLARK — CLINICAL PROFESSOR OF INNOVATION AND ENTREPRENEURSHIP
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A. Program Change Justification

The purpose of requesting an update to the graduate proposal and bulletin is to: 1) more closely align the language of the bulletin with the language and intent of the approved CIENT MPS proposal; 2) update the language of the bulletin to reflect the actual program design, and, 3) provide more detailed information about the program to bulletin users, thereby facilitating decision making and communication between stakeholders.

B. Comparison of Changes

<table>
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<th>Engineering electives</th>
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<td>Business electives</td>
<td>Engineering electives</td>
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<tr>
<td>MBADM 816 - Managing and leading people in organizations (3 credits)</td>
<td>ENGR 501 - Engineering leadership for corporate innovation (3 credits)</td>
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<tr>
<td>MBADM 571 - Global strategic management (3 credits)</td>
<td>ENGR 802 - Engineering across cultures and nations (3 credits)</td>
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<tr>
<td>MBADM 820 - Financial management (3 credits) Prerequisite: MBADM 811</td>
<td>ENGR 804 - Engineering product innovation (3 credits)</td>
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<td>MBADM 811 - Financial accounting (3 credits)</td>
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<table>
<thead>
<tr>
<th>New</th>
<th>Engineering Innovation Foundations concentration electives: Additional courses may be added based on student demand: Select 9 credits from the following</th>
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</thead>
<tbody>
<tr>
<td>Business Management Foundations concentration electives: Additional courses may be added based on student demand: Select 9 credits from the following</td>
<td>Engineering Innovation Foundations concentration electives: Additional courses may be added based on student demand: Select 9 credits from the following</td>
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<tr>
<td>• MBADM 816: Managing and leading people in organizations (3 credits)</td>
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</tr>
<tr>
<td>• MBADM 811: Financial accounting (3 credits)</td>
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</tr>
</tbody>
</table>

C. Revised Bulletin

Corporate Innovation and Entrepreneurship
Dr. Shawn Clark, Clinical Professor for Innovation and Entrepreneurship  
The Smeal College of Business  
451C Business Building  
814-865-4449

**Degrees Conferred:**

M.P.S.

**The Graduate Faculty**

**The Program**

The Master of Professional Studies in Corporate Innovation and Entrepreneurship program prepares graduates to stand out in the workplace and/or a competitive job market by studying at a highly-reputed business school with some of the world’s leading academic thinkers and industry experts. This program provides students with the business, leadership, and organizational skills needed to lead and facilitate corporate innovation in its many forms, new venture creation, effective change management, and entrepreneurial business planning. Students will acquire the skills needed to succeed in today’s dynamic work environments, gain a firm understanding of business and technology issues and problems, and be prepared to become leaders of innovation. The two primary concentration areas provided through this program, involving business and engineering, will give students the opportunity to develop competencies tailored to their needs in a corporate setting. Additional secondary academic concentrations are offered to allow students to explore focused business domains in-depth that relate directly to innovation and entrepreneurship. The program is taught by the same world-class professors who teach our M.B.A., executive education, and engineering students. A solid foundation in innovation, entrepreneurship, strategy, decision analysis, management, organizational behavior, accounting, marketing, business planning, and finance will make graduates more attractive to hiring managers and enable them to advance more rapidly into management and leadership positions. These learning outcomes are achieved by a combination of online learning experiences, lectures by faculty, invited guest lecturers, reading of key literature, individual and team projects, and a capstone experience that synthesizes and integrates past learning.

**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 will be required to:
• Have completed an average of three years of post-undergraduate, professional work experience. Managerial or team leadership experience is preferred, but not required. Less experienced candidates will be considered at the discretion of the program director.
• Submit two strong letters of recommendation.
• Submit official transcripts from all post-secondary institutions attended.
• Submit a statement of purpose (a 600 word essay articulating career and education goals) and a current resume.

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.

Applicants to the Penn State Smeal Master of Professional Studies in Corporate Innovation and Entrepreneurship program must have a minimum TOEFL score of 585 on the paper-based test, or a total score of 80 with a 20 on the speaking section for the Internet-based test (iBT). The minimum acceptable composite score for the IELTS for applicants is 6.5.

Degree Requirements

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

A minimum of 33 credits is required for the Master of Professional Studies in Corporate Innovation and Entrepreneurship program. At least 18 credits must be at the 500 or 800 level, with at least 6 at the 500 level. In addition to the 15 required core credits listed below, students are required to complete 9 elective credits in a Primary Concentration area, and 9 elective credits in a Secondary Concentration. The list of courses that will fulfill the Primary and Secondary Concentration areas is maintained by the graduate program office.

Required courses: (15 credits, including the 3-credit capstone course described below)

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>MBADM 531 - Corporate Innovation and Entrepreneurship</td>
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<tr>
<td>ENTR 810 - Emerging Trends, Technology, and Corporate Innovation</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 502 - Business Modeling and New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 820 - Corporate Innovation Strategies and Entrepreneurial Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 830 - Entrepreneurial Business Planning and Strategy Execution</td>
<td>3</td>
</tr>
</tbody>
</table>

Culminating Experience
• ENTR 830 Entrepreneurial Business Planning and Strategy Execution (capstone)

The capstone course, ENTR 830, serves a critical role in helping students synthesize and integrate past learning in the M.P.S. program, providing additional education on how to write a business case or business plan, implement plans and new venture strategies, and scale new ventures to become mature business organizations. Additionally, this class requires students to write a robust, in-depth research paper on a topic related to innovation and entrepreneurship.

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.
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 Science, Engineering and Technology

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: Master of Professional Studies in Engineering Management
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): Change in business and management courses required in program to align with the current MBA program at Harrisburg. Change total credit hours from 34 to 33.

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

Submitted by Graduate Program Head

Rafic A. Bachnak, Ph.D.
Signature
Date: 10/10/17

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

Elizabeth Tisdell, Ed.D
Signature
Date: 10/10/17

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

Peter Idoewu, Ph.D
Signature
Date: Oct 12, 2017
<table>
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<tr>
<th>Name</th>
<th>Signature</th>
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<tr>
<td>On Behalf of C. Andrew Cole</td>
<td></td>
<td>2/16/2018</td>
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<td>On Behalf of M. Kathleen Heid</td>
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<td>On Behalf of Regina Vasilatos-Younken</td>
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</table>
Penn State Harrisburg
School of Science, Engineering and Technology

Engineering Management Program Change Proposal
Submitted to the Graduate School

October 9, 2017

For questions/comments, contact the Engineering Management Program at Penn State Harrisburg, 717-948-6091.
Executive Summary

Below is a summary of the change in the Master of Professional Studies in Engineering Management (EM) curriculum.

- The EM students at Harrisburg take five two-credit MBA courses as part of the degree requirements. As of Fall 2016, the MBA Program at Harrisburg has replaced all of its two-credit courses with three-credit courses. The proposal is to replace the five two-credit MBA courses with three three-credit equivalent courses. As a result of the replacement, the number of credits required for the Engineering Management Program drops from 34 to 33. No topics have been removed as a result of the change in total credits; all previous topics have been integrated into the new three-credit format.
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   d. PSU Harrisburg MPS-EM Engineering faculty concurrence ............................ 10
I. Proposed Changes and Justification

As of Fall 2016, the Master of Business Administration (MBA) Program at Harrisburg has replaced all of its two-credit courses with three-credit courses. This affects five two-credit courses required for the Master of Professional Studies in Engineering Management Program. The five courses are: BUS 500 (2); BUS 588 (2); BUS 589 (2); MNGMT 511 (2); and MRKT 513 (2). We propose to replace those courses with three equivalent courses currently offered by the MBA Program: BUS 588 (3); MNGMT 511 (3) and MRKT 513 (3). Specifically, the following two-credit courses are replaced by the below three-credit courses.

<table>
<thead>
<tr>
<th>Two-Credit Courses</th>
<th>Three-Credit Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 500 – Negotiation, Communication and Teamwork (2)</td>
<td>MNGMT 511 – Organizational Behavior (3)</td>
</tr>
<tr>
<td>MNGMT 511 – Organizational Behavior (2)</td>
<td></td>
</tr>
<tr>
<td>BUS 588 – Strategic Management (2)</td>
<td>BUS 588 – Strategic Management (3)</td>
</tr>
<tr>
<td>BUS 589 – Strategic Venture Planning &amp; Innovation (2)</td>
<td></td>
</tr>
<tr>
<td>MRKT 513 – Marketing Management: Structures and Processes (2)</td>
<td>MRKT 513 – Marketing Management (3)</td>
</tr>
</tbody>
</table>

Based on the above change, the number of total credits required for the Engineering Management Program drops from 34 to 33. No topics have been removed from the program as a result of the change in total credits – all previous topics have been integrated into the new three-credit format.
## II. Comparison of Current and Proposed Program

### a. Prescribed courses

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Credits</th>
<th>Proposed Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 501 Financial Statement Analysis</td>
<td>3</td>
<td>[No change]</td>
<td>3</td>
</tr>
<tr>
<td>BUS 500 Negotiation,</td>
<td>2</td>
<td>[Removed]</td>
<td>-</td>
</tr>
<tr>
<td>Communication and Teamwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E MCH 524A Mathematical Methods</td>
<td>3</td>
<td>[No change]</td>
<td>3</td>
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<tr>
<td>in Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGMT 511 Engineering for Energy</td>
<td>3</td>
<td>[No change]</td>
<td>3</td>
</tr>
<tr>
<td>and the Environment</td>
<td></td>
<td></td>
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<tr>
<td>FINAN 521 Corporate Finance</td>
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<td>[No change]</td>
<td>3</td>
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<tr>
<td>MNGMT 511 Organizational Behavior</td>
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<td>MNGMT 511 Organizational Behavior</td>
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<tr>
<td>MRKT 513 Marketing Management:</td>
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<td>MRKT 513 Marketing Management</td>
<td>3</td>
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<tr>
<td>Structures and Processes</td>
<td></td>
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<tr>
<td>SYSEN 505 Technical Project Management</td>
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<td><strong>Total credit hours</strong></td>
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### b. Supporting courses

<table>
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<th>Proposed Program</th>
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<tr>
<td>500-level elective from the</td>
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<tr>
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<tr>
<td>400- or 500-level elective from the</td>
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<td>Engineering disciplines</td>
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### c. Capstone course group

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Credits</th>
<th>Proposed Program</th>
<th>Credits</th>
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</thead>
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<tr>
<td>BUS 588 Strategic Management</td>
<td>2</td>
<td>BUS 588 Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 589 Strategic Venture Planning</td>
<td>2</td>
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<td>-</td>
</tr>
<tr>
<td>and Innovation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFGSE 550 Design for</td>
<td>3</td>
<td>[No change]</td>
<td>3</td>
</tr>
<tr>
<td>Manufacturability I</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total credit hours</strong></td>
<td>7</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
III. Current Graduate Bulletin

Engineering Management (E M)

Home Page

SCOTT VAN TONNIGEN, Program Coordinator
Penn State Harrisburg
School of Science, Engineering, and Technology
777 W. Harrisburg Pike
W211 Olmsted Building
Middletown, PA 17057-4898
717-948-6091
www.hbg.psu.edu

Degree Conferred:

M.P.S.

The Graduate Faculty, School of Science, Engineering, and Technology

The Graduate Faculty, School of Business Administration

The Program

The Master of Professional Studies (M.P.S.) Engineering Management degree program is a graduate professional degree program that integrates engineering with business and management principles. The program provides engineers with business and management perspectives and enhances their capabilities in the management of major projects, business initiatives, policies, and other activities in both the public and private sectors. Furthermore, it highlights the importance of technology strategy and intellectual properties management, and offers an environment for personal and professional networking that could hold significant future dividend.

The program is offered at Penn State Harrisburg as a partnership between the School of Science, Engineering, and Technology and the School of Business Administration, which is accredited at the undergraduate and graduate levels by AACSB International—the Association to Advance Collegiate Schools of Business International.

Admission Requirements

Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Admission into the Master of Professional Studies program will be granted only to candidates who demonstrate high potential for success in graduate studies.
Applicants should have undergraduate degrees in engineering or technology from an accredited university and are expected to have completed undergraduate coursework in calculus and economics.

An undergraduate cumulative grade-point average of 3.0 or better on a 4.0 scale, and scores from the Graduate Management Admission Test (GMAT) are required for admission. Students demonstrating high potential but failing to meet the minimum GMAT score requirements may be considered on the basis of professional accomplishments and other criteria that may predict success in the program.

Applicants should submit the following:
---a graduate online application with the application fee
---official copies of undergraduate transcripts
---three (3) letters of reference, especially from faculty who can evaluate academic potential
---a personal statement of technical interest, goals, and experience
---test scores from the Graduate Management Admission Test (GMAT)
---test scores from the Graduate Record Examination (GRE) are required for those indicating interest in an assistantship.

English Proficiency—The language of instruction at Penn State is English. All international applicants whose first language is not English or who have not received baccalaureate or master's degrees from an institution in which the language of instruction is English or whose first language is English must take the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) and submit the results of that test with the application for admission. Departments and programs may have more stringent requirements and may require all international applicants to submit a TOEFL or IELTS score regardless of their academic background. A TOEFL score of at least 550 (paper-based test), 213 (computer-based test) or a total score of 80 on the Internet-based test (iBT), with a minimum of 19 points on the speaking section, is required for admission. Graduate programs may require a higher score. The International English Language Testing System (IELTS) module provides an exam to test four mandatory skill areas: listening, reading, writing and speaking. All four modules are equally weighted in the evaluation process. The International English Language Testing System has been approved by the Graduate Council as an alternative exam to the TOEFL for international students applying to Penn State. A minimum composite score of 6.5 on the IELTS test is required for admission.

**Degree Requirements**

All graduate students in Engineering Management are required to adhere to the requirements of the Graduate School, as listed in the Graduate Degree Programs Bulletin. The requirements of the Graduate School, however, are minimum requirements and the policies, procedures, and regulations listed below are additional and more specific for graduates pursuing the M.P.S. degree in Engineering Management. Advisers will call pertinent regulations to the attention of their advisees, but it should be understood that it is the student's personal responsibility to see that all requirements listed are satisfied.

The M.P.S. in Engineering Management is a 34-credit graduate program that integrates engineering with business and management principles. The multidisciplinary, broadly based M.P.S. program provides engineers with business and management perspectives to enhance capabilities in management of large projects.
All M.P.S. students are required to take eight core courses (21 credits) focusing on economic analysis, communication and teamwork, management processes, corporate finance, energy and the environment, and engineering analysis.

The curriculum requires the completion of two free electives (6 credits) in any of the engineering disciplines, and a culminating experience through a three-course sequence (7 credits) on strategic management of new ventures and innovations. Of the 34 credits required for the degree, 31 must be earned in 500-level graduate courses.

Courses

Please refer to the graduate program home page for a complete list of available courses.

Graduate courses carry numbers from 500 to 599 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. Proposed Graduate Bulletin

Engineering Management (EM)

Home Page

SCOTT VAN TONNINGEN, Professor in Charge
Penn State Harrisburg
School of Science, Engineering, and Technology
777 W. Harrisburg Pike
W211 Olmsted Building
Middletown, PA 17057-4898
717-948-6091
www.hbg.psu.edu

Degree Conferred:

M.P.S.

The Graduate Faculty, School of Science, Engineering, and Technology

The Graduate Faculty, School of Business Administration

The Program

The Master of Professional Studies (M.P.S.) Engineering Management degree program is a graduate professional degree program that integrates engineering with business and management principles. The program provides engineers with business and management perspectives and enhances their capabilities in the management of major projects, business initiatives, policies, and other activities in both the public and private sectors. Furthermore, it highlights the importance of technology strategy and intellectual properties management, and offers an environment for personal and professional networking that could hold significant future dividend.

The program is offered at Penn State Harrisburg as a partnership between the School of Science, Engineering, and Technology and the School of Business Administration, which is accredited at the undergraduate and graduate levels by AACSB International—the Association to Advance Collegiate Schools of Business International.

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.
Applicants must have undergraduate degrees in engineering or technology from an accredited university and must have completed undergraduate course work in calculus and economics.

An undergraduate cumulative grade-point average of 3.0 or better on a 4.0 scale, and scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) are required for admission. Students demonstrating high potential but failing to meet the minimum GMAT or GRE score requirements may be considered on the basis of professional accomplishments and other criteria that may predict success in the program.

Applicants must submit the following:
- a complete Graduate School application for admission with the nonrefundable application fee.
- official transcripts from all post-secondary institutions attended.
- three (3) letters of reference, especially from faculty who can evaluate academic potential
- a personal statement of technical interest, goals, and experience
- test scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) [GRE scores are required for those indicating interest in an assistantship and to be eligible for many graduate fellowship opportunities.]

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 Admissions 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.

All graduate students in Engineering Management are required to adhere to the requirements of the Graduate School, as listed in the Graduate Degree Programs Bulletin. The requirements of the Graduate School, however, are minimum requirements and the policies, procedures, and regulations listed below are additional and more specific for graduate students pursuing the M.P.S. degree in Engineering Management. Advisers will call pertinent regulations to the attention of their advisees, but it should be understood that it is the student's personal responsibility to see that all requirements listed are satisfied.

The M.P.S. in Engineering Management is a 33-credit graduate program that integrates engineering with business and management principles. The multidisciplinary, broadly based M.P.S. program provides engineers with business and management perspectives to enhance capabilities in management of large projects.

All M.P.S. students are required to take seven core courses (21 credits) focusing on economic analysis, communication and teamwork, management processes, corporate finance, energy and the environment, and engineering analysis. The core required courses are: ACCT 501 (3 cr.), EMCH 524A (3 cr.), ENGMT 511 (3 cr.), FINAN 521 (3 cr.), MNGMT 511 (3 cr.), MRKT 513 (3 cr.), and SYSEN 505 (3 cr.).

The curriculum requires the completion of two free electives (6 credits) in any of the engineering disciplines. A list of approved elective courses is maintained by the graduate program office. All students are required to complete a culminating experience through a two-course capstone course sequence (6 credits) comprised of BUS 588 Strategic Management (3 cr.) and MFGSE 550 Design
for Manufacturability I (3 cr.). Of the 33 credits required for the degree, 30 must be earned in 500-level graduate courses.

**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.

**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.
V. Letters of Support

a. Oranee Tawatnuntachai, Ph.D., Program Coordinator, Master of Business Administration, Harrisburg

Dear Scott,

I support the MPS-EM curriculum change proposal. The changes are necessary given our new MBA curriculum has been in effect.

Regards,
Oranee

Oranee Tawatnuntachai, Ph.D., CFA
Associate Professor of Finance
Director, MBA Program
Penn State Harrisburg
Middletown, PA 17057
Tel. 717-948-6151
Fax 717-948-6456

b. Peter Idowu, Ph.D., Assistant Dean for Graduate Studies, Harrisburg

Hello Scott,

Thank you for sharing this revised proposal with me. It is good and ready to go. I noticed that there was no comment about what is lost or removed from the program by reduction of credit count from 34 to 33. I think a brief comment on that will be beneficial because it is a natural question that someone will ask. So, you could simply suggest that no topics are removed but all integrated into the new 3 credit format.

Regards,
Peter

Peter Idowu, Ph.D., P.E.
Assistant Dean of Graduate Studies, Penn State Harrisburg
Professor of Electrical Engineering

Penn State Harrisburg
C-114 Olmsted Building
777 W. Harrisburg Pike, Middletown PA 17057
(717) 948-6315 - Phone
(717) 948-6737 - Fax
idowu@psu.edu
http://sites.psu.edu/microgridtestbedpsb/
http://harrisburg.psu.edu/graduate-studies

c. James Nemes, Ph.D., Interim Chancellor & Director of Academic Affairs, Great Valley

From: "JAMES A NEMES" <jan16@psu.edu>
To: "Oranee Tawatnuntachai" <oxt4@psu.edu>
Sent: Thursday, September 22, 2016 7:24:07 AM
Subject: Re: MPS-EM curriculum change proposal - request your support
Oranee,

We have no objections to the proposed changes. Best of luck.

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
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu

From: "Oranee Tawatnuntachai" <oxt4@psu.edu>
To: "JAMES A NEMES" <jan16@psu.edu>
Cc: "SCOTT VON TONNINGEN" <szv2@psu.edu>, "Stephen Schappe" <sxs28@psu.edu>,
"PETER IDOWU" <pbi1@psu.edu>, "RAFIC A BACHNAK" <rab65@psu.edu>
Sent: Wednesday, September 21, 2016 2:56:22 PM
Subject: MPS-EM curriculum change proposal - request your support

Dear Jim,

As you are aware, our MBA curriculum has switched from 2 to 3 credits. This affects
the curriculum of MPS-EM, jointly offered by our school and School of Science and Engineering
Technology.

Attached is the curriculum change proposal for MPS-EM. We'd like to request your support for the
changes.

If you have any questions, please let me or Scott, the Program Coordinator of MPS-EM, know.

Regards,
Oranee

Oranee Tawatnuntachai, Ph.D., CFA
Associate Professor of Finance
Director, MBA Program
Penn State Harrisburg
Middletown, PA 17057
Tel. 717-948-6151
Fax 717-948-6456

d. PSU Harrisburg MPS-EM Engineering faculty concurrence

On August 4th, 2016 the following email was sent to the faculty requesting their review and a vote:
Colleagues: As you may know, the School of Business Administration has changed the MBA program to eliminate 2-credit courses and replace them with 3-credit courses. This also impacts the Master of Professional Studies in Engineering Management, for which I am the coordinator. The program currently contains five (5) 2-credit business/management courses (BUS 500, MNGMT 511, MRKT 513, BUS 588, and BUS 589), which would be replaced by three (3) 3-credit courses. Overall, the program credit count would drop from 34 credits to 33.

The details of the replacement courses are contained in the attached proposal, which was put together by Dr. Oranee Tawatnuntachai, who is the MBA program director and our direct contact for the business courses in the MPS/EM. One concern we always have with a change like this is how it will affect students currently in the program. The School of Business Administration has a plan: 2016-17 is the transition year. They will switch between 2 and 3 credit versions during the transition year. When 3-credit version is offered, there will be two sections: Section 1 - 3 credits, and Section 2 - 2 credits. Both sections have 15 weeks of instruction. Students admitted to the MPS/EM prior to implementation of this change should enroll in Section 2 so that they pay only for 2 credits.

In the attached, you will see edits made by Dr. Tawatnuntachai and me. Please review at your earliest convenience and let me know what additional changes/suggestions you may have. By the end of August, I would like to get an approval vote from you, the MPS/EM engineering-side faculty.

Thanks

Scott

Scott van Tonningen, Ph.D.
Senior Lecturer, EE/EET and
Associate Director, Graduate Studies
School of Science, Engineering & Technology (SSET)
Olmsted Building - W211, PSU Harrisburg
(717)-948-6091  szv2@psu.edu

Summary: of the engineering faculty emailed, all responses received were in support of the changes. No negative votes received.
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 Agricultural Sciences
Department or Instructional Area: Plant Science

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: Horticulture
Current designation of graduate option: International Agriculture and Development
Current designation of graduate minor:

New designation of existing graduate program (if changing): Horticulture
New designation of existing graduate option (if changing): International Agriculture and Development
New designation of existing graduate minor (if changing):

Brief description of the change (if noted above): Horticulture program is adding option of a dual
baccalaureate degree: International Agriculture and Development

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

Submitted by Graduate Program Head

Erin L. Connolly
Printed name
Signature
Date: 7/1/17

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

John C. Ewing
Printed name
Signature
Date: 12/7/17

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

Rama Radhakrishna
Printed name
Signature
Date: 12/12/17
<table>
<thead>
<tr>
<th>Role</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Behalf of C. Andrew Cole</td>
<td>Vokschnitt</td>
<td></td>
<td>2/6/2018</td>
</tr>
<tr>
<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
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<tr>
<td>On Behalf of M. Kathleen Heid</td>
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<td></td>
<td>2/6/2018</td>
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<td>Noted by Dean of the Graduate School:</td>
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<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td>Vokschnitt</td>
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<td>2/6/2018</td>
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</table>
Proposal to Adopt a Dual-Title Degree Program

INTERNATIONAL AGRICULTURE AND DEVELOPMENT (INTAD)

College of Agricultural Sciences

Horticulture Graduate Degree Program
Department of Plant Science
# TABLE OF CONTENTS

<table>
<thead>
<tr>
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<td>TABLE OF CONTENTS</td>
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<td>Justification</td>
<td>3</td>
</tr>
<tr>
<td>Course Efficiencies</td>
<td>4</td>
</tr>
<tr>
<td>Degree Requirements with Comparison Table</td>
<td>4</td>
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<td>PROGRAM STATEMENT: BULLETIN COPY</td>
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<td>Horticulture (HORT)</td>
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<td>Degrees Conferred</td>
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<tr>
<td>The Graduate Faculty</td>
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<tr>
<td>Admission Requirements</td>
<td>8</td>
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<td>Master’s Degree Requirements</td>
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<td>Doctoral Degree Requirements</td>
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<td>Student Aid</td>
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<tr>
<td>Student Aid</td>
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</tbody>
</table>
Justification

The discipline of Horticulture is the art of science of crops that are not typically included in large scale agronomic production, including fruits, nuts, vegetables, spices, drugs, and ornamental plants. These crops are an essential part of the human diet and of human landscapes, and are important economic commodities, especially in developing nations (e.g. coffee, tea, chocolate, bananas, flowers…). In addition to production concerns, Horticulture encompasses postharvest shipping, storage, value added processing, and marketing. The Horticulture graduate program therefore has relevance to both domestic and international agroecosystems and stakeholders.

Penn State’s International Agriculture and Development program, whose primary purpose is to enlighten students about educational cultures, practices, and philosophies around the world, offers a vital addition to study opportunities in this arena.

The primary goal of the Horticulture-INTAD dual title degree program is to produce Horticultural scientists with skills, credentials and experience to address issues related to horticultural crop production, shipping, and marketing and ecosystem services throughout the world. It will provide an important vehicle for our graduate students to interact with colleagues from across the globe in addressing these issues, allowing them to gain first-hand experience in the application of their discipline to challenges of global food security and economics development.

In the process, it will equip students with a greater degree of understanding of the intellectual and academic advantages and benefits of interdisciplinary study. Further, it will provide the integration of research credentials from Horticulture and education, extension, and economic and social science credentials from other partners in INTAD.

As a result, students graduating from this dual-title graduate degree program will be well positioned to compete for the best jobs at international organizations and agencies, as well as universities, national organizations and agencies and multi-national corporations. Compared with graduates of other universities, Penn State Horticulture graduates will have documented skills in international issues. These credentials will give them a competitive advantage in the job market. The appearance of the dual-title on the diploma and transcript will instantly draw attention to the graduate’s unique graduate program.

At the departmental level, the dual-title degree will strengthen the relationship between Horticulture, the Office of International Programs, and other units at the University. Activities such as service by faculty on graduate committees, Horticulture graduate students taking social science and internationally-oriented courses, and the likely attraction of students from other participating departments and programs to courses and research problems in the College of Agricultural Sciences will create bridges between Colleges. This will stimulate new research and teaching partnerships.
Institutionally, the dual-title degree will provide additional benefits. Senior university leaders increasingly promote interdisciplinary and international collaborations as a general focus for Penn State’s future. The Dean of the College of Agricultural Sciences has also endorsed the College’s strategic plan that calls for increased international collaboration.

Course Efficiencies

Degree Requirements with Comparison Table

Comparison of Horticulture Master of Science Program to INTAD Master’s Program

<table>
<thead>
<tr>
<th></th>
<th>Master’s Degree in Horticulture</th>
<th>Master’s Dual-Title in HORT plus International Agriculture and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committee</td>
<td>At least three faculty, all who are members of the Graduate Faculty. One member must be from outside the department. If a minor is selected, one member must be from the minor department</td>
<td>Adviser or co-adviser must be on INTAD faculty</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Agro 501 Graduate Study Dialogue (1 cr)</td>
<td>AEE 450 (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Hort 590 Colloquium (1 cr)</td>
<td>CEDEV 505 (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Agro 555 Effective Scientific Communications (2 cr)</td>
<td>INTAD 820 (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Major Field 4XX or 5XX (12 cr); at least 6 of the 12 credits must be 5XX level course work excluding seminar or independent studies.</td>
<td>Independent study/research/teaching/internship with international development content (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Statistics 5XX course (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor/general studies courses 4XX or 5XX (6 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hort 600 Thesis Research (6 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hort 602 Supervised Teaching (1 cr). Although Hort 602 is a requirement for the M.S. in Horticulture, the 1 cr cannot be used to count towards the 30 credit minimum required for the M.S. degree.</td>
<td></td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>Each M.S. degree student must complete a final oral examination consisting primarily of defense of the thesis research. The thesis must be accepted by the advisers and/or committee members, the head of the</td>
<td>The student’s research topic must reflect both the primary degree (HORT) and the INTAD dual-title program</td>
</tr>
</tbody>
</table>
Comparison of Horticulture Ph.D. Program to INTAD Ph.D. Program

<table>
<thead>
<tr>
<th>Ph.D. Degree in Horticulture</th>
<th>Ph.D. Dual-Title in HORT plus International Agriculture and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Committee</strong></td>
<td>At least four faculty, all of whom are members of the Graduate Faculty. At least one member must be from outside the department. The committee is only appointed after the candidacy examination has been passed.</td>
</tr>
<tr>
<td><strong>Course Requirements</strong></td>
<td>Students must complete 55-60 credits of formal coursework beyond the baccalaureate, plus additional seminar, teaching and research credits. A minimum of 12 credits of 500 level formal courses beyond the BS degree is required. Courses will be chosen by the student and dissertation adviser in consultation with the doctoral committee.</td>
</tr>
<tr>
<td></td>
<td>Agro 501 Graduate Study Dialogue (1 cr)</td>
</tr>
<tr>
<td></td>
<td>Hort 590 Colloquium (three required, this includes one from master's)) (1 cr)</td>
</tr>
<tr>
<td></td>
<td>Statistics course (6 cr) of which at least 3 credits shall be 500 level.</td>
</tr>
<tr>
<td></td>
<td>Hort 600 Thesis Research (12 cr)</td>
</tr>
<tr>
<td></td>
<td>English communication skills and related studies (6 cr). Options include: (1) One 3-cr 400 or 500 level course of advanced English technical composition; (2) 3 cr of a 400 or 500 level course chosen from a department-approved list of courses; (3) 3 cr of a 400 or 500 level writing intensive course.</td>
</tr>
<tr>
<td><strong>Teaching Requirement</strong></td>
<td><strong>Participate in resident education or extension teaching activities for the equivalent of at least two semesters. Hort 602 (2 cr)</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Candidacy Examination</strong></td>
<td><strong>The exam will consist of presenting a scientific journal article and answering questions by committee members relevant to the student’s program.</strong></td>
</tr>
<tr>
<td><strong>English Competency Assessment</strong></td>
<td><strong>Ability to read, write, and speak English will be assessed during the candidacy examination.</strong></td>
</tr>
<tr>
<td><strong>Comprehensive Examination</strong></td>
<td><strong>Written and oral exam of a nature determined by the doctoral committee.</strong></td>
</tr>
<tr>
<td><strong>Final Oral Examination</strong></td>
<td><strong>Each Ph.D. degree student must complete a final oral and written examination consisting primarily of defense of the dissertation research. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass the final oral and written examination (the dissertation defense).</strong></td>
</tr>
</tbody>
</table>

The candidacy examination committee must include at least one Graduate Faculty member from INTAD. The candidacy exam must include an INTAD component. In accordance with Graduate Council policy, the candidacy examination may be delayed one semester beyond the normal period allowable. Doctoral students must be admitted into the dual-title degree program in INTAD prior to obtaining candidacy in Horticulture.

Candidates must be fluent in reading, writing, and speaking English.

International agriculture must be a key topic in the comprehensive exam. The INTAD representative on the doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

The student’s research topic must reflect both the primary degree (HORT) and the INTAD dual-title program.
**PROGRAM STATEMENT: BULLETIN COPY**

**Horticulture (HORT)**

Erin Connolly, Head of the Department of Plant Science  
116 Agricultural Sciences & Industries Building  
814-865-2025

Jonathan Lynch, Director of Graduate Studies in Horticulture  
221 Tyson Building  
814-863-2256

**Degrees Conferred:**

Ph.D., M.S.  
Dual-Title M.S. in Horticulture and International Agriculture and Development  
Dual-Title Ph.D. in Horticulture and International Agriculture and Development

**The Graduate Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Arteca</td>
<td>PHD</td>
<td>Washington State University</td>
<td>Prof. of Horticultural Physiology</td>
</tr>
<tr>
<td>Ricky Bates</td>
<td>PHD</td>
<td>Virginia Polytechnic Institute And State</td>
<td>Associate Prof. of Ornamental Horticulture</td>
</tr>
<tr>
<td>Robert Berghage</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Associate Prof. of Horticulture</td>
</tr>
<tr>
<td>Kathleen Brown</td>
<td>PHD</td>
<td>University Of Florida</td>
<td>Prof. of Postharvest Physiology</td>
</tr>
<tr>
<td>Michela Centinari</td>
<td>PHD</td>
<td>University Of Bologna</td>
<td>Assistant Prof. of Viticulture</td>
</tr>
<tr>
<td>Erin Connolly</td>
<td>PHD</td>
<td>University Of California Davis</td>
<td>Prof. of Plant Science</td>
</tr>
<tr>
<td>Robert Crassweller</td>
<td>PHD</td>
<td>Ohio State University</td>
<td>Prof. of Tree Fruit</td>
</tr>
<tr>
<td>Dennis Decoteau</td>
<td>PHD</td>
<td>University Of Massachusetts In Amherst</td>
<td>Prof. of Horticulture</td>
</tr>
<tr>
<td>David Eisenstat</td>
<td>PHD</td>
<td>University Of Utah</td>
<td>Prof. of Woody Plant Physiology</td>
</tr>
<tr>
<td>Majid Foolad</td>
<td>PHD</td>
<td>University Of California Davis</td>
<td>Prof. of Plant Genetics</td>
</tr>
</tbody>
</table>
The Horticulture program is administered in the Department of Plant Science, College of Agricultural Sciences. Each student will be associated with an adviser who may provide financial support, research facilities, and/or office space. Applicants are encouraged to explore, study, and research opportunities by contacting faculty who may be prospective advisers.

This program provides opportunities for candidates interested in Horticulture to become a professional leader and an independent scholar. Faculty in this program are competent to prepare candidates in the subfields of Horticulture including: crop production and marketing, integrated crop management, plant genetics and breeding, horticultural plant physiology, postharvest physiology, plant molecular biology and biotechnology, and horticultural ecology.

**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 Horticulture graduate program, are required for admission. At the discretion of the graduate program officer, a student may be admitted for graduate study in a program without these scores.

Prerequisites for admission vary according to the area of specialization, but basic courses in physical sciences, mathematics, biological sciences, communication skills, and social sciences and humanities are required. Students who lack prerequisite courses may be provisionally admitted but are required to make up deficiencies without degree credit.
Students with a 3.00 junior/senior 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.

**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, 600, or 800 level is required, with least 18 credits at the 500 and 600 level, combined, including:

- 12 credits of 400- or 500-level formal courses in the major field (at least 6 credits at the 500-level)
- 3 credits in statistical methods at the 500-level
- AGRO 501 (1 cr.)
- HORT 590 (2 cr.)
- AGRO 555 (2 cr.)
- Minor/general studies courses 4XX or 5XX (6 cr.)
- 6 credits of thesis research (HORT 600 or 610)

All M.S. degree candidates must complete, at least 2 credits of Supervised Experience in College Teaching (HORT 602); however, these 2 credits cannot be counted towards the minimum credits required for the degree. A thesis is required for the M.S. degree. The thesis must be accepted by the advisers and/or 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 communication requirement for the Ph.D. degree may be satisfied by completing at least 6 graduate credits in an area of communications skills approved by the student's advisory committee.

Students must complete 55-60 credits of formal course work beyond the baccalaureate, plus additional seminar, teaching, and research credits. A minimum of 12 credits of 500 level formal courses beyond the bachelor’s degree is required. Courses will be chosen by the student and dissertation adviser in consultation with the doctoral committee. Ph.D. students must complete:

- AGRO 501 (1 cr.)
- HORT 590 (3 credits are required, including 1 credit from the master’s)
- Statistics course (6 cr., at least 3 credits must be at the 500 level)
- HORT 600 (12 cr.)
English communication skills and related studies: Either (1) one 3-credit 400- or 500-level course of advanced English technical composition; (2) one 3-credit 400- or 500-level course chosen from a list maintained by the graduate program office; or (3) one 3-credit 400- or 500-level writing intensive course.

HORT 602 (2 cr.). These 2 credits cannot be counted towards the minimum credits required for the degree.

The candidacy examination may be given after at least 18 credits have been earned in graduate courses beyond the baccalaureate, and must be taken within three semesters (excluding summer sessions) of entry into the doctoral program. Within one semester after passing the candidacy examination, the student's doctoral committee, with the dissertation adviser in charge, will have the program planning meeting. The purposes of this meeting are to (1) determine the student's strengths and weaknesses in pertinent subject matter areas; (2) guide the student in developing a plan of study; and (3) review and discuss the proposed dissertation research.

The comprehensive examination, composed of both written and oral parts, will be given when, in the student's and adviser's opinion, the student is ready for the examination, and when the English competence requirement and essentially all courses have been completed.

Ph.D. candidates 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 Horticulture. 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 Graduate Program in International Agriculture and Development**

**Admissions Requirements**

Students must apply and be admitted to the graduate program in Horticulture 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 INTAD dual-title program. Refer to the Admission Requirements section of the [INTAD Bulletin page](#). Doctoral students must be admitted into the dual-title degree program in INTAD prior to taking the candidacy examination in their primary graduate program.

**Degree Requirements**

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Horticulture, listed above. In addition, students must complete the degree requirements for the dual-title in INTAD, listed on the [INTAD Bulletin page](#).

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Horticulture and must include at least one Graduate Faculty member from
the INTAD 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 Horticulture and INTAD. 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 Horticulture and INTAD dual-title Ph.D. student must include at least one member of the INTAD 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 INTAD, the member of the committee representing INTAD must be appointed as co-chair. The INTAD 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 Horticulture and INTAD. 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. Students who wish to compete for fellowships should be sure that their application materials are complete by January 15 for entry the following fall semester.

**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.
Bulletin Copy – INTAD (additions highlighted)

International Agriculture and Development
MELANIE MILLER FOSTER, Assistant Professor
Office of International Programs, College of Agricultural Sciences
106 Agricultural Administration Building
814-867-3831; mjm727@psu.edu

EDWIN RAJOTTE, Co-Program Coordinator, Professor of Entomology
508 Agricultural Sciences and Industries Building
814-863-6461; egrajotte@psu.edu

LEIF JENSEN, Co-Program Coordinator, Distinguished Professor of Rural Sociology and Demography
101A Armsby Building
814-863-8642; ljensen@psu.edu

Degrees Conferred
Students electing this degree program through participating programs will earn a degree with a dual-title at the Master's or Ph.D. level. Students receive a degree that lists their major program and International Agriculture and Development (INTAD).

The International Agriculture and Development (INTAD) program is offered through the Departments of Agricultural Economics, Sociology, and Education, Entomology, Environmental Systems Management, Plant Pathology and Environmental Microbiology, and Plant Sciences. The dual-title degree enables qualified students from the College of Agricultural Sciences (CAS) and other select programs at Penn State to combine their major degree with an internationally focused program of study to gain global competency skills and techniques for application of their discipline in a global environment.

The following graduate programs offer the dual-title in INTAD: M.S. and Ph.D. in Agricultural and Extension Education (AEE), M.S. and Ph.D. in Agricultural Environmental, and Regional Economics (AEREC), M.S. and Ph.D. in Agronomy (AGRO), M.S. and Ph.D. in Entomology (ENT), M.S. and Ph.D. in Horticulture (HORT), M.S. and Ph.D. in Plant Pathology (PPATH), M.S. and Ph.D. in Rural Sociology (RSOC), and M.S. and Ph.D. in Soil Sciences (SOILS).

The Graduate Faculty

The Program
The INTAD dual-title graduate degree program is administered by the INTAD- Academic Program Management Committee. The committee maintains the curriculum, identifies courses appropriate for the program, and develops and recommends policy and procedures for the program's operation to the dean of the College of Agricultural Sciences and the dean of the Graduate School. Members of the Graduate Faculty in
INTAD also serve on master’s and doctoral committees for students who are accepted into the dual-title program. This dual-title program enables students to learn about international agriculture while maintaining a close association with their primary area of interest in their home department.

Admission Requirements
Students must apply and be admitted to their primary graduate program and The Graduate School before they can apply for admission to the INTAD dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of INTAD dual-title program. The student will submit an application to the INTAD Academic Program Committee. The application will include a written personal statement indicating the career goals they hope to accomplish by earning a dual-title degree. Doctoral students must be admitted into the dual-title degree program in INTAD prior to obtaining candidacy in their primary graduate program.

Degree Requirements
To qualify for the INTAD dual-title degree, students must satisfy the requirements of the primary graduate program in which they are enrolled. In addition, they must satisfy the minimum requirements of the INTAD dual-title degree specified here.

Graduates of the dual-title INTAD master's degree program who wish to pursue an INTAD doctoral degree must re-apply to the INTAD program for admission. INTAD master's degree credits may be carried over to the doctoral program. Six additional INTAD credits will be required. INTAD master's degree graduates who pursue an INTAD Ph.D. are required to take the INTAD 820 International Agricultural Development Seminar a second time.

Master's Degree
Course Requirements
Students are required to complete a minimum of 12 INTAD course credits (400, 500, or 800) for a dual-title Master's degree. Nine credits will form the core curriculum: INTAD 820 (3 cr.), AEE 450 (3 cr.), and CEDEV 505 (3 cr.). The remaining three credits must be taken as an internship or applied course/independent study with international development content.

Final course selection is determined by the students, their major program advisors and their INTAD advisers. These advisors will discuss with the student a program of study that meets the student's career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program.

Thesis
Students pursuing a M.S. degree that requires a master's thesis, in addition to the 12 credits specified above, must write the thesis on a topic that reflects both their primary
graduate program and the dual-title in INTAD. At least 6 thesis research credits (600 or 610) must be taken in the student’s primary graduate program.

All members of the student’s committee for the dual-title master’s degree will be members of the Graduate Faculty. The committee must include at least one Graduate Faculty member from INTAD.

Ph.D. Degree
Students admitted to the doctoral INTAD dual-title offering must exhibit high research competence, including ability to identify, conceptualize, and execute a significant research project that makes a significant addition to the body of knowledge in the field. Students also must be fluent in reading, writing, and speaking English.

Course Requirements
Students are required to complete a minimum of 18 INTAD credits for a dual-title Ph.D. degree. The 18 required credits must be at the 500 or 800 level. Nine credits will form the core curriculum: INTAD 820 (3 cr.), R SOC 517 (3 cr.), and either R SOC 508 (3 cr.) or R SOC 555 (3 cr.). The remaining 9 credits must be taken from among INTAD electives. In addition, they will be encouraged to pursue proficiency in a language other than English, as appropriate.

Final course selection is determined by the students and their doctoral committees. The doctoral committee will discuss with the student a program of study that meets the student’s career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program. Permission from a student's doctoral committee, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course.

Candidacy
The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from INTAD 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 the primary graduate degree program and INTAD. 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.

Committee Composition
In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an INTAD dual-title doctoral degree student must include at least one member of the INTAD 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 INTAD, the member of the committee representing INTAD must be appointed as co-chair.
Comprehensive Exam
At the end of their coursework, students must complete a comprehensive examination that follows the guidelines established by the primary program and reflects both their primary program and the dual-title degree curriculum. International agriculture must be one of the key areas of the exam and the INTAD representative on the student’s doctoral committee must have input into the development of and participate in the evaluation of the comprehensive evaluation.

Dissertation and Dissertation Defense
Doctoral students enrolled in the dual-title degree program are required to write and orally defend a dissertation on a topic that reflects their original research and education in both their primary program and the INTAD dual-title program. The dissertation should contribute to the body of knowledge in international agriculture. A public oral presentation of the dissertation is required. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree.

Student Aid
Graduate Assistantships and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. A limited number of Research Assistantships are also available through the CAS. 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 400-499 may be used to meet some graduate degree requirements when taken by graduate students but courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up for deficiencies or to fill in gaps in previous education but may do not meet requirements for an advanced degree.
Erin,

Melanie Miller-Foster passed on to me an email from Vicki Hewitt, Director of Graduate Education Administration, asking for a memo from me indicating the International Agriculture and Development Dual-Title Degree Program’s desire to have Horticulture join the program. Over the last several years INTAD has rapidly grown in affiliated graduate programs and graduate students. The INTAD program would be delighted to have Horticulture and its interested students and faculty join those ranks.

If you have any questions or concerns, please contact Melanie or me.

Ed

Edwin G. Rajotte
Professor of Entomology and
IPM Coordinator
501 ASI
Department of Entomology
Penn State University
University Park, PA 16802 USA
office: 814 863-4641
fax: 814 865-3048
email: egrajotte@psu.edu
web: http://ento.psu.edu/directory/uvu
Researchgate: https://www.researchgate.net/profile/Edwin_Rajotte
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 Curriculum 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: Change Drop

Current designation of graduate program: Public Health
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): 1) Addition of joint MD/MPh and joint PharmD/MPH degree with Taipei Medical University and 2) Addition of prerequisite course for DrPH students without a public health degree

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

Submitted by Graduate Program Head

Robin Wilson
Printed name
Signature
Date: 10/27/17

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

Rebecca Craven
Printed name
Signature
Date: 11/2/17

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

Charles Lang
Printed name
Signature
Date: 11/2/17
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 2/6/2018

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

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 2/6/2018

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 2/6/2018
Program Change Proposal for the Doctor of Public Health (Dr.P.H.) in Public Health Degree Program

I. Justification

A. Add PHS 501: Principles of Public Health to Dr.P.H. Additional Course Requirements for Applicants without a Public Health Degree

We respectfully submit this program change proposal to add a required prerequisite course for those Dr.P.H. applications without a public health degree. Dr.P.H. applicants without a public health degree will now be required to take PHS 501: Principles of Public Health if they cannot demonstrate foundational public health knowledge. The Council on Education for Public Health (C.E.P.H. - the accrediting organization for public health education) requires Dr.P.H. students to be grounded in foundational public health knowledge. This criterion was established in October 2016 when C.E.P.H. revised their accreditation criteria. PHS 501 incorporates the learning objectives required by C.E.P.H. Students can request a waiver of this course if they can demonstrate foundational knowledge via a previously completed course or through obtaining a Certified in Public Health (C.P.H.) credential.

References

II. Overview of Dr.P.H. Program Changes: Side by Side Comparison

The table below provides a side-by-side comparison of the current Dr.P.H. courses required of those entering the program without a public health degree and unable to demonstrate foundational public health knowledge with the proposed list of courses with the addition of PHS 501: Principles of Public Health, as required by C.E.P.H to meet foundational public health knowledge. The proposed additional course is highlighted in yellow.

<table>
<thead>
<tr>
<th>Current Dr.P.H. courses required of those entering the program without a public health degree and unable to demonstrate foundational public health knowledge</th>
<th>Proposed Dr.P.H. courses required of those entering the program without a public health degree and unable to demonstrate foundational public health knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 504 Behavioral Health Intervention Strategies (3)</td>
<td>PHS 501 Principles of Public Health (3)</td>
</tr>
<tr>
<td>PHS 520 Principles of Biostatistics (3)</td>
<td>PHS 504 Behavioral Health Intervention Strategies (3)</td>
</tr>
<tr>
<td>PHS 550 Principles of Epidemiology (3)</td>
<td>PHS 520 Principles of Biostatistics (3)</td>
</tr>
<tr>
<td>PHS 571 Health Services Organization &amp; Delivery (3)</td>
<td>PHS 550 Principles of Epidemiology (3)</td>
</tr>
<tr>
<td></td>
<td>PHS 571 Health Services Organization &amp; Delivery (3)</td>
</tr>
</tbody>
</table>

III. Description of Proposed Changes for Dr.P.H. Program

Dr.P.H. students without a public health degree who want to be accepted into the Dr.P.H. program will now be required to complete PHS 501: Principles of Public Health to meet the C.E.P.H. foundational public health knowledge criterion. Students can request a waiver of this course if they can demonstrate foundational knowledge via a previously completed course or through obtaining a Certified in Public Health (C.P.H.) credential.
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.
Joint J.D./M.P.H.
Joint Pharm.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, global health, 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 BBH 504(3), PHS 520(3), PHS 536(3), PHS 550(3), PHS 571(3) or HPA 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.).

Admission 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 admission requirements for the M.P.H. degree are listed above. Admissions requirements and applications for admission for the Penn State College of 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.
\section*{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.

\section*{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 J.D. degree.

\section*{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.

\section*{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

\textbf{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); and PHS 892(3)

\textbf{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 \url{www.med.psu.edu/drph} to learn more about the approved elective courses and available tracks.

\textbf{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 examinations, English competencies, and doctoral committee composition. Dr.P.H. students must also meet additional Dr.P.H.-specific requirements.

\section*{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.

\textbf{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 501 (3), 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 15 credits of foundation courses, for a minimum total of 75. 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

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.

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.
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, global health, 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: 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 BBH 504(3), PHS 520(3), PHS 536(3), PHS 550(3), PHS 571(3) or HPA 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.).
Admission 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 admission requirements for the M.P.H. degree are listed above. Admissions requirements and applications for admission for the Penn State College of 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); and 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 www.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 examinations, 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 501 (3), 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 125 credits of foundation courses, for a minimum total of 725. 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. 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.

**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. Letter of Support**

Vernon Chinchilli, Ph.D.
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: Liberal Arts
Department or Instructional Area: Germanic & Slavic Languages and Literatures

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
Current designation of graduate program: M.A. in Russian and Comparative Literature
Current designation of graduate option: N/A
Current designation of graduate minor: N/A

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): description of outcomes, course distribution and course designations

Indicate effective semester:
First semester following approval

Submitted by Graduate Program Head

______________________________  ______________________________
Thomas O. Beebe  Date: 18 November 2017
Printed name  Signature

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

______________________________  ______________________________
Michael T. Putnam  Date: 10/10/2017
Printed name  Signature

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

______________________________  ______________________________
Susan Welch  Date: Dec 7 2017
Printed name  Signature

PSU GRADUATE SCHOOL
OFFICE OF THE DEAN
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<th>Name</th>
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<td>2/06/2018</td>
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<td>Noted by Dean of the Graduate School:</td>
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<td>On Behalf of Regina Vasilatos-Younken</td>
<td>Velicka Matt</td>
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<td>2/06/2018</td>
</tr>
</tbody>
</table>
PROGRAM CHANGE PROPOSAL FOR
RUSSIAN AND COMPARATIVE LITERATURE

SUBMITTED BY
Thomas O. Beebee, tob@psu.edu
Justification for the Proposed Changes

State why the change is being proposed, and any expected outcomes as a result.

New academic catalogue management system
Comparison of Changes

A description of the proposed changes as compared to the existing program requirements, so the reviewers can determine what specifically is being changed. A table is recommended.

Instead of “Graduates should be prepared for service with the U.S. government or an international corporation, or to continue graduate study either in Russian or comparative literature.” → “This program prepares students for further graduate study in Russian, Slavic, or comparative literature, for service with U.S. or other government, or for employment with an international corporation.”

Substituting the old list of 500-level RUS courses, students are now asked to complete CMLIT501, RUS405, and 12 credits each in RUS and in CMLIT, with the final 3 chosen upon advising.
Existing Graduate Bulletin Copy

A complete and current copy of the existing Bulletin page for the program, with any changes that need to be made marked by using Track Changes.

Russian and Comparative Literature

THOMAS O. BEEBEE, Department Head, Germanic and Slavic Languages and Literatures
442 Burrowes Building
814-863-5481

ROBERT R. EDWARDS, Department Head, Comparative Literature
442 Burrowes Building
814-863-0589

Degree Conferred:
M.A. in Russian and Comparative Literature

The Graduate Faculty

The Program

The Department of Germanic and Slavic Languages and Literatures and the Department of Comparative Literature offer a joint master's degree in Russian and Comparative Literature. The program enables students to concentrate in Russian literature at the graduate level while having the advantages of a comparative context. Students completing this M.A. will acquire an in-depth understanding of Russian literature and culture and will be proficient in Russian and one other foreign language. *This program prepares students for further graduate study in Russian, Slavic, or comparative literature, for service with U.S. or other government, or for employment with an international corporation.*

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.
Requirements listed here are in addition to the general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Students with appropriate course backgrounds and a 3.00 junior/senior average (on a 4.00 scale) will be considered for admission. Scores from the Graduate Record Examination (GRE) are required. It is expected that students entering this degree program will have proficiency in the Russian language and will have completed the B.A. in Russian or Comparative Literature. Students in other humanistic fields such as philosophy or history who have studied some literature and are proficient in Russian are welcome to apply.

Master’s Degree Requirements

Candidates for the M.A. degree must earn a minimum of 33 credits at the 400, 500, or 800 level, of which at least 18 must be at the 500 level. Required courses in Russian include RUS 550 (Seminar in Nineteenth Century Russian Literature), RUS 525 (Pushkin), and RUS 560 (History of the Russian Language) or RUS 542 (Seminar in Russian Literature in the Twentieth Century) plus an additional 6 credits. There are 30 credits required in the following: CMLIT 501 (3 credits), RUS 405 (3 credits), an additional 12 credits in Comparative Literature courses, and an additional 12 credits in Russian at the 400 or 500 level. Required courses in comparative literature include CMLIT 501 plus an additional 12 credits in comparative literature. Required courses in Russian are RUS 405, and an additional 12 credits in Russian at the 400- or 500-level. Also required are: an additional 3 credits in Russian, comparative Comparative Literature, or another approved area; passing of a proficiency examination in Russian; demonstration of at least reading knowledge of one other foreign language; and the completion of an acceptable M.A. scholarly paper.

Student Aid

A number of teaching assistantships are available in the Departments of Comparative Literature and Germanic and Slavic Languages and Literatures for students taking advanced degrees in these disciplines. There is also a graduate assistant position for an editorial assistant. See also the fellowships, graduate assistantships, and other forms of financial aid 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.
Consultation

Written evidence of consultation with any departments affected by the proposed change. Consultation must include the original query and the full reply by the consultant. Consultations submitted as part of the proposal will be available to the public when the proposal is published, so private exchanges should be edited out and any references to current students should be removed.

From: Charlotte Diane Eubanks [mailto:xde13@psu.edu]
Sent: Wednesday, August 30, 2017 2:22 PM
To: Tom Beebee <tob@psu.edu>; Adrian Johannes Wanner <ajw3@psu.edu>
Cc: Bob Edwards <rre1@psu.edu>
Subject: Re: Russian/CMLIT M. A.

Hi Tom and Adrian,

The CMLIT Grad Committee met today, discussed, and approved the proposed changes to the Dual Title Russian/CMLIT MA degree listing. I imagine that it will now go through some sort of online approval process; good wishes!

Hi Tom and Adrian,

The CMLIT Grad Committee met today, discussed, and approved the proposed changes to the Dual Title Russian/CMLIT MA degree listing. I imagine that it will now go through some sort of online approval process; good wishes!

The committee did have one stipulation:

On this page http://complit.la.psu.edu/graduate/ma-program

please update the final sentence: "For information, consult Courtney Robinson, who can put you in touch with the adviser for this degree program."
Changing it to some version of: "We recommend contacting the program director (Michael Naydan) and the CMLIT Director of Graduate Studies (Charlotte Eubanks) for further information."

Many thanks,
Charlotte

Charlotte, yes, go ahead and let on Wed...

Candidates for the M.A. degree must earn a minimum of 33 credits of which at least 18 must be at the 500 level. Required courses in Russian include RUS 530 (Seminar in Nineteenth-Century Russian Literature), RUS 525 (Pushkin), and RUS 560 (History of the Russian Language) or RUS 542 (Seminar in Russian Literature in the Twentieth Century) plus an additional 6 credits. Required courses in comparative literature include CMLIT 501 plus an additional 12 credits in comparative literature. Required courses in Russian are RUS 405, and an additional 12 credits in Russian at the 400- or 500-level. Also required are: 3 additional credits in comparative literature, Russian, or another approved area; demonstration of at least reading knowledge of one other foreign language; and the completion of an acceptable M.A. paper.

From: Charlotte Diane Eubanks [mailto:cde13@psu.edu]
Sent: Monday, August 28, 2017 3:05 PM
To: Adrian Johannes Wanner <ajw3@psu.edu>
Cc: Tom Beebee <tob@psu.edu>
Subject: Re: Russian/CMLIT M. A.

Hi all,

With Adrian's suggested change, this looks good to me! We've got a CMLIT grad committee meeting this Wednesday (8/30 at 12:45pm). Let me know if you'd like me to put this on the agenda and, if so, what version I should bring forward.

Cheers,
Charlotte
From: "Adrian Johannes Wanner" <ajw3@psu.edu>
To: "Tom Beebee" <tob@psu.edu>
Cc: "CHARLOTTE EUBANKS" <dde13@psu.edu>
Sent: Friday, August 25, 2017 7:30:14 AM
Subject: Re: Russian/CMLIT M. A.

To make it clearer I would say "3 additional credits in comparative literature, Russian, or another approved area."

From: "THOMAS OLIVER BEEBEE" <tob@psu.edu>
To: "Adrian Johannes Wanner" <ajw3@psu.edu>
Cc: "CHARLOTTE EUBANKS" <dde13@psu.edu>
Sent: Thursday, August 24, 2017 9:42:25 PM
Subject: RE: Russian/CMLIT M. A.

Yes, all Slavic faculty will weigh in, plus the GSLL grad director, and I guess the CMLIT grad committee will kick it around as well. Shall we present the below, then?

Proposed new version:

Candidates for the M.A. degree must earn a minimum of 33 credits of which at least 18 must be at the 500 level. Required courses in Russian include RUS 530 (Seminar in Nineteenth-Century Russian Literature), RUS 525 (Pushkin), and RUS 560 (History of the Russian Language) or RUS 542 (Seminar in Russian Literature in the Twentieth Century) plus an additional 6 credits. Required courses in comparative literature include CMLIT 501 plus an additional 12 credits in comparative literature. Required courses in Russian are RUS 405, and an additional 12 credits in Russian at the 400- or 500-level. Also required are: 3 credits in comparative literature, Russian, or another approved area; demonstration of at least reading knowledge of one other foreign language; and the completion of an acceptable M.A. paper.
Hi Tom and Charlotte,

Looking at this more closely, I noticed that we are increasing the number of required credits in Russian. Under the old system, we required 15 Russian credits. In the proposed new version we require RUS 405 +15 credits, which adds up to 18. Given the difficulties we have had in finding suitable upper-level courses in Russian, this is perhaps not such a great idea. I would prefer 15 credits in CMLIT and 15 in Russian (RUS 405 + 12). The remaining 3 credits could be taken in either CMLIT, Russian, or another approved area (as it is in fact stated in the old version). What do you think? Also, I assume Mike will be included in this discussion too?

Best,
Adrian

From: "THOMAS OLIVER BEEBEE" <tob@psu.edu>
To: "Adrian Johannes Warner" <ajw3@psu.edu>
Cc: "CHARLOTTE EUBANKS" <cde13@psu.edu>
Sent: Thursday, August 24, 2017 11:39:04 AM
Subject: Russian/CMLIT M. A.

Adrian, Charlotte,

Below is my summary of what we discussed. Let me know of any corrections; then each unit can take the further steps of approval by faculty, and once that is done, the revisions can be entered.

The link to Graduate Faculty needs to be fixed. BB will investigate.

Otherwise, only the MA requirements were discussed.

I would propose a slight change in The Program: Instead of "Graduates should be prepared for service with the U.S. government or an international corporation, or to continue graduate study either in Russian or comparative literature." → "This program prepares students for further graduate study in
Russian, Slavic, or comparative literature, for service with U. S. or other government, or for employment with an international corporation.

Present Bulletin version:

Candidates for the M.A. degree must earn a minimum of 33 credits of which at least 18 must be at the 500 level. Required courses in Russian include RUS 520 (Seminar in Nineteenth-Century Russian Literature), RUS 525 (Pushkin), and RUS 560 (History of the Russian Language) or RUS 542 (Seminar in Russian Literature in the Twentieth Century) plus an additional 6 credits. Required courses in comparative literature include CMLIT 501 plus an additional 12 credits in comparative literature. Also required are an additional 3 credits in Russian, comparative literature, or another approved area; passing of a proficiency examination in Russian; demonstration of reading knowledge of one other foreign language; and the completion of an acceptable M.A. paper.

Proposed new version:

Candidates for the M.A. degree must earn a minimum of 33 credits of which at least 18 must be at the 500 level. Required courses in Russian include RUS 520 (Seminar in Nineteenth-Century Russian Literature), RUS 525 (Pushkin), and RUS 560 (History of the Russian Language) or RUS 542 (Seminar in Russian Literature in the Twentieth Century) plus an additional 6 credits. Required courses in comparative literature include CMLIT 501 plus an additional 12 credits in comparative literature. Required courses in Russian are RUS 405, and an additional 15 credits in Russian at the 400- or 500-level. Also required are: demonstration of at least reading knowledge of one other foreign language; and the completion of an acceptable M.A. paper.

Thomas O. Beebe
Edwin Erle Sparks Professor of Comparative Literature and German
Head, Department of Germanic and Slavic Languages and Literatures
Penn State University
President, Association of Departments and Programs of Comparative Literature
Adrian J. Wanner
Liberal Arts Professor of Slavic Languages and Comparative Literature
The Pennsylvania State University
237 Burrowes Building
University Park, PA 16802

http://www.personal.psu.edu/faculty/a/ajw3/
Graduate Council
Program, Option, or Minor Proposal Form

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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: Agricultural Sciences
Department or Instructional Area: Agricultural Economics, Sociology, & Education

New Graduate Program, Option, or Minor: Add
Designation of new graduate program: 
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: Applied Youth, Family, and Community Education
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

[Signature]
Date: 8/24/2017

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

[Signature]
Date: 8/24/17

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

[Signature]
Date: 8/24/17
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<td>2/16/2018</td>
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<td>Regina Vasilatos-Younken</td>
<td>[Signature]</td>
<td>2/16/2018</td>
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</table>
AEE PROPOSAL TO DROP AYFCE M.ED. DEGREE

A proposal to:

Drop the Applied, Youth, Family, and Community Education Masters of Education Graduate Degree

Submitted by:

Connie Baggett

bbc@psu.edu
814-863-7415
207 Ferguson Building
University Park, PA 16802

Department of Agricultural Economics, Sociology, and Education
AEE PROPOSAL TO DROP AYFCE M.ED. DEGREE

Table of Contents

A. Justification for the Requested Drop 3
B. Written Evidence of Consultation with Affected Programs 4
Appendix A - Introductory Message and Consultation Briefing Documents 5
Appendix B - Consultation Responses and Feedback 12
PLEASE NOTE: This proposal is one of two individual, but interconnected proposals concerning revisions to the Agricultural and Extension Education (AEE) and Applied, Youth, Family, and Community Education (AYFCE) graduate programs. As such, this proposal should be considered in relation to the others. The collective changes include:

- Creating a Graduate Option in Agricultural Education (AE);
- Creating a Graduate Option in Youth, Family, and Community (YFC);
- Restructuring the AEE M.S. degree to add both the AE and YFC Options;
- Restructuring the AEE M.Ed. degree to add both the AE and YFC Options; and
- Dropping the AYFCE M.Ed. degree program.

A. Justification for the Requested Drop

The faculty of the Agricultural and Extension Education (AEE) cluster formally propose to discontinue (drop) the Applied Youth, Family, and Community Education (AYFCE) Masters of Education (M.Ed) degree program. This proposal is submitted in conjunction with four other proposals, most notably the creation and adoption of the YFC Option into the AEE M.Ed. program.

The AYFCE program continues to attract a steady, albeit low, number of students. In a 2011 letter to the College of Agricultural Sciences, the university’s Core Council recommended that the AYFCE program be dropped. The AEE faculty believe that while the degree program itself may no longer be viable, the program content still appeals to a segment of prospective students and has potential to become a strong asset of the AESE Department and College of Agricultural Sciences if given the opportunity to be marketed properly to non-traditional audiences.

Understanding that the AYFCE M.Ed. program cannot sustain on its own at this point in time, the AEE faculty have proposed collapsing the program back down into the AEE masters programs by offering the former AYFCE courses as a graduate Option in Youth, Family, and Community (YFC). This restructuring will help ensure strong graduate program numbers under one AEE program name, while maintaining the formal credentiaing and graduate training in youth, family, and community development through applied research and non-formal programming.

Upon the creation and addition of the YFC Option into the AEE Masters programs, a formal request will be made to change the course designation of the older AYFCE to the new YFC designation.
B. Written Evidence of Consultation with Related Programs

Due the interconnected nature of this proposal and several others, correspondence was sent to the following related/affected programs discussing the collective revisions. This was done to be more efficient and provide other programs with the entire context in which changes are being proposed.

Programs Consulted

- Adult Education program (Dr. Esther Prins)
- Workforce Education and Development program (Dr. William Rothwell)
- Education Policy Studies department (Dr. Dana Mitra)
  - Comparative and International Education program
  - Educational Leadership program
  - Educational Theory and Policy program
  - Higher Education program
- Educational Psychology (Dr. Peggy Van Meter)
- Human Development and Family Studies (Christa Kreps; Dr. Eva Lefkowitz)
- Rural Sociology (Dr. Clare Hinrichs)

Emails were sent by Brad Olson (on behalf of Dr. Connie Baggett) on November 23rd, 2015 to either the respective Director of Graduate Studies or other listed point of contact for each program. Each email contained an introductory message and a tailored program briefing document notifying the intent to drop the AYFCE M.Ed., listed as the first point in each briefing document (see Appendix A).

AEE received responses from all of the contacted programs. The direct correspondence is presented in Appendix B.

Summary of Consultation Feedback and Resulting Changes

There were no objections to the dropping of the AYFCE M.Ed. program.
Appendix A

Introductory Message and Consultation Briefing Documents

Emailed on 11/23/15

Hello,

I am sending this email on behalf of Dr. Connie Baggett (CC’d), Director of Graduate Studies in Agricultural and Extension Education (AEE). The AEE cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its graduate programs. We are proposing the creation of two formal Options (Agricultural Education; and Youth Family and Community) within our M.S. and M.Ed. programs as well as the creation of a Program Support List and a Research Methods and Data Analysis List, from which students will be able to choose a limited number of courses outside of AEE.

As part of the process, we kindly request your consultation and feedback regarding the proposed changes and how they may or may not impact your program(s) and/or course(s). The specific changes relevant to your program(s) are described in the document attached to this email, along with a course enrollment impact table where appropriate.

We understand our request comes right at the start of the fall break, but hope you’ll be able to look over the document and consult with any relevant members of your program in a timely manner. We kindly ask for an email response with any feedback that you may have by Wednesday, December 16th.

Thank you for your time and best regards,

Brad
Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Adult Education; and
Workforce Education and Development

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 3-4 courses in ADTED and 7 courses in WFED. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 1 course in ADTED. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is generally low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select one of the courses listed here as part of their research requirement, but there are 16 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.

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<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
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<tr>
<td>ADTED 460 (3) Introduction to Adult Education</td>
<td>4 of 20 in FA12</td>
<td>Low</td>
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<td>ADTED 542 (3) Perspectives on Adult Learning Theory</td>
<td>6 of 15 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>ADTED 552 (3) Participatory Action Research</td>
<td>6 of 15 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>ADTED 570 (CI ED 570) (3) Comparative and International Adult Education</td>
<td>5 of 15 in FA14</td>
<td>Low</td>
</tr>
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</table>
WF ED 402 (3) Supervision of Vocational Education | 12 of 20 in SU12 | Low
WF ED 411 (3) Occupational Safety and Health for Workforce Education and Development Professionals | No enrollment records found | n/a
WF ED 413 (3) Vocational Education for Special-Needs Learners | 17 of 25 in FA14; 6 of 30 in SP15 | Low
WF ED 424 (CN ED 424) (3) Facilitating Career Development | 4 of 10 in SP13 | Low
WF ED 445 (3) Vocational Guidance | 19 of 25 in SP14 | Low
WF ED 529 (3) Ethical Issues in Workforce Education and Development | 18 of 20 in SP15 | High
WF ED 560 (3) Historical and Philosophical Foundations of Workforce Education | 13 of 20 in SP15 | Low

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
- Comparative and International Education;
- Educational Leadership;
- Educational Theory and Policy;
- Higher Education

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 2 courses in CIED (cross-listed with others), 4 courses in EDLDR, and 2 courses in EDSHP. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses cross-listed in EDSHP/EDLDR/HI ED. See table for expected course enrollment impacts.
Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is generally low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from two of the courses listed here as part of their research requirement, but there are 15 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.

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<th>Expected Impact</th>
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<tr>
<td>CI ED 440 (EDTHP 440) (3) Introduction to Philosophy of Education</td>
<td>0 of 8 in FA14; 3 of 22 in FA14 (001); 0 of 8 in FA14; 6 of 22 in FA14 (002)</td>
<td>Low</td>
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<td>EDLDR 476 (3) The Teacher and the Law</td>
<td>8 of 30 in FA14</td>
<td>Low</td>
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<td>EDLDR 480 (3) Introduction to Educational Leadership</td>
<td>21 of 40 in FA14</td>
<td>Low</td>
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<td>EDLDR 536 (3) Federal Role in Education</td>
<td>9 of 25 in SP13</td>
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<td>EDLDR 562 (C &amp; S 562) (3) Methods of Classroom Supervision and Coaching</td>
<td>22 of 30 in FA11</td>
<td>Low</td>
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<tr>
<td>EDTHP 541 (CI ED 541) (3) Contemporary Philosophies of Education</td>
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<td>EDTHP/EDLDR/HI ED 586 (3) Qualitative Methods in Educational Research I</td>
<td>8 of 10 in FA14; 7 of 10 in FA14; 9 of 10 in FA14</td>
<td>Medium</td>
</tr>
<tr>
<td>EDTHP/EDLDR/HI ED 588 (3) Qualitative Methods in Educational Research II</td>
<td>3 of 5 in SP14; 3 of 5 in SP14; 2 of 5 in SP14</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

**Programs that may be affected:**
Educational Psychology

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring
AEE PROPOSAL TO DROP AYFCE M.ED. DEGREE

of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

**Proposed changes that may impact your program**

1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 4 courses in EDPSY. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 2 courses in EDPSY. See table for expected course enrollment impacts.

**Expected Impact on Course Enrollments**
The expected impact on enrollments in the following courses is low. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from two of the courses listed here as part of their research requirement, but there are 15 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.*

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDPSY 014</strong> (3) Learning and Instruction.</td>
<td>133 of 150 in SP15 (001);</td>
<td>Low</td>
</tr>
<tr>
<td>Counts toward teacher certification/post-</td>
<td>74 of 80 in SP15 (002)</td>
<td></td>
</tr>
<tr>
<td>baccalaureate certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 400</strong> (3) Introduction to Statistics</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>in Educational Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 406</strong> (3) Applied Statistical Inference for the Behavioral Sciences (MINITAB)</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 421</strong> (3) Learning Processes in Relation to Educational Practices</td>
<td>10 of 50 in SP15</td>
<td>Low</td>
</tr>
<tr>
<td>Counts toward teacher certification/post-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>baccalaureate certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 506</strong> (3) Advanced Techniques for</td>
<td>15 of 20 in FA14</td>
<td>Low</td>
</tr>
<tr>
<td>Analyzing Educational Experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 521</strong> (3) Learning and Cognition:</td>
<td>11 of 25 in SP15</td>
<td>Low</td>
</tr>
</tbody>
</table>
AEE PROPOSAL TO DROP AYFCE M.ED. DEGREE

<table>
<thead>
<tr>
<th>Educational Applications</th>
<th>8 of 25 in FA10</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDPSY 523 (3-4) Concept Learning and Problem Solving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDPSY 576 (3) Research Methods in Teacher Education</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Human Development and Family Studies

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.

Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program*
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.*

*Although the YFC Option name is slightly different than the AYFCE M.Ed. program being dropped, it still relies on the same courses and thus still emphasizes applied, non-formal educational programming in support of youth, families, and communities. Therefore, it is still different from the Families and Social Policy concentration of the HDFS graduate program.

Consultation Request for Proposed Revisions in AEE/AYFCE Graduate Programs

Programs that may be affected:
Rural Sociology

The Agricultural and Extension Education (AEE) cluster, within the Department of Agricultural Economics, Sociology, and Education (AESE) is proposing a restructuring of its AEE/AYFCE graduate programs. The AEE faculty kindly requests your input regarding the following proposed changes that may be relevant to your program.
Proposed changes that may impact your program
1. Drop of the AYFCE M.Ed. program
   - The program will be dropped but the courses will be kept and incorporated into the newly added Option
2. Restructure the AEE M.S. and AEE M.Ed. programs by adding an Agricultural Education Option.
3. Restructure the AEE M.S. and AEE M.Ed. programs by adding a Youth, Family, and Community Option.
4. Develop a Program Support List of 30 courses, including 4 courses in RSOC. See table for expected course enrollment impacts.
5. Develop a Research Methods & Data Analysis List of 17 courses, including 1 course in AG and 2 courses in RSOC. See table for expected course enrollment impacts.

Expected Impact on Course Enrollments
The expected impact on enrollments in the following courses is mixed. AE Option students can select up to two courses and YFC Option can select one course. Students may also select from three of the courses listed here as part of their research requirement, but there are 14 other courses from which students can choose for this requirement. In any given semester, there is expected to be 2-3 students at most enrolling in any given course listed below. The impact assessments (low, medium, high) are made based on these anticipated enrollments and the space available as indicated by the most recent historical enrollment data.

*If any of the following courses are no longer (or infrequently) offered by your program, please inform us and we will remove them from our list.*

<table>
<thead>
<tr>
<th>Course Title &amp; Name</th>
<th>Current Enrollment</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 400 (4) Biometry/Statistics in the Life Sciences</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>RSOC 417 (CED 417) (3) Power, Conflict, and Community Decision Making</td>
<td>11 of 8 in FA08</td>
<td>High</td>
</tr>
<tr>
<td>RSOC 420 (US;IL) (CED 420, WMNST 420) (3) Women in Developing Countries</td>
<td>10 of 11 in SP10</td>
<td>High</td>
</tr>
<tr>
<td>RSOC 452 (3) Rural Organization</td>
<td>9 of 20 in SP13</td>
<td>Low</td>
</tr>
<tr>
<td>RSOC 508 (3) Sociology of Agriculture</td>
<td>16 of 25 in SP15</td>
<td></td>
</tr>
<tr>
<td>RSOC 522 (1) Data Analysis in Rural Sociology</td>
<td>Already listed as an approved course</td>
<td></td>
</tr>
<tr>
<td>RSOC 573 (3) Methods of Survey Data Analysis</td>
<td>17 of 20 in SP15</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Appendix B

Consultation Responses and Feedback

[The following text has been directly copied from email correspondence]

Dr. Esther Prins (Adult Education)

[11/24/15]
I recommend adding ADTED 561 (Family Literacy) to the Program Support List for the Youth, Family, and Community Option. I’ve had an AEE student in this course in the past. I can send you more information about the course if you’d like.

Also, the 17 courses on research methods & data analysis weren’t listed. Is the ADTED 550 the ADTED course on this list?

[12/1/15]
My department has 3 other qualitative research methods courses that I would strongly recommend. They are designed to be a 3-course sequence (fall-spring-summer):

- **ADTED 550** (Qualitative Research in Adult Education) – students from all over the university take this course
- **LDT 574** (Applied Qualitative Research for Work Practice, Innovation, and Systems Design) – in this course students learn to do observations, write fieldnotes, and conduct interviews
- **ADTED 551** (Qualitative Data Analysis) – in this course students learn how to analyze qualitative data, primarily using NVivo

These courses routinely fill up, indicating their popularity among grad students.

Dr. Clare Hinrichs (Rural Sociology)

[11/24/15]
Here’s a quick response to your request for consultation on revisions in the AEE/AYFCE grad programs. I am cc’ing Leland Glenna, as well as Ann Tickamyer and Jeff Hyde, because some of the projected impacts on course enrollments are pertinent not only for the Rural Sociology grad program, but for the CED undergrad program as well.

We first need to alert you that RSoc 417, RSoc 420 and RSoc 452 are no longer offered as Rural Sociology courses. All are now offered and intended to be offered only as CED courses (CED 420 Women in Developing Countries is also cross-listed as WMNST 420 as your form notes). It will be important for you to discuss plans regarding these courses with Leland Glenna, faculty director of the CED program.

The Rural Sociology program is no longer offering RSoc 522; it was last offered in Fall 2013 as lab component, I believe, to the Ag 400 course then taught by Dr. Bunny Willetts.
RSoc 573 is now taught by Dr. Shannon Monnat. The course content and emphasis have changed since the years when it was offered by Dr. Bunny Willetts, and we are still addressing course sequence issues to ensure that Rural Sociology graduate students come into the present, more statistically advanced RSoc 573 course with the needed prior stats training. In effect, the pre-reqs and current expectations for this course probably make it unsuitable for placement on your list of electives.

Finally RSoc 508 is a very popular, heavily enrolled course. It is currently taken by all Rural Sociology graduate students with sociology of food and agriculture interests and it is also an INTAD PhD requirement. We at present can only offer the course every other year, so I would say that the impact could be high.

I hope this information is helpful. Thanks for keeping us abreast of changes in the AEE grad program. We look forward to learning more.

**Dr. Eva Lefkowitz (Human Development and Family Studies)**

[11/24/15]
Thank you for contacting us about the proposed degree changes. At first glance it doesn't seem like it would impact HDFS because we do not have a terminal masters degree. However, the attachment I received didn't include a supporting class list, and so it's hard to know whether HDFS class enrollments will be affected. If you could forward that -- or, if no HDFS classes are on it -- let me know -- I'd appreciate it.

[Brad Olson sent a follow-up email on 11/26/15 with the course list for clarification]

[11/30/15]
HDFS does not have a terminal masters program, so I don't see any potential impact on our program.
In terms of courses, I'm fine either way, but on the data analysis front, you may want to consider HDFS 516 and 519. These are our first 2 methodology sequence courses, required of all of our new graduate students, and we started offering a second section of each for students outside of HDFS, as a service course.
We do have a number of other electives that could potentially fit, but again, I leave it to you whether you think it's worth adding any.

- **HD FS 413 Developmental Problems in Adulthood**
- **HD FS 415 Program Development in Family Relationships**
- **HD FS 416 (US) (SOC 411) Racial and Ethnic Diversity and the American Family**
- **HD FS 417 (US;IL) Biocultural Studies of Family Organization**
- **HD FS 420 Laboratory in Individual and Family Enhancement**
- **HD FS 424 (US) Family Development in an Economic Context**
- **HD FS 432 Developmental Problems in Childhood and Adolescence**
- **HD FS 453 Family Participation and Involvement in Child Services**
- **HD FS 455 Development and Administration of Human Services Programs**
- **HD FS 465 (CMAS 465) Child Maltreatment: Prevention and Treatment**
• HDF5 540: Parenting
• HDF5 546: Family Relationships
• HDF5 506: Program Evaluation
• HDF5 508: Best Practices

Bill Rothwell (Workforce Education and Development)

[11/24/15]
I have asked one of our key faculty members about this request. He has no problem with your change. But can you save me some time by drafting the letter? I will then put on our letterhead and send to you. Thanks.

Dr. Peggy Van Meter (Educational Psychology)

[11/25/15]
I was able to look over the proposal you sent. I will need to consult with some of my colleagues first, but I have the sense that our program will be supportive of this proposal. In the meantime, a few questions/issues to consider.
1. There are a couple of inaccuracies in the document you sent (particularly the table with the EdPsy courses). I have corrected those in the attached document - the inaccurate information is struck through and the correct information is added. The most notable of these changes to draw your attention to is the change to the courses in our stat sequence. It's a long story so I will spare you the details but the upshot for your program is that we really don't offer 400 anymore, but have added a new 500-level course to the sequence. The easiest way to think about this is that the old 400 course content is now covered in 406 and the 406 content that got bumped is now covered in 505. Basically: old 400 = 406; old 406 = 505. I made those changes in the table.
2. I was having a hard time tracking which courses you see as part of the support list and which courses are part of the research sequence. As for the support courses, I assume that courses like 421 and 523 fall into the support category, but can courses like 506 (i.e., stat courses) be double counted as both a support course and a course in the research sequence? I think have two separate tables - one for the support category and separate one for the research category - would be more clear.
3. You have 014 listed, but I don't think that is appropriate for a graduate program. I assume you have that listed here because it is a pre-req for 421 and 421 is a pre-req for some of the subsequent courses. Graduate students can go directly into 421. I recommend removing 014.

[Several emails were exchanged between Brad Olson and Peggy Van Meter, copying relevant colleagues in both AEE and EDPSY to resolve the points raised in the initial response above]

[12/3/15]
Perfect timing because I also heard back from our Associate Dean today. Apparently, the PDE requirement is not course specific but rather we need to be able to show that the course aligns with a set of core requirements. These are (1) development, learning,
cognition, and (2) assessment. I definitely cover learning and cognition in 421, a bit less on development and assessment but those topics are touched on. In short, it looks like we can can make the 421 course work for the graduate students.
I agree with the plan that you have laid out below.

[The following plan was proposed by Brad Olson and agreed upon by Peggy Van Meter and John Ewing to address the initial issues and confusion between certain courses and PA Department of Education requirements.]

I think if we can come to the following understanding, it should work out for everyone:
1) Graduate students who want to enroll in 421 as part of their certification credits will be allowed to do so without the 014 pre-req.
2) Undergraduate students who want to take 421 for certification will still need to take 014 and that's understood to be necessary and does not affect our grad program documents.
3) We will remove from EDPSY 014 from the Program Support List based on point #1 above.

Dr. Dana Mitra (Education Theory & Policy)

Hello,
Yes I concur with the proposed program changes
Dana Mitra