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.

August 1, 2018

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Graduate Degree Programs

**CHANGE**

**Community and Economic Development** – change culminating experience for the M.P.S. degree (College of Agricultural Sciences), page 7

**Nuclear Engineering** – add an option in Nuclear Security (College of Engineering), page 22

**Spanish** – change degree requirements (College of the Liberal Arts), page 35

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Graduate Courses

**ADD**

**NUTR 895A**
Internship Clinical
INTERNERSHIP-CLINICAL (1-18/Repeatable Max: 18)
Supervised, professional oriented, off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.
PROPOSED START: SP2019

**SBN 597**
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 9)
Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or semester.
PROPOSED START: SP2019
STAT 508
Applied Data Mining & Statistical Learning
APPL DATA MINING (3)
With rapid advances in information technology, the field of Applied Statistics and Data Science has witnessed an explosive growth in the capabilities to generate and collect data. In the business world, very large databases on commercial transactions are generated by retailers. Huge amounts of scientific data are generated in various fields as well using a wide assortment of high throughput technologies. The internet provides another example of billions of web pages consisting of textual and multimedia information that is used by millions of people. Analyzing large complex bodies of data systematically and efficiently remains a challenging problem. This course addresses this problem by covering techniques and new software that automate the analysis and exploration of large complex data sets.

Data Mining methods are introduced by using examples to demonstrate the power of the statistical methods for exploring structure in data sets, discovering patterns in data, making predictions, and reducing the dimensionality by Principal Component Analysis (PCA) and other tools for visualization of high dimensional data. Exploratory data analysis, classification methods, clustering methods, and other statistical and algorithmic tools are presented and applied to actual data. In particular, the course investigates classification methods (supervised learning), and clustering methods (unsupervised learning), and other statistical and algorithmic tools as they are applied to actual data. In addition, data mining and learning techniques developed in fields other than statistics, e.g., machine learning and signal processing, will also be reviewed.

The Statistics graduate program also offers more in-depth courses on data mining, STAT 557 and 558. This course focuses on how to use software to investigate and analyze large data sets, whereas STAT 557 and 558 focus more on writing data mining algorithms and the computational aspects of algorithm implementation.

PREREQUISITES: STAT 501; STAT 462
PROPOSED START: SP2019

CHANGE

OLD
ABA 533
Applied Analysis of Behavior
APPL ANALYSIS BEH (3)
Overview of the application of behavior analysis in education, rehabilitation, medicine, business, counseling, and therapy across the age range.
PREREQUISITES: Enrollment in the Applied Behavior Analysis Program
APPROVED START: SU2006

NEW
ABA 533
Principles of Behavior Analysis
PRINC BEHAV ANALYS (3)
This course will provide students with a basic understanding of the concepts, principles, and techniques of behavior analysis.

The philosophy, methodology, and technology of behavior analysis to improve behavior at the individual and social level across a wide variety of environments and behaviors will be addressed. The characteristics and history of applied behavior analysis will be covered, as well as the use of behavioral principles to increase and decrease behavior. Emphasis is placed upon the basic concepts and foundations of learning theories and program development.
OLD
ABA 555
Behavioral Intervention in Autism
AUTISM (3)
Overview of the use of Behavior Analysis in the education, assessment, and treatment of individuals with autism.
PREREQUISITES: Enrollment in the Applied Behavior Analysis Program
APPROVED START: SU2006

NEW
ABA 555
Behavioral Intervention in Autism & Developmental Disabilities
AUTISM & DEVEL DIS (3)
For many decades, behavior analysis has contributed significantly to the understanding and treatment of autism and related developmental disabilities. This course will provide students with the knowledge and skills needed to work with individuals with autism and related developmental disabilities not only in early intervention efforts but across the entire spectrum of settings, age ranges, and developmental levels. Autism and related developmental disabilities will be addressed in terms of assessment, education, and treatment. Some specific areas targeted that are characteristic of autism will include language, social skills, self-injury, sleep disorders, and stereotypic behavior. Some specific educational strategies emphasized will include discrete trial training, incidental teaching, prompting and fading. The students will gain a knowledge of the major issues related to the use of behavior analysis with individuals with autism and related developmental disabilities including education issues such as due process and inclusion and legal and ethical issues surrounding the certification of behavior analysts. Students also will learn how to evaluate the research related to various treatments and educational practices for autism.

OLD
ABA 588
Ethics and Legal Issues in Applied Behavior Analysis
ETHICS &LEGAL ISSUE (3)
This course will cover ethical and legal issues related to applied behavior analysis research and practice.
PREREQUISITES: Enrollment in the Applied Behavior Analysis program or permission of instructor.
APPROVED START: SP2004

NEW
ABA 588
Ethics in Research and Professional Practice
ETHICS RES & PRACT (3)
This course provides an overview of ethical and legal issues related to applied behavior analysis research and practice. The purpose of Ethics in Research and Professional Practice is 1) to teach the Behavior Analysis Certification Board Professional and Ethical Compliance Code, 2) review the application of ethical practice and research codes, 3) apply and synthesize ethical research and codes to ethical dilemmas, and 4) identify new ethical issues and develop creative and scholarly potential guidelines.
OLD
BA 804
Ethical Leadership
ETHICAL LEADERSHIP (2)
The objective of the ethical leadership course is to raise awareness of the key role played as a manager and leader in creating and maintaining responsible business conduct in work groups and organizations. The course is also intended to enhance the student's ability to deal with the complexities of ethical decision making in today's dynamic business environment by clarifying and applying personal values.
PREREQUISITES: BA 801, BA 802
APPROVED START: FA2017

NEW
BA 804
Ethical Leadership
ETHICAL LEADERSHIP (2-3)
The objective of the ethical leadership course is to raise awareness of the key role played as a manager and leader in creating and maintaining responsible business conduct in work groups and organizations. The course is also intended to enhance the student's ability to deal with the complexities of ethical decision making in today's dynamic business environment by clarifying and applying personal values.

OLD
PNG 502
Unsteady Flow in Porous Media
UNSTEADY FLOW (3)
The formulation and analytical solution of the transient fluid flow in porous media.
PREREQUISITES: PNG 501
APPROVED START: SP1999

NEW
PNG 502
Coupled Flow and Deformation in Porous Media
FLOW & DEFORMATION (3)
This course is a foundational course in the study of unsteady problems of flow, deformation, and transport in porous media. General topics of interest include continuum mechanics formulation of porous media, along with related mathematical solution development techniques including Green’s functions, integral transforms, convolution integrals, and asymptotic expansion methods. The course further provides an overview of advanced modeling tools such as dual-continuum method and porochemoelasticity.

OLD
PNG 520
Phase Relations in Reservoir Engineering
PHASE RELATIONS (3)
Phase relations as applied to condensate and retrograde condensate reservoirs and to other problems in petroleum production.
APPROVED START: SP1999
NEW
PNG 520
Thermodynamics of Hydrocarbon Fluids
HYDROCARB THERMODYNAMICS (3)
Thermodynamic science applied to hydrocarbon mixtures and problems in petroleum and natural gas engineering. General topics include study of phase diagrams of hydrocarbon fluids and application of thermodynamic rigor to phase equilibrium problems in the petroleum and natural gas industry.

OLD
PYSC 521
Statistics
STATISTICS (4)
The nature, computation, computer analysis, interpretation, and APA-style write-up will be discussed for a number of statistical tests.
PREREQUISITES: PSYC 520 admission to program satisfactory performance on a statistics proficiency exam
APPROVED START: SP2000

NEW
PYSC 521
Statistics
STATISTICS (3)
The nature, computation, computer analysis, interpretation, and APA-style write-up will be discussed for a number of statistical tests in this course. This course is intended to provide students in the Applied Clinical Psychology program with the statistical skills they will need to be applied master’s-level therapists. The course will begin with a review of basic statistical methods. Since the more advanced statistical techniques are extensions of these basic tests, it is crucial that students have a firm grasp of the latter before being exposed to the former. For each test, the conditions of use, the nature of the null and alternative hypotheses, computation of relevant test statistics, interpretation of results, test assumptions, strength of the relationship, statistical analysis, reading statistical analysis output, and APA results section write-up will be discussed. The course will then continue with a discussion of the following advanced techniques: nonparametric statistics, analysis of covariance, one-way repeated measures analysis of variance, factorial analysis of variance, and multiple regression. In addition, students will be given an overview of multivariate techniques as factor analysis and MANOVA. Consistent with the applied nature of the program, the goals of this course are for students to become good consumers of the types of statistical information they are likely to encounter in their work, to be able to select and apply the appropriate test when called on to analyze data, and to be able to generalize their basic statistical skills to new techniques, as necessitated by their career demands.
PREREQUISITES: PSYC 520

OLD
PSYC 595A
Clinical Practicum
PRACTICUM (1-18/Repeatable Max: 18)
Provides practicum experience component for interviewing and counseling course.
PREREQUISITES: PSYC 500, PSYC 517, PSYC 518, PSYC 519; professional liability insurance
APPROVED START: FA2005
PSYC 895A
Clinical Practicum
PRACTICUM (3)
This course will give students their first experience of working with clients in a psychological setting. The course will focus on assisting students with their transition to an applied clinical role while attending to their growth as psychological professionals. There will be a focus on integration of psychological theories of counseling and clinical practice. Further, this course will center on ethical issues in counseling, exploring empirically-validated clinical interventions, understanding crisis intervention models, exploring forms of supervision, understanding self-care, and demonstrating case conceptualization skills. The course is designed to meet standards for Pennsylvania Licensed Practicing Counselor (LPC) licensure. The standards for licensure include completing one hundred (100) hours of practicum time prior to placement in an internship. PSYC 895A represents that initial supervised clinical psychology experience. Students will typically complete this experience as part of the training component at the site for their first clinical internship placement, but prior to beginning the internship. Supervising faculty will be licensed or license eligible in the Commonwealth of Pennsylvania. The on-site supervisors must meet the criteria for clinical supervision mandated by the Commonwealth of Pennsylvania.

PREREQUISITES: PSYC 500, PSYC 517, PSYC 518, PSYC 519
RECOMMENDED PREPERATION: Students must have professional student liability insurance before enrolling in this course.
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: Agriculture
Department or Instructional Area: Agricultural Economics, Sociology and Education (AESE)

New Graduate Program, Option, or Minor: Add

Designation of new graduate program:

Classification of Instructional Programs (CIP) Code: Penn State Graduate School

Designation of new graduate option:

Designation of new graduate minor:

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

Office of the Vice Provost and Dean of the Graduate School

Existing Graduate Program Option, or Minor: Change Drop

Current designation of graduate program: CEDEV

Current designation of graduate option: MSP

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): Offer Comprehensive Exams as an alternative to the MPS paper.

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

Submitted by Graduate Program Head

John Shingler
Printed name
Signature
Date: 2/20/18

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

John Ewing
Printed name
Signature
Date: 2/20/18

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

Rama Radhakrishna
Printed name
Signature
Date: 3/1/18
Proposed Change:

To offer Comprehensive Assessment Exams as an alternative to the MPS paper. These exams would be designed to assess student competency in each of the core courses required by the Community and Economic Development MPS program.

Justification:

There are three major reasons for requesting this change.

First, the Community and Economic Development (CEDEV) program does not have any full-time faculty, but instead relies on a mixture of on-load teaching, hired instructors, and supplemental teaching. We rely heavily on Rural Sociology faculty to serve as committee chairs for students completing their MPS paper. Over the past several years, CEDEV has lost 13 faculty members to retirement or relocation, while no new faculty members have agreed to serve as committee chairs or members. (Note that two to three additional faculty members plan to retire within the next two years.)

Second, the Program Head serves as a default chair for students, and also inherits the students who are discontinued by retiring faculty. Presently, the Program Head is serving as chair on 35 committees and is a member of an additional 6 committees. He is graduating about five students per semester while gaining seven or eight, so the workload will only increase.

Third, one issue identified during a CEDEV review is that many students take longer to finish their MPS paper than originally anticipated. We recommend two consecutive semesters to research, write, and defend the typical MPS paper. However, this work is technically independent study and it is difficult to keep track of each student, so it is the student’s responsibility to stay on schedule. Unfortunately, without the structure of a regular course, many students tend to fall behind their schedule. As a result, a bottleneck develops. This bottleneck requires attention, given that higher graduation rates increase the appeal of a program for prospective students.

Related to this issue is the fact that CEDEV is 100 percent online. Given this, it is difficult to connect with so many students and offer regular guidance and feedback on their MPS papers. While some students can easily work independently and produce superior papers, others have difficulty during this process and become disconnected from the program as a result.

Taken together, these issues make it important to find an alternative to the existing requirement for an MPS paper. As a result, after conferring with other programs, the Department Head, and World Campus, we determined that the best solution for CEDEV is to offer Comprehensive Assessment Exams.
Objectives:

The objective of offering Comprehensive Assessment Exams is to provide another choice for students. It is not our desire to remove the MPS paper as an option for those students wishing to complete such a paper.

Many of the students who fall behind schedule or find it difficult to complete their paper tell us that is it the first time they have had to write an extensive paper and would perform better with a more structured exam process. We therefore anticipate that offering Comprehensive Assessment Exams would reduce the bottleneck, possibly increase the graduation rate, and reduce the student load on the Program Head.

Among our chief concerns is that the Comprehensive Assessment Exams are not “too easy.” We propose that the exams be offered as an option within the existing MPS courses, CEDEV 580 and 596. We propose that there be an essay question for each of the required CEDEV courses. These questions will be multi-part and require critical thinking to address an issue that is integral to each course. The use of outside references will be required in the preparation of the responses. Taken together, these essay questions should provide more structure than an MPS paper while requiring the student to apply the same knowledge they would have to use in writing an MPS paper.

The exams will be graded by the Program Head and the CEDEV Faculty Committee. Additionally, we propose developing several questions for each class so that we can rotate among questions rather than always offer the same questions.

Bulletin Description:

Original, as appears currently:

The Master of Professional Studies in Community and Economic Development (MPS CEDEV) is a 30-credit terminal master’s degree program that emphasizes an interdisciplinary approach to community and economic development. The program balances theory and practice. Courses are taught in MPS CEDEV use a blend of web technology, print, and other media to provide an effective balance of flexibility and interaction. Individuals who currently work with, or are interested in working with communities, community organizations and stakeholders, or on a range of community and economic development issues at the state or national levels would benefit from this program. The MPS CEDEV program requires the completion of seven core courses (21 credits) in which students learn and apply sociological and economic concepts to issues in community and economic development. The courses offer examples and opportunities to apply these concepts to real issues facing communities and rural regions. Two of the core courses (6 credits) emphasize statistical methods and tools and techniques useful to practitioners in community and economic development, or work toward additional certifications. All students are required to complete a Master’s paper (at least 3 credits) that integrates theory and practice.

Suggested change (new wording in bold)

The Master of Professional Studies in Community and Economic Development (MPS CEDEV) is a 30-credit terminal master's degree program that emphasizes an interdisciplinary approach to community and economic development. The program balances theory and practice. Courses are taught in MPS CEDEV use a blend of web technology, print, and other media to provide an effective balance of flexibility and interaction. Individuals who currently work with, or are interested in
working with communities, community organizations and stakeholders, or on a range of community and economic development issues at the state or national levels would benefit from this program. The MPS CEDEV program requires the completion of seven core courses (21 credits) in which students learn and apply sociological and economic concepts to issues in community and economic development. The courses offer examples and opportunities to apply these concepts to real issues facing communities and rural regions. Two of the core courses (6 credits) emphasize statistical methods and tools and techniques useful to practitioners in community and economic development, or to work toward additional certifications. All students are required to satisfy one of two requirements: (1) completion of a Master's paper (at least 3 credits) that integrates theory and practice, or (2) completion of a series of Comprehensive Exam essays on questions from each of the required courses.

Bulletin Degree Requirements:

Original, as appears currently:

The professional Master's degree requires 30 credits including a final integrative assessment/experience, referred to by the program as a Master's paper. All students complete the required MPS CEDEV core program of community and economic development courses, statistics, and methods. The MPS CEDEV courses consist of CEDEV 430, CEDEV 452, CEDEV 500, CEDEV 505, and CEDEV 509. The statistics, methods, and techniques requirement includes STAT 500 (or equivalent), CEDEV 575, and CEDEV 580. A Master's paper, such as an integrative paper, project, or internship is required where the student demonstrates the capability to integrate and apply concepts, principles, analytical techniques and interpretation skills learned in the program to a real problem faced by a community or community organization. Choice of electives will be based on a plan of study worked out between the student and faculty adviser. There is no foreign language requirement for the degree; however, students planning to work in multi-cultural or international settings are encouraged to gain competency in an appropriate language(s). A total of 18 credits must be 500 level or higher, with at least 6 credits of 500-level course work. This Graduate Council requirement is met through the required courses and the Master's paper credits.

Suggested change (new wording in bold)

The professional Master's degree requires 30 credits including a final integrative assessment/experience, referred to by the program as a Master's paper. All students complete the required MPS CEDEV core program of community and economic development courses, statistics, and methods. The MPS CEDEV courses consist of CEDEV 430, CEDEV 452, CEDEV 500, CEDEV 505, and CEDEV 509. The statistics, methods, and techniques requirement includes STAT 500 (or equivalent), CEDEV 575, and CEDEV 580. A Master's paper, such as an integrative paper, project, or internship is required where the student demonstrates the capability to integrate and apply concepts, principles, analytical techniques and interpretation skills learned in the program to a real problem faced by a community or community organization. In place of the Masters Paper, students may choose to complete a series of Comprehensive Exam essays on questions relevant to each required course. Choice of electives will be based on a plan of study worked out between the student and faculty adviser. There is no foreign language requirement for the degree; however, students planning to work in multi-cultural or international settings are encouraged to gain competency in an appropriate language(s). A total of 18 credits must be 500 level or higher, with at least 6 credits of 500-level course work. This Graduate Council requirement is met through the completion of the required courses and either the Master's paper credits or the Comprehensive Exam option.

3
Online Web Page Description:

Original, as appears currently:

With the online MPS in community and economic development, students gain the knowledge necessary to navigate the complexities of communities and community organizations and inspire positive changes on a local, regional, and national level.

The required curriculum includes coursework in principles of economic development, community structure and processes, land use, methods for effective community development, and statistics. MPS students are required to complete at least one CEDEV elective, but can also take additional electives in other areas of interest, if interested.

The graduation requirements for the MPS degree include the completion of 30 graduate credits, including required CEDEV courses, elective course(s), statistics course, and the capstone integrative paper. A 3.0 GPA is also required for completion of the MPS degree. All courses are offered through the World Campus; a broadband Internet connection is required.

Students may begin their coursework during any academic semester after admission to the program. Most students working full-time take one to two courses per semester; students should plan to commit 10 to 12 hours per week per graduate course to be successful in the program.

Suggested change (new wording in bold)

With the online MPS in community and economic development, students gain the knowledge necessary to navigate the complexities of communities and community organizations and inspire positive changes on a local, regional, and national level.

The required curriculum includes coursework in principles of economic development, community structure and processes, land use, methods for effective community development, and statistics. MPS students are required to complete at least one CEDEV elective, but can also take additional electives in other areas of interest, if interested.

The graduation requirements for the MPS degree include the completion of 30 graduate credits, including required CEDEV courses, elective course(s), statistics course, and completion of either a capstone integrative paper or a series of Comprehensive Exam essays on topics relevant to each required CEDEV course. A 3.0 GPA is also required for completion of the MPS degree. All courses are offered through the World Campus; a broadband Internet connection is required.

Students may begin their coursework during any academic semester after admission to the program. Most students working full-time take one to two courses per semester; students should plan to commit 10 to 12 hours per week per graduate course to be successful in the program.
Additional Requested Changes to Penn State Bulletin

While reviewing how the CEDEV program appears in the Penn State Bulletin, we also found other errors that we would like to have changed. These errors involve the list of classes offered and the list of active faculty, which we have been trying to get updated since 2014. They are listed below with requested changes.

List of Classes Offered by Community and Economic Development (CEDEV)

CEDEV 430 Principles of Local Economic Development (3) Concepts, strategies, and techniques of local economic analysis, planning, and development; case studies and decision-making exercises.
Effective: Summer 2013
Prerequisite: introductory course in economics

CEDEV 452 Community Structure, Processes and Capacity (3) Social organization, processes and change in communities; use of sociological principles in analysis of community problems and development.
Effective: Spring 2012
Prerequisite: 6 credits in rural sociology sociology or psychology

CEDEV 500 Community and Economic Development: Theory and Practice (3) Understanding theories, concepts, and frameworks of community and economic development and community decision-making models in application to community development practice and issues.
Effective: Summer 2013

CEDEV 505 (R SOC 505, AEE 505) Leadership Development (3) Exploration, understanding, and application of leadership roles, strategies, and principles in group and community settings.
Effective: Summer 2013

CEDEV 509 Population, Land Use, and Municipal Finance (3) Understanding the interaction of population characteristics, land use, municipal funds, and taxation in a locality and how they impact the operation and management of government jurisdictions.
Effective: Summer 2013
Prerequisite: graduate standing

REMOVED

CEDEV 516 (R SOC 516) Change in Rural Society (3) Social change in rural society; emphasizing prediction and control of the change process; even years.
Effective: Summer 2013
Prerequisite: graduate standing

REMOVED

CEDEV 517 (R SOC 517) International Rural Social Change (3) Implications of planned change for international rural societies, considering basic structural constraints, known institutional linkages, and potential synergetic consequences.
Effective: Summer 2013
Prerequisite: graduate standing

5
CEDEV 532 (AEREC 533) Rural Development Research Methods and Topics (3)
Advanced theories and methods for rural economic development research.
Effective: Summer 2013
Prerequisite: ECON 521

CEDEV 560 Regional Development: Principles, Policy, and Practice (3)
Regional growth and development, focusing on challenges to theory, policy, and practice, emphasizing change in metropolitan, micropolitan, and rural areas.
Effective: Summer 2013
Prerequisite: CEDEV 430 and CEDEV 500

CEDEV 567 Resilient Communities and Environments (3)
Understanding connections between communities and surrounding ecosystems; exploration of management techniques for building adaptive, resilient, and sustainable communities and environments.
Effective: Summer 2013
Prerequisite: CEDEV 509 and CEDEV 452

CEDEV 575 Methods and Techniques for Community and Economic Development (3)
Understanding and applying methods and hands-on experience with techniques used in community and economic development. Lab.
Effective: Summer 2013
Prerequisite: graduate standing and approval of the instructor

CEDEV 576 Applications and Practices for Community and Economic Development (1-6)
Consideration of community and economic development applications in communities and practices of public and private organizations and agencies.
Effective: Summer 2013
Prerequisite: graduate standing and approval of the instructor

CEDEV 580 Community and Economic Development Research Application and Practice (3)
Course outlines the steps for students to apply CEDEV theories and methods to a topic in writing their Master's paper.
Effective: Spring 2014

CEDEV 595 Internship (1-18)
Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.
Effective: Summer 2013

CEDEV 596 Individual Studies (1-9)
Creative projects, including nonthesis research, that are supervised on an individual basis and which fall outside the scope of formal courses.
Effective: Summer 2013

CEDEV 597 Special Topics (1-9)
Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or semester.
Effective: Summer 2013

CEDEV 599 (IL) Foreign Studies (1-12, maximum of 24)
Full-time graduate-level foreign study at an overseas institution with whom linkages have been established.
Effective: Summer 2013
CDEY 602 Supervised Experience in College Teaching (1-3) Supervised experience in teaching and orientation to other selected aspects of the profession at The Pennsylvania State University.
Effective: Summer 2013

Last Import from UCM: February 17, 2018 3:00 AM
### List of Active Penn State Faculty for Community and Economic Development (CEDEV) - Certificate

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Degree*</th>
<th>Institution for Degree</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles</td>
<td>Abdalla</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural and Environmental Economies</td>
</tr>
<tr>
<td>Theodore Alter</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural, Environmental, and Regional Economics</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>Becker</td>
<td>JD</td>
<td>Dickinson School Of Law</td>
<td>Prof. of Agricultural Economics and Law</td>
</tr>
<tr>
<td>David</td>
<td>Blendford</td>
<td>PHD</td>
<td>University Of Manchester</td>
<td>Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Kathryn</td>
<td>Brasier</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Associate Prof. of Rural Sociology</td>
</tr>
<tr>
<td>Mark</td>
<td>Brennan</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Prof. of Agricultural and Extension Education and Rural Sociology</td>
</tr>
<tr>
<td>Jeffrey</td>
<td>Bridger</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Senior Scientist</td>
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<tr>
<td>Leland</td>
<td>Glenna</td>
<td>PHD</td>
<td>University Of Missouri, Columbia</td>
<td>Associate Prof. of Rural Sociology and Science, Technology, and Society</td>
</tr>
<tr>
<td>Cynthia</td>
<td>Hinrichs</td>
<td>PHD</td>
<td>Cornell University</td>
<td>Prof. of Rural Sociology</td>
</tr>
<tr>
<td>Jeffrey</td>
<td>Hyde</td>
<td>PHD</td>
<td>Purdue University West Lafayette</td>
<td>Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Leif</td>
<td>Jensen</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Distinguished Prof. of Rural Sociology and Demography</td>
</tr>
<tr>
<td>Timothy</td>
<td>Kelsey</td>
<td>PHD</td>
<td>Michigan At Ann Arbor</td>
<td>Prof. of Agricultural Economics</td>
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<tr>
<td>Janelle</td>
<td>Larson</td>
<td>PHD</td>
<td>University Of Oxford</td>
<td>Associate Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Daniel</td>
<td>Perkins</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural and Extension Education</td>
</tr>
<tr>
<td>Richard</td>
<td>Ready</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Prof. of Agricultural and Environmental Economics</td>
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<tr>
<td>Carolyn</td>
<td>Sachs</td>
<td>PHD</td>
<td>University Of Kentucky</td>
<td>Prof. of Rural Sociology and Women's Studies</td>
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<tr>
<td>John</td>
<td>Shingler</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Research Associate; Co Director, Consumer Services Information System (CSIS); Co-Director, State Weatherization Program Evaluation Project</td>
</tr>
<tr>
<td>Ann</td>
<td>Tickamyer</td>
<td>PHD</td>
<td>University Of North Carolina At Chapel H</td>
<td>Prof. of Rural Sociology; Head, Department of Agricultural Economics and Rural Sociology</td>
</tr>
</tbody>
</table>

**List of Active Penn State Faculty for Community and Economic Development (CEDEV) – Master of Professional Studies**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Degree*</th>
<th>Institution for Degree</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles</td>
<td>Abdalla</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural and Environmental Economics</td>
</tr>
<tr>
<td>Theodore</td>
<td>Alter</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural, Environmental, and Regional Economics</td>
</tr>
<tr>
<td>Carl</td>
<td>Azzara</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Alan R. Warehim Prof. of Agribusiness</td>
</tr>
<tr>
<td>John</td>
<td>Becker</td>
<td>JD</td>
<td>Dickinson School Of Law</td>
<td>Prof. of Agricultural Economics and Law</td>
</tr>
<tr>
<td>David</td>
<td>Blandford</td>
<td>PHD</td>
<td>University Of Manchester</td>
<td>Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Kathryn</td>
<td>Brasier</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Associate Prof. of Rural Sociology</td>
</tr>
<tr>
<td>Mark</td>
<td>Brennan</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Prof. of Agricultural and Extension Education and Rural Sociology</td>
</tr>
<tr>
<td>Jeffrey</td>
<td>Bridger</td>
<td>PHD</td>
<td>Pennsylvania State University</td>
<td>Senior Scientist</td>
</tr>
<tr>
<td>Leland</td>
<td>Glenna</td>
<td>PHD</td>
<td>University Of Missouri, Columbia</td>
<td>Associate Prof. of Rural Sociology and Science, Technology, and Society</td>
</tr>
<tr>
<td>Stephan</td>
<td>Goetz</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural and Regional Economics and Demography</td>
</tr>
<tr>
<td>Cynthia</td>
<td>Hinrichs</td>
<td>PHD</td>
<td>Cornell University</td>
<td>Prof. of Rural Sociology</td>
</tr>
<tr>
<td>First Name</td>
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</tr>
<tr>
<td>Jeffrey</td>
<td>Hyde</td>
<td>PHD</td>
<td>Purdue University West Lafayette</td>
<td>Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Leif</td>
<td>Jensen</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Distinguished Prof. of Rural Sociology and Demography</td>
</tr>
<tr>
<td>Timothy</td>
<td>Kelsey</td>
<td>PHD</td>
<td>University Of Michigan At Ann Arbor</td>
<td>Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Janelle</td>
<td>Larson</td>
<td>PHD</td>
<td>University Of Oxford</td>
<td>Associate Prof. of Agricultural Economics</td>
</tr>
<tr>
<td>Frans</td>
<td>Padt</td>
<td>PHD</td>
<td>Radboud University Nijmegen</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Daniel</td>
<td>Perkins</td>
<td>PHD</td>
<td>Michigan State University</td>
<td>Prof. of Agricultural and Extension Education</td>
</tr>
<tr>
<td>Richard</td>
<td>Ready</td>
<td>PHD</td>
<td>University Of Wisconsin-Madison</td>
<td>Prof. of Agricultural and Environmental Economics</td>
</tr>
<tr>
<td>Carolyn</td>
<td>Sachs</td>
<td>PHD</td>
<td>University Of Kentucky</td>
<td>Prof. of Rural Sociology and Women's Studies</td>
</tr>
<tr>
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<td>Prof. of Rural Sociology; Head, Department of Agricultural Economics and Rural Sociology</td>
</tr>
</tbody>
</table>
Community and Economic Development (CEDEV)

Program Home Page

C. DANIEL AZZARA , Interim Head of the Department of Agricultural Economics, Sociology, and Education
205 Armsby Building
814-865-5461; cedevinfo@psu.edu

Degree Conferred:
M.P.S.

The Graduate Faculty

The Program

The Master of Professional Studies in Community and Economic Development (MPS CEDEV) is a 30-credit terminal master's degree program that emphasizes an interdisciplinary approach to community and economic development. The program balances theory and practice. Courses are taught in MPS CEDEV use a blend of web technology, print, and other media to provide an effective balance of flexibility and interaction. Individuals who currently work with, or are interested in working with communities, community organizations and stakeholders, or on a range of community and economic development issues at the state or national levels would benefit from this program. The MPS CEDEV program requires the completion of seven core courses (21 credits) in which students learn and apply sociological and economic concepts to issues in community and economic development. The courses offer examples and opportunities to apply concepts to real issues facing communities and rural regions. Two of the core courses (6 credits) emphasize statistical methods and tools and techniques useful to practitioners in community and economic development, or to work toward additional certifications. All students are required to satisfy one of two requirements: (1) complete completion of a Master's paper (at least 3 credits) that integrates theory and practice, or (2) completion of a series of Comprehensive Exam essays on questions from each of the required courses.
Instruction in the MPS CEDEV program emphasizes key themes that include economic planning and development; municipal finance, land use and population change; community structure, organization and process; leadership; tools and techniques in community development; community decision-making and capacity building.

Students in Community and Economic Development gain a broad understanding of the dynamics of communities and their social, economic, and political systems. The program emphasizes teaching the theory, skills, and tools that allow practitioners to address the important issues in development practice.

Graduates of the Community and Economic Development program have a wide range of career opportunities, including: local and state government, planning commissions, major corporations, non-governmental organizations, and consulting firms.

**Admission Requirements**

Students with a 3.00 average (on a 4.00 scale) for the most recent two years of college/university education, or with an advanced degree, and with appropriate course and experiential backgrounds will be considered for admission. Exceptions to the minimum 3.00 grade-point average may be made for students with special backgrounds, experience, abilities, and interests. The best-qualified applicants will be accepted to the graduate program.

Admission requirements include the following:

- Either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor’s degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates.
- Statement of purpose describing professional experiences and education, career goals, and how the MPS program will enable the applicant to meet their objectives
- Current resume
- Three letters of recommendation
- Two sets of official transcripts from educational institutions attended for undergraduate or graduate degree work
- Test of English as a Foreign Language (TOEFL) score, if applicable. The language of instruction at Penn State is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions listed below: The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Purposes) and attainment of a grade of B or higher. The minimum composite score for the IELTS is 6.5.
International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

- Non-refundable application fee

To begin your application, please visit http://www.gradschool.psu.edu/. On the "Campus, Major, Degree & Semester" page select "WORLD CAMPUS" as the campus and "COMMUNITY AND ECONOMIC DEVELOPMENT" as the major.

Scores from the Graduate Record Examinations (GRE) are not required for admission to the MPS CEDEV program. Requirements listed here are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Prerequisites for the master's program include 12 credits in rural sociology, sociology, agricultural economics, or other social and behavioral sciences at the discretion of the graduate program. If the entering student does not have these prerequisites, they must be made up at the University during the early part of the master's program.

**Degree Requirements**

The professional Master's degree requires 30 credits including a final integrative assessment/experience, referred to by the program as a Master's paper. All students complete the required MPS CEDEV core program of community and economic development courses, statistics, and methods. The MPS CEDEV courses consist of CEDEV 430, CEDEV 452, CEDEV 500, CEDEV 505, and CEDEV 509. The statistics, methods, and techniques requirement includes STAT 500 (or equivalent), CEDEV 575, and CEDEV 580. A Master's paper, such as an integrative paper, project, or internship is required where the student demonstrates the capability to integrate and apply concepts, principles, analytical techniques and interpretation skills learned in the program to a real problem faced by a community or community organization. In place of the Masters Paper, students may choose to complete a series of Comprehensive Exam essays on questions relevant to each required course. Choice of electives will be based on a plan of study worked out between the student and faculty adviser. There is no foreign language requirement for the degree; however, students planning to work in multi-cultural or international settings are encouraged to gain competency in an appropriate language(s). A total of 18 credits must be 500 level or higher, with at least 6 credits of 500-level course work. This Graduate Council requirement is met through the completion of the required courses and either the Master's paper credits or the Comprehensive Exam option.

**Student Aid**

Student aid is described in the STUDENT AID section of the Graduate Bulletin. Graduate assistantships, fellowships, and traineeships are not available for the CEDEV program.
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.

COMMUNITY AND ECONOMIC DEVELOPMENT (CEDEV) course list

Last Revised by the Department: Spring Semester 2014

Blue Sheet Item #: 42-05

Review Date: 02/25/2014

Faculty linked: 8/14/14
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.

<table>
<thead>
<tr>
<th>College/School:</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or Instructional Area:</td>
<td>Mechanical and Nuclear Engineering</td>
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<table>
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<tr>
<th>New Graduate Program, Option, or Minor:</th>
<th>Add X</th>
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Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option: Nuclear Security Option of the MS and MEng in Nuclear Engineering
Designation of new graduate minor:

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

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**Penn State Graduate School**

<table>
<thead>
<tr>
<th>Existing Graduate Program Option, or Minor:</th>
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</thead>
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<td>Current designation of graduate program:</td>
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<tr>
<td>Current designation of graduate option:</td>
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<tr>
<td>Current designation of graduate minor:</td>
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</table>

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

Arthur T. Motta
Printed name
Signature

Date: 3/26/18

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

Matthew Parkinson
Printed name
Signature

Date: 2 April 2018

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

GEORGE A. LESIEUTRE
Printed name
Signature

Date: 4 APR 2018
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 7/31/2018

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

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 7/31/2018

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 7/31/2018
Proposal for Creating a Nuclear Security Option for the

Masters of Science and Masters of Engineering Degrees in Nuclear Engineering

Arthur T. Motta.
Chair of Nuclear Engineering
Professor of Nuclear Engineering and Materials Science and Engineering
Department of Mechanical and Nuclear Engineering
138 Reber Bldg.,
atm2@psu.edu

Penn State University, University Park Pa 16802
Phone (814) 865-0036
(Program Office: 814-863-6383) fax: 814-865-1280

July 24, 2017, revised March 2018
Contents

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b) Objectives of the Program ........................................................................... 2
c) List of New Courses ..................................................................................... 2
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d2) With Patria de Lancer Julnes, Ph.D. Director, School of Public Affairs, Penn State Harrisburg .......... 7
a) Justification for the New Program:

Educating the next generation of technical experts in nuclear security practices is a critical element in order to ensure the successful long-term operational security of nuclear and radiological material worldwide. The National Nuclear Security Administration’s (NNSA) directs the Department of Energy’s nuclear security goal to prevent the acquisition of illicit radioactive material for use in weapons of mass destruction (WMD) and other acts of terrorism. As a part of that effort, DOE-NNSA has recognized a national need for university-level nuclear security education. To achieve this goal, DOE selected the Pennsylvania State University (PSU), Massachusetts Institute of Technology (MIT), and Texas A&M University (TAMU) to design and implement a nuclear security education program (NSEP) in 2010. This initiative establishes a nuclear security curriculum within the nuclear engineering graduate programs at the partner universities. This collaborative, multi-year effort formed the basis of specific courses designed to educate the next generation of students who plan on careers in nuclear engineering/nuclear security.

The possibility that nuclear materials (fissile or radioactive materials) could be used in a terrorist attack is one of the most pressing security questions of the present times. Attention is also increasingly being given to the protection of existing nuclear facilities from internal and external threats. These threats fall under the umbrella of nuclear security, and significant resources have been directed to enable the U.S. and the international community to cope with these concerns. In this scenario, the role of the university nuclear engineering research and education programs is both to perform the research that will enable the development of novel technologies that can protect the country from such threats, and to educate the new generations of scientists and engineers for the field.

The Nuclear Security Education Program was developed with funding from the Department of Energy, National Nuclear Security Administration. Five core graduate courses for nuclear security were jointly developed with PSU, MIT and TAMU and being taught at PSU since 2011. A state-of-the art nuclear security education laboratory was created and located at the Penn State Radiation Science and Engineering Center (RSEC). The program will benefit from the Radiation Science and Engineering Center, which houses the Penn State Breazeale Nuclear Reactor, radiochemistry laboratories and the state-of-the-art Radiation Detection and Nuclear Security Laboratory. The full suite of courses is aimed at educating the next generation of technical experts in security practices, global nuclear security policies and technological developments in special nuclear materials detection, to ensure the successful long-term operational security of nuclear and radiological material located at civilian sites. The curriculum consists of a five-course suite specified below. Students who pass all these five courses would be eligible to receive the designation MS or MEng with a Nuclear Security Option.

The Nuclear Engineering Program has been very successful in offering an online Masters of Engineering in Nuclear Engineering degree program. We currently have over 70 students in degree-seeking status and have graduated over 160 students since 2001. We envision that many of the online students will be attracted to this program, which will be the first in the nation. The Nuclear Engineering Program, the Mechanical and Nuclear Engineering Department, and the College of Engineering are anxious to further expand the offering of this program given the potential and interest. It is in the near term plans that this program will also be offered through Penn State’s World Campus, which is the organization that manages all online program delivery.
b) Objectives of the Program

The objective of the program is to provide students with the theoretical and experimental background to work in the development and analysis of radiation detection technologies for special nuclear materials and other radioactive sources, to design and implement security systems, and to understand the global impact of nuclear threats and domestic/international nuclear security policies. The new option will significantly expand the range of interest in the current Penn State’s graduate program in nuclear engineering by providing a new option for students to focus on nuclear security. As such, it is expected such option will attract a wider audience compared to the existing program. Students who go through the program will be able to work in technical and policy related nuclear security areas, and design nuclear security and radiation detection systems.

The proposed program focuses on the technical background needed to implement radiation detection, nuclear security systems, nuclear threat analysis and assessment, and nuclear policies as such it complements the existing Intercollege Program in Homeland Security, while not duplicating it. We believe this program is unique in the country, and possibly in the World, it would be very straightforward to implement due to existing laboratories and Penn State courses, and as such it should be very attractive both to resident and online students.

c) List of New Courses

Nuclear Security suite of courses (all these courses have been developed and have been taught to resident students)

**Nuc E 441**: Nuclear Security Threat Analysis and Assessment; Credits: 3; Nuclear threat assessment and analysis for non-state actors to nuclear and radiological facilities and supply lines.

**Nuc E 442**: Nuclear Security System Design; Credits: 3; Science and engineering associated with the design, evaluation, and implementation of systems to secure nuclear and radiological materials. Prereq Nuc E 301, or Nuc E 497A

**NUC E 542**: Source and Detector Technologies for Nuclear Security; Credits: 3; Theory and technology behind detectors, sensors, and source technologies including portal monitors and field deployable radiation detection systems; Prerequisite(s) NUC E 450

**NUC E 543**: Nuclear Security Education Laboratory; Credits: 3; Hands-on experiences on the radiation detection systems, sensors, devices and source technologies for nuclear security applications. Prerequisite(s) NUC E 450 and Nuc E 541

**NUC E 544**: Global Nuclear Security Policies: Credits: 3; Introduce students to global policies and laws for nuclear security that are intended to provide a secure environment for the pursuit of legitimate nuclear activities. Prerequisite(s) Graduate Standing.
Nuclear Engineering (NUC E)

Program Home Page (Opens New Window)

ARTHUR T. MOTTA, Chair of Nuclear Engineering
138 Reber Building
814-865-0036

Degrees Conferred:

Ph.D., M.S., M.Eng.

The Graduate Faculty

The Programs

Graduate programs and research facilities are available in thermal-hydraulics, neutronics, computational methods, advanced controls with applications of artificial intelligence, materials, radiation monitoring and effects, fuel management, radioactive waste management and nonproliferation/nuclear security. Application areas include advanced reactor design, safety analysis, radiation instrumentation development, neutron activation analysis, neutron imaging, and plant life extension.

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 Nuclear Engineering graduate program, are required for admission. A student may be admitted at the discretion of the program for graduate study without these scores.

Students with a 3.00 junior/senior grade-point average and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.00 grade-point average may be made for students with special backgrounds, abilities, and interests, at the discretion of the program. Letters of recommendation and a statement of purpose written by the applicant are also required to complete the application package.

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

Degree Requirements

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

The M.Eng. degree is a nonthesis professional master's degree. In the M.Eng. degree program, a minimum of 30 credits at the 400, 500, or 800 level is required. Twelve of those credits must be in Nuclear Engineering with at least 18 credits at the 500 level. There are 6 credits required in the following core courses: NUCE403 Advanced Reactor Design (3 credits) and NUCE 450 Radiation Detection and Measurement (3 credits). These may be waived as required courses at the discretion of the program if the student has already taken them or equivalent courses. The culminating experience for the M.Eng. degree is a scholarly paper completed while the student is enrolled in NUCE 596. The scholarly paper must be approved by the adviser, a faculty reader, and the program chair.
The M.S. degree program is designed for students to gain advanced knowledge for research, analysis, and design in nuclear engineering. Students pursuing an M.S. degree must complete a minimum of 30 credits at the 400, 500, 600, or 800 levels, with at least 18 credits at the 500 and 600 level, combined. The program requires 6 credits in the following core courses: NUCE 403 Advanced Reactor Design (3 credits) and NUCE 450 Radiation Detection and Measurement (3 credits). These may be waived as required courses at the discretion of the program if the student has already taken them or equivalent courses. Students are required to write a thesis, and at least 6 credits in thesis research (600 or 610) must be taken in conjunction with completing the thesis. The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School.

An option in Nuclear Security is available for either the M.S. or the M.Eng. degree. To complete the option, students must complete 15 credits in the following courses: NUCE 441 (3 credits), NUCE 442 (3 credits), NUCE 542 (3 credits), NUCE 543 (3 credits), and NUCE 544 (3 credits).

The Ph.D. program emphasizes scholarly research and helps students prepare for research and related careers in industry, government, and academia. The Ph.D. program is quite flexible, with minimal formal requirements. Doctoral students must pass a candidacy examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). Generally, a Ph.D. student must have 30 credits above a master's degree before taking a comprehensive examination. To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Student Aid**

Graduate assistantships are available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. In addition, the following awards typically have been available to graduate students in this program:

U.S. Nuclear Regulatory Commission Fellowships: available to graduate students interested in working in nuclear engineering, covering stipend and tuition.

U.S. DEPARTMENT OF ENERGY-NUCLEAR SCIENCE AND ENGINEERING FELLOWSHIPS: Available to graduate students interested in engineering and engineering support related to nuclear technology; stipend plus tuition.

**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 will not count. 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.
e) Consultations

d1) With Prof. Alexander Siedschlag, Chair, Intercollege Master of Professional Studies Program in Homeland Security (iMPS-HLS)

From: ALEXANDER SIEDSCHLAG [mailto:aus50@psu.edu]
Sent: Tuesday, July 25, 2017 11:36 AM
To: Arthur Motta
Cc: vllh16@psu.edu; ARTHUR MOTTA
Subject: RE: Consultation on Nuclear Security Option

Arthur,

Many thanks for the opportunity to comment on your proposal for a Nuclear Security Option.

I thought this proposal was very timely and relevant from the security, studies, homeland security, and iMPS-HLS program point of view. Also, I was excited to read that the plan is to also offer this Option online in the future. We would be interested in offering some of the new Option’s courses as electives to our iMPS-HLS students.

Best regards,

Alexander

---

Alexander Siedschlag, Ph.D., M.A.
Professor of Homeland Security and Public Health Sciences
Chair, Intercollege Master of Professional Studies Program in Homeland Security (iMPS-HLS)

The Pennsylvania State University
Penn State Harrisburg
School of Public Affairs
160W Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057
U.S.A.

Phone (717) 948-4326 (Program Office: 6050) -- Fax (717) 948-6484

Professional Website http://sites.psu.edu/homelandsecurity
Program Website https://harrisburg.psu.edu/public-affairs/homeland-security/master-homeland-security
Program Website https://harrisburg.psu.edu/public-affairs/political-science-and-public-policy/bachelor-arts-political-science
Like iMPS HLS on Facebook! -- http://www.facebook.com/PSU.HLS

From: Arthur Motta [mailto:atm2@engr.psu.edu]
Sent: Monday, July 24, 2017 3:03 PM
To: ALEXANDER SIEDSCHLAG
Cc: vlh16@psu.edu; ARTHUR MOTTA
Subject: Consultation on Nuclear Security Option

Dear Dr. Siedschlag

I am attaching to this message the proposal for a Nuclear Security Option in the existing M.Sc. and M.Eng. degrees in Nuclear Engineering. As we discussed on the phone I think this proposal is very complementary to your own program on Homeland Security by focusing on the technical aspects of special nuclear material detection and threat assessment. I also see a potential for students from one program to take classes in the other.

Please review and send me a message as to your evaluation at your earliest convenience

Best regards

Arthur Motta
d2) With Patria de Lancer Julnes, Ph.D. Director, School of Public Affairs, Penn State Harrisburg

Dear Arthur,

Thank you for the opportunity to review the proposal for creating a Nuclear Security Option for the MS and ME degrees in Nuclear Engineering.

I found the arguments for creating the option compelling. I also believe that this option will enhance the opportunities currently available to our students as it introduces an area of study of increasing critical importance. I'm particularly excited for the opportunity that this program will provide Homeland Security Students, specially because of the additional courses addressing threat assessment and policy.

Sincerely,

Patria

Dr. Patria Julnes

===============================================
Patria de Lancer Julnes, Ph.D.
Director, School of Public Affairs
Penn State Harrisburg

Mailing Address:

777 W. Harrisburg Pike
Middletown, PA 17057

PennState
Harrisburg

Office Address:
153 W Olmsted

Phone: 717-948-6693
E-mail: pdd10@psu.edu or patriajulnes@psu.edu
Patria

Just noticed I called you by an incorrect name in my previous message, my apologies.

At your convenience, could you send us your comments? I am only awaiting those to send the proposal on to the graduate school.

Thank you for your attention to this matter

Regards

Arthur Motta

--------------------------------------------------------------------------------

Arthur T. Motta
Professor of Nuclear Engineering and
Materials Science and Engineering
Chair of Nuclear Engineering
Department of Mechanical and Nuclear Engineering
138A Reber Building
Penn State University, University Park, PA, 16802
http://www.mne.psu.edu/motta/
phone: 814-865-0036 fax: 814-865-1280
--------------------------------------------------------------------------------

From: PATRIA D DE LANCER JULNES [mailto:pdd10@psu.edu]
Sent: Monday, August 07, 2017 12:19 PM
To: Arthur Motta
Subject: Re: Nuclear Security Proposal

Dear Arthur,

Thank you. Will send comments soon.

Regards

Dr. Patria Julnes

=================================================================

Patria de Lancer Julnes, Ph.D.
From: "Arthur Motta" <atm2@engr.psu.edu>
To: "PATRIA D DE LANCER JUNES" <pdd10@psu.edu>
Sent: Thursday, August 3, 2017 3:57:45 PM
Subject: Nuclear Security Proposal

Dear Dr. Julnes

I am contacting you at the behest of Vicki Hewitt at the Graduate School for a consultation on a new Nuclear Security Option we are proposing in our MS and MEng in Nuclear Engineering. It consists of 5 courses we created where students learn the principles of detection of special nuclear materials, perform threat assessment and study global nuclear policies.

I am enclosing it to this message for your review. Your support for this proposal would be greatly appreciated.

Thank you for considering this request

Arthur Motta
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 the Liberal Arts
Department or Instructional Area: Spanish, Italian and Portuguese

New Graduate Program, Option, or Minor: Add

Designation of new graduate program: __________________________
Classification of Instructional Programs (CIP) Code: APR 19 2018
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 X Drop

Current designation of graduate program: SPAN
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): Minor adjustments to old bulletin listing to reflect current practice

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

Submitted by Graduate Program Head

Maria Truglio
Printed name Signature Date: 4/17/2018

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

Mike Paterni
Printed name Signature Date: 4/20/2018

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

Scott Bennett
Printed name Signature Date: 4/20/18
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 7/31/2018

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

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 7/31/2018

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 7/31/2018
PROGRAM CHANGE PROPOSAL FOR
Spanish

SUBMITTED BY
Maria Truglio
Rena Torres Cacoullos
Justification for the Proposed Changes

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

The Program Bulletin listing dates from 2010 or earlier. This proposal reflects current policies and practice within the Department.
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.

The Graduate Faculty (Please see attached pdf with these changes marked)

Two faculty removed due to retirement (Blue, Hewitt); one faculty removed due to leaving the university (Nadeu); one faculty removed due to changes in Graduate faculty Membership Policy (Martí-Pena); two faculty updated from Associate to Professor due to promotions (Torres Cacoullos and Roush); one faculty updated from Assistant to Associate (Miller); two titles updated due to affiliate status (Truglio, Fernandez-Medina).

Program Bulletin changes in table format is attached.
<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdated link</td>
<td>sip.la.psu.edu</td>
<td>Updated url for department home page.</td>
</tr>
<tr>
<td>237 Burrowes</td>
<td>439 Burrowes</td>
<td>Current office of Head</td>
</tr>
<tr>
<td>24 credits of post-intermediate work in Spanish</td>
<td>The equivalent of an undergraduate Spanish major</td>
<td>A more flexible definition for applicants, especially international students, that expresses the same necessary preparation.</td>
</tr>
<tr>
<td>Students with a 3.0 junior/senior average (on a 4.0 scale) and with appropriate course backgrounds will be considered for admission. The best qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.0 grade point average may be made for students with special backgrounds, abilities, and interests.</td>
<td>Applicants must submit a statement of purpose, and a single-authored sample of representative research. One of these must be in Spanish and one in English. See “PROSPECTIVE STUDENTS” [link to sip page]</td>
<td>It seems self evident that we will accept the best students up to the number of available spaces. Since there are exceptions to the 3.0 GPA minimum, it seems unnecessary to indicate it as a significant measure. The admissions committee weighs heavily the statement and writing sample.</td>
</tr>
<tr>
<td>Including 6 credits in a related minor field</td>
<td>deleted</td>
<td>No longer a requirement.</td>
</tr>
<tr>
<td>Comprehensive written examination</td>
<td>Delete “written”</td>
<td>The MA exam currently includes oral and written portions.</td>
</tr>
<tr>
<td>60 credits</td>
<td>51 credits</td>
<td>When guaranteed funding was reduced from 6 to 5 years, we reduced the total of post-MA credits from 30 to 21, making the total now 51 rather than 60.</td>
</tr>
<tr>
<td>Including 15 credit minor</td>
<td>deleted</td>
<td>Some students chose to pursue a minor but it is not required.</td>
</tr>
<tr>
<td>candidacy</td>
<td>comprehensive</td>
<td>The doctoral examination is referred to as the “comprehensive exam” and is taken about one year after a student is admitted to</td>
</tr>
<tr>
<td>and a written examination</td>
<td>deleted</td>
<td>The comprehensive exam includes an oral and a written portion.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Reading knowledge of two foreign languages or comprehensive knowledge of one foreign language</td>
<td>Reading knowledge of a language other than English or Spanish</td>
<td>Students in our program must have fluency or near fluency in Spanish and English. To meet program goals, students should be able to read a third language. Because many languages other than English are spoken in the U.S. we do not use the term “foreign.”</td>
</tr>
<tr>
<td>A doctoral dissertation</td>
<td>Submission of an essay to a peer-reviewed journal</td>
<td>The dissertation requirement seems self-evident. We recently added the requirement of submitting an essay to a journal to make our students competitive on the job market, where such experience is increasingly expected.</td>
</tr>
<tr>
<td>dual-title Spanish...</td>
<td>dual-title in Spanish...</td>
<td>For legibility</td>
</tr>
<tr>
<td>Entire paragraph for Admissions requirements to Dual-title</td>
<td>To pursue a dual-title degree, the student must first apply to the Graduate School and be admitted through one of the participating graduate degree programs. The Director of the Linguistics program sends out an email to the Linguistics faculty and graduate students to invite applications. Upon acceptance into the program, the applicant will be notified and an acceptance letter, signed by the Director of the Linguistics program and the Department Head of the graduate student’s program, will be sent to the Director of Graduate Enrollment Services.</td>
<td>This reflects current practice in admitting students to the dual-title degree after they have completed their MA in Spanish.</td>
</tr>
<tr>
<td>60</td>
<td>51</td>
<td>Same reason as above. Total post-MA credits reduced from 30 to 21 when the degree was streamlined from six to five years.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **LING 521 and LING 522**  
**LING 525 or equivalent**  
**LING 500 or LING 504**  
**LING / PSY 520, PSY 511 or equivalent**  
**CSD 596, GER596, LING 596, PSY 596, SPAN 596** | **Language Science Proseminar courses** (LING 521 and LING 522; 6 credits)  
**Research Methods/Statistics** (LING 525 or equivalent; 3 credits)  
**Generative Syntax or Functional Syntax** (SPAN 508 or SPAN 509; 3 credits)  
**Cognitive Neuroscience or Psycholinguistics** (LING/PSY 520, PSY 511 or equivalent; 3 credits)  
**Research Internships with two different Language Science faculty members** (CSD 596, GER 596, LING 596, PSY 596, SPAN 596; 6 credits) | **The only change here is replacing “theoretical linguistics” (LING 500 or LING 504) with “Generative Syntax or Functional Syntax” (SPAN 508 or SPAN 509), which reflects two main theoretical approaches in the field and amongst the faculty.** |
| **SPAN 001G**  
**SPAN 002G**  
**No graduate credit given for this course** | **All students must take SPAN 502, a course on teaching methodology, and an introductory Portuguese course in their first semester.** | **The two Spanish courses listed in the old bulletin were never required for the Ph.D. We do require that all first year students take SPAN 502 to prepare them to teach in our own Spanish Basic Language program as GA’s and for their careers as teachers of Spanish. We also require that they study one semester of Portuguese so they may enhance their work on the languages, literatures and cultures of Spain and Spanish America with the study of Portugal and Brazil. Note that where Spanish is** |
|                              | not part of amalgamated modern languages departments, in most US universities there are departments of Spanish & Portuguese. |
Spanish (SPAN)

[Program Home Page]

PAOLA E. DUSSIAS, Head of the Department of Spanish, Italian, and Portuguese
439 Burrowes Building
814-865-4252

Degrees Conferred:

Ph.D., M.A.
Dual-Title Graduate Degree in Spanish and Language Science

The Graduate Faculty

The Spanish program offers an option in Applied Linguistics for the M.A. and Ph.D. degrees, and an emphasis in literature and linguistics for the M.A. and Ph.D. degrees.

Admission Requirements

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

Scores from the Graduate Record Examinations (GRE) are required of all students educated (high school and college) in the continental United States.

The minimum requirement for admission normally will be the equivalent of an undergraduate Spanish major.

Applicants must submit a statement of purpose and a single-authored sample of representative research. One of these must be in Spanish and one in English.

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
Degree Requirements

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

A candidate for the M.A. degree must take a minimum of 30 credits at the 400, 500, or 800 level, with at least 18 credits in 500-level courses. Required courses for the M.A. degree are SPAN 502 (1 credit) and PORT 123 (2 credits). Students are required to take PORT 123 in order to achieve basic proficiency in Portuguese; however, as a 100-level undergraduate course, PORT 123 will not count towards the 30 minimum credits required for the degree.

The culminating experience for the M.A. degree is a scholarly essay. A cumulative examination is also required, which serves as the doctoral candidacy examination for students continuing in the Ph.D. program. The M.A. degree (or equivalent) is normally a prerequisite for entrance to the Ph.D. program.

For the Ph.D. degree, a student must complete at least 51 credits (including M.A. credits) of course work at the 400, 500, 600, or 800-level. Other requirements include reading knowledge of a language other than English and Spanish and submission of an essay to a peer-reviewed journal. Doctoral students must pass a candidacy examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Dual-Title Graduate Degree in Spanish and Language Science

Graduate students with research and educational interests in Spanish may apply to the Spanish and Language Science Dual-Title Degree Program. The goal of the dual-title in Spanish and Language Science is to enable graduate students from Spanish to acquire the knowledge and skills of their major area of specialization in Linguistics while at the same time gaining depth and methodological expertise in the areas associated with the language sciences.

Admission Requirements

Students must apply and be admitted to the graduate program in Spanish 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 Language Science dual-title program. Refer to the Admission Requirements section of the Language Science Bulletin page. Doctoral students must be admitted into the dual-
Degree Requirements for the Dual-Title Ph.D. Degree in Spanish and Language Science

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

Particular courses may satisfy both the Spanish requirements and those in the Language Science dual-title program. Final course selection is determined by the student after consultation in advance with their advisers. A student’s doctoral committee can require additional course work depending on the student’s background and research plans.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Spanish and must include at least one Graduate Faculty member from the Language Science 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 Spanish and Language Science. 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 Spanish and Language Science dual-title Ph.D. student must include at least one member of the Language Science 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 Language Science, the member of the committee representing Language Science must be appointed as co-chair. The Language Science 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 Spanish and Language Science. 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 available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate
assistantships must adhere to the course load limits set forth in the Graduate Bulletin. In addition, the following awards typically have been available to graduate students in this program:

The department awards annually an Edwin Erle Sparks Fellowship in the Humanities. In the past several years, graduate students have received external NSF fellowships and awards such as Doctoral Dissertation Research Improvement grants.

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.

SPANISH (SPAN) course list

Last Revised by the Department: Spring Semester 2010

Blue Sheet Item #: 38-07-010

Review Date: 06/22/2010

Faculty linked: 6/27/14
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.

The Program in Linguistics will be consulted for the Dual Title in Language Science. No other units are affected by the updates.
Hi Maria and Rena,

I approve of this document as written. Please let me know if any additional steps are needed on my part.

Best wishes,

John

From: "MARIA ROSA TRUGLIO" <mrt34@psu.edu>
To: "John Lipski" <jlipski@psu.edu>, "Rena Torres Caccuzlo" <renat@psu.edu>
Sent: Monday, April 18, 2016 5:03:04 PM
Subject: consulting on SPAN program update for new bulletin

Dear John,

As I think you are doing for Ling, Rena and I have been preparing the attached document to submit for the changes over in the Bulletin. Would you be so kind as to provide consultation on this report in your role as Director of Linguistics? I believe we would need an email from you either approving this or suggesting changes if you see fit.

Many thanks,

maria

Maria Truglio
Associate Professor of Italian and Women's, Gender & Sexuality Studies
Interim Head (2017-2018), Department of Spanish, Italian & Portuguese

author, Italian Children's Literature and National Identity
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John M. Lipski, Ph. D.
Edwin Erle Sparks Professor of Spanish and Linguistics
Director, Program in Linguistics
247 Burrowes Building (my office)
442 Burrowes Building (my mailbox)
1C Keller (my lab)

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Página en español http://www.personal.psu.edu/jml34/index-e.html
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linguistics page: http://linguistics.la.psu.edu