2017-2018 Graduate Council
Meeting Agenda: January 17, 2018 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building

1. Minutes of the December 13, 2017, Meeting (2 minutes)
2. Communications to Graduate Council (1 minute)
3. Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (10 minutes)
4. Reports of Standing Committees of Graduate Council (60 minutes)
   a) Committee on Committees and Procedures – Daniel Morgan, Chair (5 minute)
   b) Committee on Academic Standards – L. Sam Finn, Chair (30 minutes)
      1. Informational Item - Research Doctoral Degree (Ph.D.) – Residency Requirement (Appendix A)
      2. Research Doctoral Degree (Ph.D.) – Dissertation Committee Formation, Composition, and Review (Appendix B)
      3. Research Doctoral Degree (Ph.D.) – Dissertation Committee Responsibilities (Appendix C)
   c) Committee on Programs and Courses – M. Kathleen Heid, Chair (10 minutes)
      1. Informational Item - Graduate Council Curriculum Report, 1/10/2018 (Appendix D)
   d) Committee on Fellowships and Awards – Jose Mendez, Chair (5 minutes)
   e) Committee on Graduate Research – Siela Maximova, Chair (5 minutes)
   f) Committee on Graduate Student and Faculty Issues – Sarah Ades, Chair (5 minutes)
5. Reports of Special Committees (5 minutes)
   a) Graduate School’s Graduate Exhibition Committee – Daniel Morgan, Chair (5 minutes)
6. Special Reports (5 minutes)
   a) Graduate and Professional Student Association (5 minutes)
7. Unfinished Business (2 minutes)
8. New Business (3 minutes)
9. Comments and Recommendations for the Good of the Graduate Community (2 minutes)
2017-2018 Graduate Council  
Minutes of the Meeting: December 13, 2017

Graduate Council met on Wednesday, December 13, 2017 at 3:30 p.m. in 102 Kern Graduate Building, Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School chaired the meeting. The minutes of the November 15, 2017 meeting were approved.

Communications to Graduate Council

None.

Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School

Dr. Vasilatos-Younken shared information on the proposed revisions to the U.S. federal tax code under consideration by Congress. The initial bill passed by the House of Representatives included provisions that would treat tuition grant benefits, such as those for graduate students on assistantships and fellowships, and University employee tuition remission, as taxable income and, in addition, disallowed deduction of student loan interest. Both of these provisions have the potential to greatly increase the federal tax burden for graduate students. The bill passed by the Senate did not include those provisions. Congress is currently reconciling the two bills, and no official information is available as yet regarding the inclusion of these provisions in the final bill. Dr. Vasilatos-Younken reported the University has been strongly advocating through the Office of Government and Community Relations, and by President Barron directly with Congressional representatives to not include these provisions in the final bill, which the top priority of the University in terms of its advocacy.

In response to a question on proposed caps to federal student loans, Dr. Vasilatos-Younken clarified that these are separate from the proposed tax reform bill. The collective changes, called the Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act were proposed to revise and reauthorize the Higher Education Act. This bill also includes several provisions that could negatively affect graduate students, such as an annual borrowing cap of $28,500 with a lifetime total limit of $150,000, including undergraduate loans, and phasing out graduate student eligibility for the Federal Work Study program.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. Daniel Morgan, Chair of the Committee on Committees and Procedures.

Dr. Morgan indicated the committee had not met and had nothing to report.

Committee on Academic Standards

Dr. Vasilatos-Younken recognized Dr. L. Sam Finn, Chair of the Committee on Academic Standards.

Dr. Finn reported the committee met earlier that day and continues discussion on policies concerning degree requirements for the Ph.D. The committee finalized the policy on Dissertation Committee Formation and Composition and is close to finalizing the policy on Dissertation Committee Responsibilities. Dr. Finn reminded Council that, as part of a larger effort to migrate current policies to a
standardized template, the committee is reviewing these policies to recommend changes as appropriate. Both of the policies on Dissertation Committees include some proposed changes, which will be highlighted when the drafts are presented to Council in the Spring semester. The committee will next examine the policies concerning the benchmark examinations for the Ph.D., and plans to complete review of all Ph.D.-specific policies by the end of the Spring semester.

**Committee on Programs and Courses**

Dr. Vasilatos-Younken recognized Dr. Kathleen Heid, Chair of the Committee on Programs and Courses.

Dr. Heid presented the [Graduate Council Curriculum Report, 12/6/2017](Appendix A) as an informational item.

Dr. Heid reported that a subcommittee met to discuss the policy on 3-year review for new extended, off-campus, and online graduate programs. The full committee continues to discuss the essential characteristics it has defined for the research master’s degree (M.S./M.A.), including: the active participation of tenure-line and/or research-active faculty in overseeing and teaching in the program; a low student/adviser ratio, with a high degree of one-on-one interaction; the inclusion of course work on research methodology and analysis; the same standards for the research master’s degree program regardless of delivery method; and ensuring that the culminating experience for the research master’s degree demonstrates that students have the capacity to conduct research and scholarly analysis, and effectively communicate their scholarship.

Dr. Vasilatos-Younken noted that some Colleges, particularly the College of Engineering and the Smeal College of Business, have expressed concern that employers in their fields have shifted towards a strong preference for the Master of Science degree title for many subfields of the discipline. Penn State has maintained the M.A. and M.S. degree titles as academic master’s degrees focused on research and scholarly activity, but the educational landscape has evolved and many peer institutions offer the M.A. and M.S. degree titles for programs that would not be considered traditional research degree programs. Dr. Vasilatos-Younken urged the committee to thoughtfully consider this trend and weigh the potential competitive disadvantage for Penn State graduate programs if it continues to strictly maintain this standard for the M.A. and M.S. degree titles.

**Committee on Fellowships and Awards**

Dr. Vasilatos-Younken recognized Dr. Jose Mendez, Chair of the Committee on Fellowships and Awards.

Dr. Mendez reported all applications have been received and the deadline for committee members to complete their review is January 5, 2018. Dr. Mendez indicated that extending the review deadline to after the winter break has been a positive adjustment for committee members.

**Committee on Graduate Research**

Dr. Vasilatos-Younken recognized Dr. Siela Maximova, Chair of the Committee on Graduate Research.

Dr. Maximova reported the committee met on December 5 as part of the Senate Committee on Research, Scholarship, and Creative Activity. The committee is currently working on a proposed revision for the policy on conflict of interest disclosure, a checklist for departing researchers, and an effort to enhance participation and collaboration in graduate education and research between the Commonwealth campuses and University Park. The committee plans to distribute a survey to faculty at all campuses to gauge the scope of the issue and decide on next steps prior to formulating any
recommendations. The survey will be distributed after the winter break, with preliminary results expected by March and perhaps an initial draft of a report by the end of Spring semester.

Committee on Graduate Student and Faculty Issues

Dr. Vasilatos-Younken recognized Dr. Sarah Ades, Chair of the Committee on Graduate Student and Faculty Issues.

Dr. Ades reported the committee received feedback on the Guidelines for Graduate Student Advising (Appendix B) from the request sent to Graduate Program Heads and members of the Advisory Committee for Graduate Education. The committee reviewed the feedback and made revisions to the guidelines, including retitling the document “Recommended Practices for Graduate Education.” Dr. Ades reminded Council that the guidelines are purposefully broad and are to be used as a template that graduate programs can tailor to their specific disciplines and structure.

A concern was expressed that the request for feedback may not have been received by all Graduate Program Heads. The committee will send out a second request for feedback with the newly revised draft after the winter break.

Reports of Special Committees

Graduate School’s Graduate Exhibition Committee

Dr. Vasilatos-Younken recognized Dr. Daniel Morgan, Chair of the Graduate School’s Graduate Exhibition Committee.

Dr. Morgan reported the committee met earlier in the day and discussed logistics for this year’s event. Registration for both student exhibitors and judges is now available on the Graduate Exhibition website. The committee expects to have a preliminary count on the number of registrants at the January Council meeting.

Special Reports

Graduate and Professional Student Association

Dr. Vasilatos-Younken recognized Ms. Ling Yang reporting on behalf of the Graduate and Professional Student Association (GPSA).

Ms. Yang reported that at the November 8 GPSA meeting, the assembly passed a resolution on the topic of graduate student unionization. Although the resolution did not endorse voting for or against unionization, it stated that GPSA supports the right of graduate assistants, if they are classified by the Pennsylvania Labor Relation Board as employees, to hold a vote and decide for themselves whether or not to unionize.

GPSA continues to advocate against the proposed revisions to the U.S. federal tax code that would tax graduate assistants’ tuition grants. On Tuesday, December 5, the assembly organized a day for students to call their legislators with scripts provided by GPSA. At the December 6 GPSA meeting, the assembly unanimously passed a resolution commending Penn State’s effort to oppose the legislation and urged members of Congress from districts with Penn State graduate students, including commonwealth and special mission campus students, to vote against the provision.

GPSA’s Advocacy Committee expressed support for increasing transparency regarding graduate program procedures for the candidacy and comprehensive examinations. The goal is for all graduate programs to
have clearly defined procedures to ensure that students understand the basic policies for each exam, such as maximum number of attempts, scores required to pass, how to get constructive feedback between attempts, and the process to appeal the decisions.

Dr. Vasilatos-Younken remarked on the timeliness of the GPSA Advocacy Committee’s attention to benchmark examinations, as the Graduate Council Committee on Academic Standards will begin reviewing these policies in the Spring. Dr. Vasilatos-Younken suggested inviting a GPSA representative as a consultant to the Committee on Academic Standards meetings in which these policies will be discussed. Dr. Vasilatos-Younken noted that each graduate program should have clear and consistent procedures for these examinations that are stated in its graduate student handbook. Graduate Program Heads and Directors of Graduate Studies (DGS) should regularly review their graduate student handbooks to ensure these procedures are consistent and up-to-date.

Unfinished Business
None.

New Business
None.

Comments and Recommendations for the Good of the Graduate Community
None.

Next meeting:
Wednesday, January 17, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
PURPOSE:

This policy describes and establishes a minimum residency requirement applicable to all Ph.D. degrees awarded by Penn State.

SCOPE:

This policy applies to all students enrolled in any program of study leading to the Ph.D.

BACKGROUND:

Successful completion of the Ph.D. degree requires demonstrated mastery of a body of knowledge, a set of skills, and evidence of embodying certain essential professional attributes. Only the most rudimentary of these can be learned or demonstrated through coursework or remote study: the full scope of knowledge, skills and professional attributes requires concentrated study and dedicated time spent engaging in scholarly pursuits in the scholarly, research-intensive environment of the University, and the close company of faculty and other Ph.D. trainees.

DEFINITIONS:

**Head of a graduate program** – Member of the Graduate Faculty with ultimate responsibility and academic authority for a graduate degree program. For departmental graduate programs, this may be the Department Head; for Intercollege Graduate Degree Programs it is a faculty Chair. In all cases, the Head must be a tenure-line member of the Graduate Faculty.

**Unit Leader** – Individual to whom a University employee reports for their primary appointment.
STATEMENT OF POLICY:

1. Over a twelve-month period the Ph.D. student must spend at least two consecutive semesters, exclusive of summer sessions, as a registered full-time student engaged in academic work.
   a. SUBJECT 601 and SUBJECT 611 cannot be used to meet this requirement.

2. Full time University employees enrolled in a Ph.D. program must be registered for 6 credits or more in each semester in which residency is declared and must be certified as full time employees by their unit leader. In exceptional cases, the Head of the graduate program may certify to Graduate Enrollment Services that the student is devoting half time or more to graduate studies in lieu of registered credits.
   a. This requirement must be satisfied at a Penn State campus offering the Ph.D. degree in the student’s field of study.
   b. Must be prior to the semester in which the final oral examination is administered.

3. Nothing in this policy shall preclude individual programs from establishing residency requirements more stringent than the minimum specified herein. Any additional degree requirements established by graduate programs must be approved through the Graduate Council curricular review process.
RESEARCH DOCTORAL DEGREE (Ph.D.) - DISSERTATION COMMITTEE FORMATION, COMPOSITION, AND REVIEW

Contents:
- Purpose
- Academic Goal
- Scope
- Background
- Definitions
- Statement of Policy
- Cross References to Other Policies

PURPOSE:
The purpose of this policy is to describe when and how a Ph.D. student’s dissertation committee is formed and maintained through the course of his/her degree program of study.

ACADEMIC GOAL:
The academic goal of this policy is to ensure that all research doctoral students benefit from the expert advice and assistance of multiple members of the Graduate Faculty.

SCOPE:
This policy applies to all students enrolled in programs of study leading to the Ph.D.

BACKGROUND:
Research is a complex enterprise, requiring both individual creative initiative and broad consultation with other research experts. Likewise, the education of a Ph.D. candidate – training in the broad methods of research generally, the specific methods appropriate to their discipline, and the values that define the research community - requires the active participation of a broad team of expert advisers. Each Ph.D. student has a Dissertation Committee, whose purpose is to provide the attention, guidance, and mentoring necessary for the candidate to successfully earn their degree and meet the Graduate Council’s Scholarly and Professional Goals for Penn State graduates.
DEFINITIONS:

Dissertation Committee (co)Chair:  Graduate Faculty member responsible for assuring that all Graduate Council standards and requirements relative to the Ph.D. degree are met and that any conditions set by the student’s Dissertation Committee are fulfilled.

Dissertation (co)Adviser:  Graduate Faculty member(s) principally responsible for day-to-day guidance of the student’s dissertation research and academic and professional development.

Outside Unit Member:  Graduate Faculty member responsible for providing the student and the Dissertation Committee with a perspective on the dissertation research and other professional matters from outside the unit that offers the program or, in the case of intercollege graduate degree programs (IGDPs), outside the unit of the chair/ adviser.

Outside Field Member:  Graduate Faculty member responsible for providing the student and the Dissertation Committee with a disciplinary perspective from outside the student’s major field of study.

Minor Field Member:  For students pursuing a minor: a Graduate Faculty member, whose research is substantially in the field of the student’s declared minor and who represents the minor field on the Dissertation Committee.

Special Member:  A member of the student’s Dissertation Committee who is not a member of the Graduate Faculty of Penn State, but whose expertise and insights would provide substantial benefit to the student’s dissertation research and the Dissertation Committee.

Major Graduate Program:  The graduate program within which the student is pursuing their degree.

Minor Graduate Program:  For students pursuing a minor, the graduate program responsible for the graduate minor.
STATEMENT OF POLICY:

1. Each Ph.D. student shall have an appointed Dissertation Committee to guide their research training.

2. Dissertation Committee Appointment: A student’s Dissertation Committee shall be nominated to the Graduate School by the student’s major Graduate Program Head as soon as possible after the student has secured an adviser, but in no event later than one semester following the semester of the student’s successful completion of the Qualifying Examination. Students who pass their Qualifying Examination in the fall semester must have their Dissertation Committee formed by the end of the following spring semester. Students who pass their Qualifying Examination in the spring or summer semesters must have their Dissertation Committee formed by the end of the following fall semester.
   a. While it is expected that the Graduate Program Head will consult with the student and the student’s adviser, the Graduate Program Head is responsible for nominating members of the Dissertation Committee to the Graduate School, designating Dissertation Committee member roles, and ensuring appropriate Dissertation Committee composition that is in the best interests of the student and the completion of their dissertation.
   b. Dissertations Committees must be approved by the Dean of the Graduate School.
   c. The Dean of the Graduate School may appoint one or more members to the Dissertation Committee in addition to those recommended by the Graduate Program Head.

3. Minimum Dissertation Committee Membership: A student’s Dissertation Committee shall consist at minimum of four members of the Graduate Faculty, each of whom shall be in a position to contribute substantially to the student’s education. At least two of these four members shall be from the student's major graduate program.

4. Dissertation Committee Member Roles: Each Committee shall have a Dissertation Committee Chair, Outside Field Member, Outside Unit Member, and include the student’s Dissertation Adviser. For students pursuing a graduate minor, the Dissertation Committee shall include a Minor Field Member representing each graduate minor. Dissertation Committees may also include other participants who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student’s research area. All Dissertation Committee Members are expected to participate fully in the affairs of the Dissertation Committee.
   a. Dissertation Committee Chair: The Dissertation Committee Chair shall be a member of the Graduate Faculty and the student’s major Graduate Program. The Dissertation Committee Chair is responsible for arranging and conducting all Dissertation Committee Meetings, insuring that all Graduate Program, Graduate Council, and Graduate School standards and requirements relative to the doctoral degree are met, and that any conditions set by the Dissertation Committee are fulfilled.
      i. For students pursuing dual-title degrees, either the Dissertation Committee Chair or a co-Chair must be a Graduate Faculty member of the dual-title program.
   b. Dissertation Adviser: Each Committee shall include the student’s Dissertation Adviser. The Dissertation Adviser is responsible for the day-to-day guidance of the student’s dissertation research, and academic and professional development.
Policy 94-02
Policy Steward:

i. Where day-to-day guidance is shared by two members of the Graduate Faculty, both may be appointed to the Dissertation Committee as co-Advisers.
ii. Co-advisers are jointly and severally responsible for the day-to-day guidance of the student’s dissertation research, and academic and professional development.
iii. A Dissertation Advisor may also serve as the Dissertation Committee Chair (or co-Chair).

c. Outside Field Member: Each Dissertation Committee shall have appointed at least one Outside Field Member. Outside Field Members are responsible for broadening the disciplinary expertise and perspective available to the student and the Dissertation Committee, and providing a perspective on the student’s dissertation research and dissertation quality beyond the student’s major program field. Outside Field members must be members of the Graduate Faculty representing a disciplinary (sub)field different from the student’s major field of study. In cases where the candidate is also pursuing a dual-title field of study, any dual-title Graduate Faculty member of the Dissertation Committee may serve as the Outside Field Member.

d. Outside Unit Member(s): Each Dissertation Committee shall have appointed at least one Outside Unit Member. The Outside Unit Member is responsible for bringing the attention of the student and the Dissertation Committee [non-academic] issues (including, for example, conflicts of interest) that may impact a student’s progress. Outside Unit Members must have their primary academic appointment in an administrative unit different than the Dissertation Committee Chair(s) and Dissertation Adviser(s).

e. Minor Field Member(s): Dissertation Committees assigned to students pursuing graduate minors shall include at least one Minor Field Member for each graduate minor. Each graduate minor pursued by a student shall be represented by at least one Minor Field Member who is a member of the Graduate Faculty and a member of that minor graduate program. Minor Field Members are responsible for providing the student and the Dissertation Committee with information, advice and perspective on student progress in fulfilling the graduate minor requirements in the graduate program they represent.

f. Special Members: Dissertation Committees may include Special Members who are not members of the Graduate Faculty but are otherwise qualified and have particular expertise in the student’s research area. Special Members do not have to be affiliated with Penn State.

5. Annual Review of Dissertation Committee Membership: The Graduate Program Head of the student’s major program shall review annually each student’s Dissertation Committee to ensure that all Dissertation Committee members continue to qualify for service in their designated roles. The Graduate Program Head is responsible for promptly making any necessary changes and informing the Graduate School.

6. When Dissertation Committee Members Retire or Become Emeritus
a. Dissertation Committee Chair: A Dissertation Committee Chair or co-Chair who retires or becomes emeritus may continue to serve for the duration of the student’s dissertation if they were appointed to the Dissertation Committee in this role prior to retirement and they have the continuing approval of the student’s major Graduate Program Head (and, in the case of students pursuing a dual-title degree, the dual-title Graduate Program Head) and the Graduate School.
Policy 94-02  
Policy Steward:

b. Dissertation Adviser: A Dissertation Adviser or co-Adviser who retires or becomes emeritus may continue to serve for the duration of the student’s dissertation if they were appointed to the Dissertation Committee in this role prior to retirement and they have the continuing approval of the student’s major Graduate Program Head (and, in the case of students pursuing a dual-title degree, the dual-title Graduate Program Head), and the Graduate School.

c. Other Dissertation Committee Members: Dissertation Committee members who retire may remain on the student’s Dissertation Committee for up to one year post-retirement with the continuing approval of the student's major Graduate Program Head (and, in the case of students pursuing a dual-title degree, the dual-title Program Head).

7. When Dissertation Committee Members Leave the University: Dissertation Committee Members in any role who leave Penn State for reasons other than retiring or becoming emeritus may maintain their committee appointment for up to one year with the approval of the student's Graduate Program Head and the Dean of the Graduate School.

8. Other Changes in Dissertation Committee Membership: If the need for Dissertation Committee membership change is required, whether at the time of an annual review or otherwise, the student’s major Graduate Program Head will promptly make the necessary changes and notify the director of Graduate Enrollment Services.

CROSS REFERENCES TO OTHER POLICIES:

90-02  Graduate Program Learning Objectives
94-03  Research Doctoral Degree Dissertation Committees - Responsibilities
94-04  Research Doctoral Degree - Qualifying Examination
94-05  Research Doctoral Degree - English Competence
94-06  Research Doctoral Degree - Comprehensive Examination
94-07  Research Doctoral Degree - Dissertation
94-08  Research Doctoral Degree - Final Oral Examination

Commented [MV3]: This is a new provision for this policy regarding emeritus Dissertation Advisors, and is deliberately parallel to the provision for Dissertation Committee Chair.
PURPOSE:
The purpose of this policy is to identify the duties and responsibilities of the Dissertation Committee in guiding the student in scholarly work toward their degree.

ACADEMIC GOAL:
The academic goal of this policy is to ensure that research doctoral students receive timely and comprehensive guidance from members of the Graduate Faculty that facilitates progress toward their degree, including meeting the Graduate Council’s Scholarly and Professional Goals for All Graduate Degree Students.

SCOPE:
This policy applies to all students enrolled in programs of study leading to the Ph.D.

BACKGROUND:
The broad purpose of the Ph.D. Dissertation Committee is to ensure that each Ph.D. candidate receives the attention, guidance, and mentoring necessary to successfully earn their degree and meet the Graduate Council’s Scholarly and Professional Goals for Penn State graduates from a representative cross section of the Graduate Faculty. This policy describes the particular responsibilities of the Dissertation Committee.

Moreover, continuing communication on a regular basis among the student, the committee chair, the dissertation adviser, and the other members of the committee is strongly recommended, in order to preclude misunderstandings and to develop a collegial relationship among the candidate and all members of the committee.
POLICY 94-03
Policy Steward:

STATEMENT OF POLICY:

1. Primary Responsibility: The Dissertation Committee bears primary responsibility for the broad scholarly development of the Ph.D. student, as well as direct responsibility for guidance and assessment of the student’s dissertation research and academic progress toward the Ph.D. degree. Dissertation Committee members are appointed (Policy 94-02) based on their skills and expertise with these goals in mind. Specific responsibilities include (but are not limited to):
   a. The Dissertation Committee shall meet with the student no less than annually to assess student progress toward the degree (see below).
   b. The Dissertation Committee administers the student’s Comprehensive Examination (see Policy 94-06).
   c. The Dissertation Committee assesses the student’s dissertation and recommends its approval to the Graduate School (see Policy 94-07).
   d. The Dissertation Committee conducts the student’s Final Oral Examination (see Policy 94-08).

2. Annual Committee Meetings: The Dissertation Committee shall meet with the student no less than annually to assess student progress toward the degree and in meeting the Graduate Council’s Scholarly and Professional Goals for all Graduate Degree Students.
   a. The Dissertation Committee shall meet with the student within one semester after its formation (excluding Summer Semester) to review the student’s dissertation research and the student’s understanding of the dissertation research goals, objectives, and methods. This is separate from the meetings for the administration of the Comprehensive Exam (94-07).
   b. At subsequent meetings with the student, the Dissertation Committee shall:
      i. Assess the quality and progress of the student’s research;
      ii. Assess the student’s professional development;
      iii. Decide whether any interim meetings should take place and, if so, when.

3. Additional Committee Meetings: The Dissertation Committee shall meet additionally as necessary to advise the student and the student’s dissertation adviser.
   a. Additional meetings of the Dissertation Committee will be held upon request of the student, of the student’s Dissertation Adviser, or the Dissertation Committee Chair, or of any two members of the Dissertation Committee.

4. Committee Meeting Reports: The Dissertation Committee will review and approve a summary meeting report.
   a. Within the week following each meeting, the Dissertation Committee Chair will circulate a summary of the meeting to the Dissertation Committee. The summary shall include:
      i. The Dissertation Committee’s assessment of the student’s research and professional development progress, along with any advice, recommendations for supplemental study, and/or remedial actions the Dissertation Committee may have for the student and the adviser.

Commented [MV1]: This is a new policy provision regarding the frequency of Dissertation Committee meetings. The current policy has no provisions about the frequency of Dissertation Committee meetings.

Commented [MV2]: This is a new policy provision to ensure that Dissertation Committee meeting outcomes are documented for the student. The current policy has no provisions about Dissertation Committee Meeting reports.
Policy 94-03
Policy Steward:

ii. The Dissertation Committee’s decision on whether any interim Committee meetings are to be scheduled.
b. All members of the Dissertation Committee must approve the meeting summary.
c. The Dissertation Committee Chair shall submit the approved meeting summary to the major (and as appropriate, dual-title) Graduate Program Head.

CROSS REFERENCES / OTHER POLICIES:

94-01 Research Doctoral Degree - Residency Requirement
94-02 Research Doctoral Degree - Dissertation Committee Formation and Composition
94-04 Research Doctoral Degree - Qualifying Examination
94-05 Research Doctoral Degree - English Competence
94-06 Research Doctoral Degree - Comprehensive Examination
94-07 Research Doctoral Degree - Dissertation
94-08 Research Doctoral Degree - Final Oral Examination
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.

January 10, 2018

Graduate Degree Programs

CHANGE

Comparative Literature – adopt the dual-title in Visual Studies for the Ph.D. degree (College of the Liberal Arts), page 10

International Affairs – create an IUG with the B.S. in Security Risk Analysis and the M.I.A. degrees (School of International Affairs), page 41

DROP

Training and Development – drop graduate program (Penn State Harrisburg), page 77

Graduate Courses

ADD

CI 552
The Methods Course in Teacher Education: Challenges and Opportunities
METHODS IN TCHR ED (3)
This course will focus on the “methods course” in teacher education. A common feature of teacher education programs in almost any setting, methods courses are those courses teacher candidates take that address how to teach. Of course, “how to teach” is nowhere near as simple as that would sound, and even less simple is how to teach how to teach, in a way that will actually influence how candidates will teach. Students in this course will read research on methods courses, analyze many examples at Penn State and elsewhere, and inquire together about methods course design. Students will explore:
· WHY have methods courses at all? Are there things to learn about how to teach that can’t be learned through field experience alone?
· WHAT shall the content of methods be? Are there such things as “general methods,” or must methods courses always be content-area-specific? What shall students read and come to know in a methods course?
· WHO shall teach methods courses, and who shall take them? What happens when practitioners teach methods, as opposed to university faculty? Or when we co-teach?
WHEN shall methods courses occur in the timespan of a teacher preparation program? Must they be concurrent with field experience, or should they precede it? What prerequisite knowledge or experiences matter for the success of a methods course?

WHERE shall methods courses be taught? On site in a school? At the university? Somewhere else? What about online?

HOW shall methods be taught? What course activities actually help teacher candidates learn to teach? What are appropriate uses of readings? Peer teaching? Classroom inquiry?

By the end of the course, students will have articulated research-based answers to these questions. In addition, students will be able to apply the available research to existing methods courses in their own current and/or future context(s).

RECOMMENDED PREPERATION: This course is recommended for doctoral students whose future plans include teaching in teacher-preparation programs.

PROPOSED START: SU2018

**EMCH 544**
Multiscale Modeling of Materials
MULTISCALE MODEL (3)
This course discusses the key issues of the conventional simulation methods at single length and time scales. The course starts with a revisit of mechanics of materials, statistical mechanics, and thermodynamics and kinetics of materials, which form the fundamental basis for the development of physical-based simulation models. Conventional simulation methods at single length scale will then follow, including the quantum mechanical simulations, molecular dynamics, finite element simulations, and phase field modeling. Emphasis will be placed on the coupling strategies bridging different length and time scales. The multiscale methods will be delivered in combination with interesting materials phenomena spanning nanostructured and biological materials.

PREREQUISITES: EMCH 461
RECOMMENDED PREPERATION: Any 400-level course related to computational simulations may be substituted for the prerequisite course.

PROPOSED START: FA2018

**ME 552**
Optimal Control of Energy Systems
CTRL ENERGY SYSTS (3)
This course provides an overview of the fundamental principles and methods of optimal control, dynamic programming, and extremum-seeking control, with a focus on the application of these tools to a variety of problems in the energy generation, storage, and management domain. Fundamental topics covered include bond graph modeling of energetic systems, constrained and unconstrained static optimization, the Karush-Kuhn-Tucker conditions, extremum-seeking control, the Bellman principle of optimality, deterministic dynamic programming, Markov chains, stochastic dynamic programming, the Bolza optimal control problem, the Pontryagin maximum principle, the Hamilton-Jacobi-Bellman equation, linear quadratic regulation, bang-bang control, and pseudo-spectral optimal control. Applications examined include impedance matching in photovoltaics and wind power plants, fuel-minimizing optimal vehicle path planning, optimal Lithium-ion battery charging/discharging, optimal power management in hybrid electric and hybrid hydraulic vehicles, and optimal building energy management. The course serves as a broad overview of fundamental topics covered in more depth in other classes on dynamic programming, adaptive control, and optimal control. Equal emphasis is placed on the tools and methods of optimal control theory and their practical application to optimal energy management problems. The course is intended for graduate students in engineering
interested in energy management research, and already possessing a basic familiarity with energy systems and dynamic system modeling.

PREREQUISITES: ME 450
PROPOSED START: SU2018

**METEO 810**
Weather and Climate Datasets

WEATHER CLIM DATA (3)
Anticipating weather events first requires an understanding of typical (or expected) conditions at a particular site. Such climatologies are constructed primarily from historical observations but may also include numerically derived forecasts and analyses. In this course, students will learn a variety of methods for accessing appropriate weather and climate datasets available from government and research institutions. Working with very large datasets in a computationally efficient manner will be stressed, as will consideration of factors that affect data reliability. Students will be encouraged to consider numerous possibilities for presenting weather and climate data with a minimum of quantitative analysis. In addition, numerous examples and case studies will augment discussions on such topics as numerical reanalysis datasets, self-describing archives, and typical problems encountered with environmental observations. Finally, students will learn to construct a site-specific or regional climatology and to communicate a qualitative analysis of those data to others.

RECOMMENDED PREPERATION: Coursework and/or experience with basic computer programming
PROPOSED START: SU2018

**PSY 537**
Topics in Organizational Psychology

TOPICS IN ORG PSYC (3)
PSY 537 builds on the basic learning blocks of organizational psychology in order to be on the frontiers of knowledge about multilevel and interpersonal dynamics in organizations from the employee, to the team, to the broader organization. The course objective is to gain in-depth knowledge of the theories and research evidence in an area of organizational psychology, and then to develop a novel research idea that contributes to and expands beyond existing research. Specific topic in this course include: employee emotions and motivation, employee well-being, leadership and social influence, workplace diversity, and team-level processes and climate.

PREREQUISITES: PYS 523
PROPOSED START: SU2018

**CHANGE**

OLD

**ANTH 559**
Human Ecology

HUMAN ECOLOGY (3)
Ecological anthropology, emphasizing the adaptive aspects of subsistence, including foraging and settlement pattern.

APPROVED START: SP2011
NEW

ANTH 559
Human Ecology
HUMAN ECOLOGY (3)
Within the anthropological and environmental sciences, human ecology (incorporating environmental anthropology, ecological anthropology, cultural ecology, behavioral ecology and evolutionary ecology) is the study of dynamic interactions between people and the environment, past and present. The readings are designed to give students an overview of the fundamental ecological processes that pattern human behavioral responses to environmental variability and how and why human behavior recursively shapes environmental variability. These incorporate a wide range of topics with an emphasis on how human social behavior and resource use are integrated into ecological processes and their services at multiple scales. In so doing, the course takes a holistic perspective of the human experience; one that views cultural, biological, environmental, demographic, and technological processes as interconnected phenomena, and human behavior and practices as components of complex adaptive systems. The topics covered are especially timely in our contemporary political and environmental context, and will explore the relevance of human ecology for these on-going debates.

OLD

CHEM 536
Medicinal Chemistry
MEDICINAL CHEM (3)
Topics from classical bioorganic chemistry, modern chemical biology, and organic chemistry related to drug design and drug action.
PREREQUISITES: CHEM 476 or BMB 401
APPROVED START: SP2013

NEW

CHEM 536
Medicinal Chemistry and Chemical Biology
CHEMICAL BIOLOGY (3)
The goal of this course is to provide a foundation in development and application of chemical technologies to the understanding and manipulation of biological systems. Chemical biology is a relatively new field that spans the traditional fields of chemistry and biology by applying chemical technologies to the understanding and manipulation of biological systems. As such, this course should be accessible and provide benefit to students working in both chemical and biological areas. Lectures include higher-level biological chemistry (assuming prior knowledge of biological chemistry at an undergraduate level, such as CHEM 476 or BMB 401) and synthetic chemistry and biology principles along with current literature in the field of chemical biology.
PREREQUISITES: CHEM 476 or BMB 401

OLD

FIN 555
Global Finance
GLOBAL FINANCE (1-3)
Analyze international business finance problems, impact of evolving international payment systems on business, financial management in modern multi-national enterprise.
CROSS-LISTED: IB 555
PREREQUISITES: FIN 550
NEW
FIN 555
Global Finance
GLOBAL FINANCE (1-3)
This course deals with the analysis of problems in international business finance and the impact of evolving international payment systems on business. The focus is on how decisions about financial management are and should be made in the modern multinational enterprise. The impact that these decisions have on the worldwide allocation of economic resources and distribution of wealth will be assessed.
CROSS-LISTED: None
PREREQUISITES: None
RECOMMENDED PREPARATION: Smeal M.B.A. Core Courses

OLD
GEOG 864
Professionalism in Geographic Information Science and Technology
GISPROFESSIONALIMS (2)
Prepares current and aspiring professionals to recognize, analyze and address legal and ethical issues in the GIS&T (geospatial) field.
APPROVED START: SU2009

NEW
GEOG 864
Professionalism and Ethics in Geographic Information Science and Technology
GIS PROF & ETHICS (3)
Professional practice and ethics in the Geographic Information Science and Technology (GIS&T, a.k.a. geospatial) field requires being both competent in one’s work and reflective about its legal and ethical implications. Certified GIS&T professionals are required to affirm their commitment to legal and ethical practice. Fulfilling such commitments requires the ability to recognize and analyze legal and ethical problems and to act with integrity. In this course students investigate the nature of professions generally and the characteristics of the professions that occupy the GIS&T field in particular. Students gain awareness of pertinent legal and ethical issues and hone their moral reasoning skills through methodical analyses of case studies in relation to the GIS Code of Ethics and Rules of Conduct. Assignments include readings, case study analyses, interactive discussions, practitioner interviews and preparation of original case studies.

OLD
LARCH 520
Design and Theory II: Introduction to Issues of Place
DESIGN II (5)
LArch 520 is the second of a four-class sequence of design studios at the core of the professional MLA design program. The course follows LARCH 515 and continues to develop the fundamental concepts and basic skills of landscape architectural design. The particular emphasis of this class is an introduction to site analysis encompassing both natural and cultural elements of place. The studio project types are small to moderate in scale and have basic programs. In many cases, site design
projects include community projects (i.e. parks) with real human issues and sites. Group discussions and critiques will be important activities in the studio.

This course builds upon two previous classes: the ideas explored in LARCH 515 such as the basic design elements (landform, vegetation, structures), and the issues in LARCH 241 of landscape design and the ecology of site, via a series of studio projects, charrettes (intensive applied workshops) and field trips. LARCH 520 will engage students with design challenges on real sites in the State College/University Park community. Students will be challenged to develop the comprehensive understanding of site and activities (program) required to become an effective landscape architect. Included in the most important parts of that comprehension are natural, social, historical, and aesthetic site conditions; functions, activities and program requirements; site and community context; and relevant design concepts, theories and examples.

The subsequent challenge for students will be the development of design processes necessary to integrate site and program understandings into unified, successful design.

PREREQUISITES: LARCH 515
APPROVED START: SP2012

NEW

LARCH 815
Grad Studio I
GRAD DESIGN I (6)

LARCH 815 is the first of a three-course sequence of design studios at the core of the professional M.L.A. design program. Students will develop the fundamental concepts and basic skills of landscape architectural design and explore site design through expanded complexity of site and program. Students are presented with design projects that include extensive and complex programs and a broad range of site scales, existing conditions, and contexts. Projects also explore the extent and complexity of pedestrian and vehicular circulation. These expanded site and program considerations require students to consider a broad range of design responses while building skill in site design.

Throughout the semester, students will develop skills in graphic representation and visualization to explore design ideas and develop presentation graphics. The subsequent challenge for students will be the development of design processes necessary to integrate site and program understandings into unified, successful design.

PREREQUISITES: None

OLD

LARCH 530
Design and Theory III: Landscape Systems
DESIGN III (5)

LARCH 530 considers the broader landscape and systems within the landscape. There are two very good reasons to learn to work at the broader landscape scale: to make informed planning, design and management recommendations at that level, and to enlighten site-scale design with a regional perspective. Students begin exploring ways to understand and address issues of regional context before focusing on local-scale site design in the spring semester. Projects include an emphasis on regional analysis, site and program analysis, and site design in the regional context. Studio work involves research and report writing and medium- to large-scale projects where site design and program are directly influenced by regional factors. Topography, geomorphology, land use, transportation, regional ecology, demographics, landscape history, visual analysis, etc., are introduced, all bound into current technological formats using such tools as Geographic Information Systems.
Students explore ideas about landscape-scale conservation, linkages and recreational programming—important types of regional-scale work with which landscape architects are involved. They apply knowledge of the landscape in considering public planning, design and management interventions, including exploration of alternatives for landscape conservation and recreation. Students become involved, through community outreach projects, with interactive and real (e.g. sometimes messy) public dialogue that may help build community-wide enthusiasm for a landscape project of regional significance.

PREREQUISITES: LARCH 520
APPROVED START: SP2012

NEW

LARCH 816
Grad Studio II
GRAD DESIGN II (6)
LARCH 816 considers the broader landscape and systems within the landscape. Students learn to work at the broader landscape scale, making informed planning, design and management recommendations at that level, and enlightening site-scale design with a regional perspective.
Students begin exploring ways to understand and address issues of regional context. Projects include an emphasis on regional analysis, site and program analysis, and site design in the regional context. Studio work involves research and report writing and medium- to large-scale projects where site design and program are directly influenced by regional factors. Topography, geomorphology, land use, transportation, regional ecology, demographics, landscape history, visual analysis, etc., are covered, all bound into current technological formats using such tools as Geographic Information Systems. Students explore ideas about landscape-scale conservation, linkages, and recreational programming—important types of regional-scale work with which landscape architects are involved. They apply knowledge of the landscape in considering public planning, design, and management interventions, including exploration of alternatives for landscape conservation and recreation. Students become involved, through community outreach projects, with interactive and real (e.g. sometimes messy) public dialogue that may help build community-wide enthusiasm for a landscape project of regional significance. Throughout the semester, students will continue to develop skills in graphic representation and visualization to explore design ideas and develop presentation graphics.
PREREQUISITES: None

OLD

LARCH 540
Design and Theory IV: Site and Community Design
DESIGN IV (5)
LARCH 540 directly references the understanding of the regional context from the preceding studio courses to take students into community master planning issues. An introduction to those issues and the issues of sprawl and landscape history then allows a transition to community form and housing-type topics. In this class, students gain an understanding of designing communities and everyday human habitat—at several scales, including the interrelationships of natural, cultural and economic factors on the past, present and future development of communities. They develop awareness that even small, individual site design requires an understanding of larger environmental and cultural contexts. To this end, they learn to assess physical and cultural geographies at regional and local scales and their implications for community design at the site scale.
PREREQUISITES: LARCH 530
LARCH 817
Grad Studio III
GRAD DESIGN III (6)
LARCH 817 provides an overview of community and spatial design that accommodates civic and public functions while addressing social and environmental imperatives. It also expands on site design and programs that creatively reconcile community-based (i.e. residential and/or public space) agendas. In support of focused explorations of community-oriented design, students are expected to draw on their knowledge of regional and landscape systems from LARCH 816, as well as site design in LARCH 815. In designing public spaces that lie at the heart of thriving communities, students are also expected to draw on technical skills in grading, materials, and planting acquired in their implementation courses. Throughout the semester, students will continue to develop skills in graphic representation and visualization to explore design ideas and develop presentation graphics.
PREREQUISITES: None

NUTR 830
Advanced Nutrition and Health Program Planning
ADV NUTR PRGM PLAN (3)
This course provides an opportunity for students to become proficient in the skills essential for successful nutrition education programming, dissemination, and evaluation through development and implementation of a nutrition education intervention with a target audience in their respective communities. We will examine current theories, models, and state-of-the-art strategies, and discuss how to apply them to a variety of settings including clinical, community, and other workplaces, as well as the home. Various behavioral and environmental factors, which may contribute to the maintenance of poor nutritional outcomes, will be critically assessed. Focus will be on how to plan interventions that address multiple components within the target population’s environment. Students will gain proficiency by working in groups and using best practices to design, implement, and evaluate an educational program within their chosen community.
APPROVED START: SU2016
OLD

**PHS 555**  
Statistical Methods for Public Health II  
STAT PUBLIC HTH II (3)  
This course will provide theoretical and applied foundations in statistical genetics and genomics, survival data analysis, and longitudinal data analysis as applied in biomedical research and public health.  
PREREQUISITES: PHS 554  
APPROVED START: FA2015

NEW

**PHS 555**  
Statistical Methods for Public Health II  
STAT PUBLIC HTH II (3)  
The course provides in-depth information regarding the principles behind randomized and controlled clinical trials and then delves into topics that are specific to clinical trials. Study designs determine how the data are analyzed and how to avoid/minimize clinical biases, so study designs are investigated: (a) Phase I-IV trials, (b) non-inferiority designs, (c) factorial designs, and (d) crossover designs. Next, sample size calculations are investigated to optimize precision, and the biostatistical and logistical aspects of randomization methods are described. Adaptive designs provide more efficient approaches, especially two-stage approaches. Adaptive designs are investigated for Phase II-III clinical trials. Many clinical trials invoke time-to-event outcomes, so survival analysis methods are covered in detail. Systematic reviews and meta-analyses consist of summarizing and analyzing the data across a set of independent clinical trials. In particular, fixed-effects and random-effects models for meta-analyses are explored. The final topic is medical diagnostic testing, in which clinical researchers try to identify new testing procedures for distinguishing between healthy and diseased individuals.  
PREREQUISITES: PHS 554

OLD

**PSY 533**  
Ethics and Leadership: Psychological and Social Processes  
ETHICS AND LDRSHP (3)  
Students will examine the role of ethics in leadership with an emphasis on supporting ethical decision-making in organizations.  
PREREQUISITES: PSY 532  
APPROVED START: FA2014

NEW

**PSY 833**  
Ethics and Leadership: Psychological and Social Processes  
ETHICS AND LDRSHP (3)  
Students will examine the role of ethics in leadership with an emphasis on supporting ethical decision-making in organizations.  
PREREQUISITES: PSY 532  
APPROVED START: FA2014
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: Comparative Literature

New Graduate Program, Option, or Minor: Add ✓

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: 16.0104
Designation of new graduate option: Dual Title PhD in Comparative Literature and Visual Studies
Designation of new graduate minor: 

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

Existing Graduate Program Option, or Minor: Change Drop

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

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

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

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

Submitted by Graduate Program Head
Charlotte Eubanks  
Signature  Date: 29 Oct 2017

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Michael Putnam  
Signature  Date: 01 Oct 2017

Approved by College/School Dean/Chancellor (or Designee):
Scott Bennett (Associate Dean)  
Signature  Date: 10/24/17
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A proposal to the Graduate Council by the Graduate Program in Comparative Literature to Adopt the Dual-Title Graduate Degree Program in Visual Studies

Submitted by the Department of Comparative Literature
Robert Edwards, Head, rre1@psu.edu
A proposal to the Graduate Council by the Graduate Program in Comparative Literature to Adopt the Dual-Title Graduate Degree Program in Visual Studies

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I. Program Justification and Objectives

A. The departmental and interdepartmental context

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

As indicated by the Areas of Specialization page on our website, departmental interests in the history of media and visual culture extend from the oral tradition through to book history and beyond to electronic, digital, and popular media, including aesthetic objects produced on cell phones, as graphic novels, or in video game form. A number of our faculty work specifically on ekphrastic relationships among media, including book history, the visual arts, medical case studies, religious textuality and embodied practice, or (to mention one specific case) surrealism’s heavily theoretical dream landscapes. This interest in media and visual culture is extended by the work of a number of faculty focused on the historical and theoretical problem of information, which we understand as a subtending force in the organization, storage, and transmission of cultural value from the earliest human cultures to the seemingly radical novelties of the digital age. Many of our existing graduate courses address media theory or

1 http://complit.la.psu.edu/people/graduate/areas-of-specialization
media/book history, helping students to build a strong foundation for the study of the modes and material substrates of aesthetic production. The department also has robust connections with the Digital Culture and Media Initiative\(^2\) and the Center for Humanities and Information\(^3\) -- both currently directed by faculty associated with Comparative Literature -- as well as with the Palmer Museum of Art. Both the DCMI and CHI regularly bring visitors to campus, and CHI sponsors pre-doctoral and faculty fellowships for projects engaged in thinking about information. Penn State faculty in Comparative Literature serve on the boards of scholarly journals involved with visual culture.\(^4\) Our faculty also curate exhibitions at Penn State and elsewhere, and are actively involved in developing and analyzing forms of visual pedagogy.\(^5\)

The proposed dual-title Ph.D. program in Comparative Literature and Visual Studies builds on existing strengths in the Department of Comparative Literature and enhances our collaboration with faculty in other Ph.D.-granting units at Penn State, the library, the Digital Culture and

\(^2\) http://dcmi.la.psu.edu/
\(^3\) http://www.chi.la.psu.edu/
\(^4\) Jonathan Eburne is Associate Editor of *ASAP: Association for the Study of Arts of the Present*. Charlotte Eubanks is Associate Editor of *Verge: Studies in Global Asias* where she curates the regular visual cultures feature entitled “Portfolio.”
\(^5\) Jonathan Abel collaborated with Christopher Reed to work with students to create *Forging Alliances*, an exhibition concerning post-War Japanese ceramics and prints at the Palmer (see gallery.arts.psu.edu/exhibits/show/palmer/alliances). Reed also co-curated the exhibition *Rooms of their Own: The Bloomsbury Artists in American Collections*, which toured six college/university museums including the Palmer. Abel and Reed published on exhibition and pedagogy (“The Utility of Aesthetics: Exhibition, Pedagogy, and Critical Questions for Postcolonialism,” *Verge: Studies in Global Asias* 1(2) Spring 2015). Charlotte Eubanks directs an undergraduate research internship at the Palmer Museum of Art, focused on the collection of Japanese woodblock prints (*ukiyo-e*), resulting in docent education classes, several “Paper Views”, and one full exhibit (see https://palmermuseum.psu.edu/exhibitions/previous/floating-between-worlds-new-research-japanese-prints-permanent-collection).
Media Initiative, and the Center for Humanities and Information, to offer our doctoral students a broader and more thoroughly multidisciplinary perspective on their studies, and to credential that work on a job market that is moving increasingly toward the visual.\(^6\)

**B. Program justification**

1. **The College context**

This proposal for a dual-title Ph.D. program in Visual Studies contributes to the primary goal outlined in the College of the Liberal Arts 2014-19 strategic plan: “to sustain and broaden our national leadership in research and graduate education... by focusing on areas of strength and by expanding our dual-title Ph.D. offerings.” The proposed dual-title Ph.D. program will raise the profile and improve the quality of graduate education in the College of the Liberal Arts. It will improve the quality of graduate education by enhancing or supplementing the various approaches to graduate-level work in visual studies that have emerged at Penn State over the last several years. The university offers many resources for this work, but they currently exist in a loose array spread across various departments and other units. The proposed collaboration will systematize these resources in the college, and organize them into a coherent field of study in which students can receive training and credentialing.

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\(^6\) For the period October 2013-February 2014, the search terms “film,” “digital,” “media,” and “visual” in the Modern Language Association job database yielded the following results: “film” 230; “digital” 175; “media” 160; “visual” 73. The same search for the period October 2014 to March 2015 produced the following results: “film” 212; “digital” 186; “media” 175; “visual” 84.
This dual-title Ph.D. proposal supports the vision laid out in the Comparative Literature Department’s 2014-19 Strategic Plan, which highlights “global media” as one of the three fields where we are focusing our growth. The proposed dual-title Ph.D. program in Comparative Literature and Visual Studies will attract new and highly qualified graduate students to our doctoral program and create a new platform for grant writing and other forms of fund raising. It will allow our graduate students to plan a rigorous course of study drawing from a full range of multidisciplinary resources, and it will create a structure through which to make more efficient use of those resources as departments and faculty coordinate their work in visual studies. In addition, it will help recruit and retain top faculty in our department and other units.

2. Justification for the degree title

The degree title “Visual Studies” was chosen in consultation with representatives from the College of Arts and Architecture and the College of Communications to signify the breadth of this course of study, which is both distinct from existing programs at the university and open to a wide range of collaborations now and in the future. This degree will raise the visibility of our existing graduate programs with a credential that will work to recruit strong doctoral students and confer a crucial edge in the job market for our graduates.

C. Program objectives

The principal aim of the proposed dual-title Ph.D. in Comparative Literature and Visual Studies is to provide graduate students in Comparative Literature the opportunity to formalize Visual Studies-related interdisciplinary components of their graduate training that will enhance their scholarly work and increase their competitiveness on the job market. It will do this by
combining the resources of faculty, departments, and facilities across colleges into a formal structure for training graduate students in the knowledge, analysis, and evaluation of a wide range of visual culture, and production of scholarship and pedagogy in visual formats. This training will cultivate breadth by pushing students to think across conventional disciplines and domains of practice, and will ensure rigor derived from exposure to a variety of scholars working in closely related historical and methodological fields informed by a rich mixture of disciplinary and institutional perspectives and resources. The quality and visibility of this program will attract ambitious graduate students and credential them in a way that will contribute to our success in placement. Because scholars prize the opportunity for dynamic intellectual exchange associated with thriving graduate programs and strong students, this proposed dual-title Ph.D. program will also help Penn State recruit and retain top faculty across a variety of departments in the humanities.

The Visual Studies curriculum for the dual-title Ph.D. in Visual Studies comprises two core components: 1) historical and theoretical analysis of various forms of visual culture, their diverse sources, and their current manifestations; 2) historical and theoretical analysis of visual media in the information age, including the visual aspects of the digital humanities and the presentation of scholarship and teaching in visual media. A program-specific required course in each of these areas (described below) will ensure breadth of training for participating students. Together these components will offer students a sophisticated understanding of and ability to intervene in debates about visual culture and visuality in the world today.
D. Size of program and impact on course offerings and faculty load

The Department of Comparative Literature typically admits three to five students a year to its Ph.D. program. The proposed dual-title Ph.D. in Comparative Literature and Visual Studies expects to enroll approximately one student every other year, drawn from the ranks of existing doctoral students in Comparative Literature who have not yet passed their candidacy exams or from newly admitted doctoral students.

The two required seminars for the dual-title Ph.D. program (VSTUD 501 AND 502) will be taught by a core of graduate faculty as part of each faculty member’s commitment to teach graduate seminars on a rotating basis. The departments already offering the Visual Studies dual title have committed faculty to teach courses. There are also faculty in the Department of Comparative Literature qualified to teach the core classes (taught on load). Elective courses contributing to the dual-title program in Visual Studies will be drawn from the many existing offerings across a range of departments as detailed in the proposal to the Graduate Council by the Graduate Program to establish a Dual-Title Ph.D. Program in Visual Studies. The Department of Comparative Literature has already created one seminar, CMLIT 508: Global Visual Culture, which would provide coursework toward the proposed dual-title degree. Charlotte Eubanks (CMLIT) taught this course in fall 2016, and the Department has committed to offering it regularly, at least once every third year, in the future.
E. Student recruitment and employment prospects

Every year, individual Penn State faculty members in Comparative Literature and the department as whole receive inquiries from prospective students asking how our faculty research interests and departmental strengths in Visual Studies are manifested in the form of course offerings and opportunities in the department. The dual-title Ph.D. in Visual Studies will improve our ability to recruit and retain graduate students with a program that publicizes, coordinates, and credentials their work in this field.

Students will enter the proposed program either from the ranks of existing doctoral students in Comparative Literature who have not yet passed their candidacy exams or from doctoral students newly admitted to the department. Students of either type will have to declare their intention and secure permission to complete the dual-title program in accordance with the requirements detailed below. The program will be advertised on the Comparative Literature department web pages, as well as on the web pages of other units, including the Center for Humanities and Information, and in the Graduate Degree Programs Bulletin. Professional meetings, conferences, and undergraduate programs in Comparative Literature and in Visual Studies will also be mined for recruitment opportunities.

Giving our doctoral graduates an edge on a job market in the humanities that is increasingly oriented toward visual media and issues of visuality is a fundamental rationale for this dual-title Ph.D. proposal. As detailed in the opening paragraphs, hundreds of job advertisements for scholars in the modern languages call for expertise in visual culture. The training and
credentialing proposed here will offer our graduate students real advantages when they apply for jobs in academia and beyond. Successful doctoral placement will make our graduate program more attractive, improving our ability to recruit highly qualified graduate students in a cycle that will continue to strengthen the graduate program in Comparative Literature.

F. Costs and funding

Because the two required core seminars for the dual-title Ph.D. program will be taught as part of each department’s commitment to offer these graduate seminars on a rotating basis, within their current faculty resources, these courses will not require new faculty lines. In addition to helping staff these new core seminars, the Comparative Literature Department is supporting the Visual Studies program with one graduate seminar (CMLIT 508: Global Visual Cultures) and plans to propose others over the coming semesters. Other additional courses for the Visual Studies dual-title come from other departments, and the Department of Comparative Literature will communicate with other graduate programs to explore the possibility for concurrent course listings, where applicable.

Students in the Dual Title Ph.D. in Comparative Literature and Visual Studies program may require one additional semester to complete the 6-15 credits of coursework beyond the requirements for the Comparative Literature degree alone. Graduate students carrying a full-time course load typically accumulate more than the required number of courses for the Ph.D. in Comparative Literature; with proper planning, these extra courses can be devoted to the Visual Studies degree. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner and the Department of Comparative
Literature will continue to distribute its funding awards in accordance with its standing practices for admitted graduate students. 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 supported by funds from the Comparative Literature program will perform teaching and other academic duties determined by the Comparative Literature Department graduate officer. Students will receive all possible assistance from the graduate faculty to write grants to support their field research and other academic endeavors.

## II. List of Courses

### A. Core seminars

The program will consist of two required courses – “Visual Culture Theory and History” and “Visual Studies in Digitality” -- and three elective courses. The two required courses, described below, were established in 2017 with the approval of the Visual Studies dual-title PhD programs in English and German. The three elective courses may be taken either in the student’s home department or in other relevant units, and must be chosen in consultation with the Director of Graduate Studies for Comparative Literature.

**VSTUD 501 (3 crs) Visual Culture Theory and History.** The course examines foundational theoretical texts that have come to define Visual Culture as a historically delineated academic discipline. The goal is to examine the inter-disciplinary relationships that emerged with modern technologies, media, aesthetic agendas, and social relationships to produce Visual Culture as a field of study. This course will review structuralist, semiotic, rhetorical, and technological approaches to understanding the relationship between word and image in modern media.
These methods are applied to studying museum exhibitions, photography, film, fashion, and book arts as they developed in the twentieth century. These media will be examined in their specifically modern context first as a specific outgrowth of industrial urban environments and then within post-industrial media networks. This course is a required seminar for the dual-title degree in Visual Studies.

**VSTUD 502 (3 crs) Visual Studies in Digitality.** This course explores the theoretical, historical, and operational aspects of visual culture as they relate to the production and consumption of information via digital technologies. Students will gain familiarity with theories of the visual nature of digital technology and the history of these technologies as they relate to humanistic disciplines and ideals of public pedagogy. This background will inform engagement with the tools of rhetorical analysis and critical media theory as students hone skills in critical literacy for digital media, including organizing scholarship and pedagogy for digital presentation and assessing such presentations with regard to both technical issues concerning the integration of the visual and the textual, and broader questions concerning the ideological, economic, and institutional effects of the digitization of learning. This course is a required seminar for the dual-title degree in Visual Studies.

**B. Seminars to be developed by CMLIT**

Faculty in the Department of Comparative Literature plan to propose some new seminars over the course of the next two years. Possible proposals include CMLIT 5xx: Word and Image, CMLIT 5xx: Global Film Cultures, CMLIT 5xx: Visualizing Violence, CMLIT 5xx: Graphic Novels as World Literature, and/or CMLIT 5xx: Visual Cultures of Race, Gender, and Sexuality.
III. Proposed Graduate Bulletin Copy

Comparative Literature (CMLIT)

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Degrees Conferred

Ph.D., M.A.

Integrated B. A./M. A. in Comparative Literature

Dual-Title Ph.D. (Comparative Literature and African Studies)

Dual-Title Ph.D. (Comparative Literature and Asian Studies)

Dual-Title Ph.D. (Comparative Literature and Visual Studies)

Dual-Title Ph.D. (Comparative Literature and Women’s Studies)

The Graduate Faculty

The Program

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

The M.A. is a general humanistic degree that helps prepare students for a variety of situations, including teaching in private high schools or community colleges, or further graduate work. The Ph.D. is a more specialized degree. The Ph.D. in Comparative Literature can be combined with a minor in a professional field such as teaching English as a second language. Other potential combinations include our dual-title Ph.D. programs in Comparative Literature and Asian Studies, Comparative Literature and African Studies, Comparative Literature and Visual Studies, or Comparative Literature and Women's Studies.
Only the faculty members and courses officially associated with the Department of Comparative Literature are listed here. Faculty members and courses in other departments are also available to comparative literature students according to their preparation.

Admission Requirements

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

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

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

Master's Degree Requirements

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

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

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

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

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

Other Relevant Information

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

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

The Department of Comparative Literature offers an integrated B.A./M.A. program that is designed to allow academically superior baccalaureate students to obtain both the B.A. and the M.A. degrees in Comparative Literature within five years of study. The first two years of undergraduate course work include the University General Education and Liberal Arts requirements in addition to language and literature study in the major. In the third year, students are expected to define areas of interest in two primary literatures in different languages. In addition, students in the B.A./M.A. program should begin to undertake work in a second foreign language. The fourth year includes graduate-level work in methodology and the student's selection of primary literatures, which replaces comparable 400-level senior year courses. The fifth and final year of the program typically consists of graduate work in Comparative Literature courses as well as the chosen literatures. The program culminates with an M.A. paper.
By encouraging greater depth and focus in the course of study beginning in the third undergraduate year, this program helps students more clearly define their area of interest and expertise in the otherwise vast field of international literatures. As a result, long-range academic planning for exceptional students pursuing doctoral degrees after leaving Penn State, or other professional goals, will be greatly enhanced. The student may also be more competitive in applying for admission to Ph.D. programs as well as for institutional and national grant monies and scholarships.

**Admission Requirements**

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

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

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

- Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.A. in Comparative Literature are listed in the Undergraduate Bulletin. Degree requirements for the M.A. degree are listed in the Master's Degree Requirements section above. Up to 9 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted.
Because the B.A./M.A. is an integrated (rather than a sequential) degree program, students are encouraged to gradually increase the number of graduate courses taken for credit. (See chart of suggested progress below.) Still, students should satisfy all of the B.A. requirements (including double-counted classes), before taking courses that count only toward the M.A. If students accepted into the IUG program are unable to complete the M.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

- CMLIT 501 will double-count for both degrees, and will replace CMLIT 400Y (a core requirement of the B.A.-only program). Students enrolled in the Integrated B.A./M.A. program can also double-count two further 500-level courses (502 and 503) toward both the B.A. and the M.A. degrees.

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<tr>
<th>Year One:</th>
<th>6 credits:</th>
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<tr>
<td></td>
<td>CMLIT 10</td>
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<td>CMLIT 100</td>
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<th>Year Two:</th>
<th>6 credits:</th>
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<tr>
<td></td>
<td>Foreign Language (beyond the 12-credit level)</td>
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<td>6 credits:</td>
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<td>Courses in Literature</td>
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<th>Year Three:</th>
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<tr>
<td></td>
<td>400-level courses in Literature (6 credits) and CMLIT 501 (3 credits)</td>
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<td></td>
<td>Work in foreign language (credits do not count towards the major, but reading proficiency is required for the M.A. degree)</td>
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<tr>
<th>Year Four:</th>
<th>3 credits:</th>
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<tr>
<td></td>
<td>CMLIT 502 or 503</td>
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<tr>
<td>6 credits:</td>
<td>Comparative Literature courses</td>
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<tr>
<td>6-9 credits:</td>
<td>500-level courses in Literatures (at least 3 credits in non-Anglophone literature)</td>
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<th>Year Five:</th>
<th>3 credits:</th>
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<td></td>
<td>CMLIT 502 or 503</td>
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<tr>
<td>9-12 credits:</td>
<td>500-level courses in Literatures (at least 3 credits in non-Anglophone literature)</td>
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<tr>
<td>6 credits:</td>
<td>500-level Comparative Literature Courses M.A. paper</td>
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**Dual-Title Ph.D. in Comparative Literature and African Studies**

Comparative Literature doctoral students who have research and educational interests in African Studies may apply to the Dual-Title Doctoral Degree Program in African Studies. The goal of the program is to enable doctoral students from Comparative Literature to complement their knowledge and skills in their primary discipline with in-depth knowledge of prevailing theories on and problem-solving approaches to thematic, regional, or national issues pertaining to African development and change.
The Dual-Title Doctoral Degree Program will provide interested Comparative Literature doctoral students with a multidisciplinary approach that will enhance their analytical capabilities for addressing key issues in African Studies. It will, thereby, add value to their Comparative Literature degree and should increase their competitiveness in the job market. The well-rounded specialist who graduates from the program may be employed in an international setting and have enhanced opportunities for U.S. academic and non-academic positions as well.

**Admission Requirements**

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

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

**Degree Requirements**

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

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

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

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

- A minimum of 60 postbaccalaureate credits. Course work accepted for the M.A. in Comparative Literature will count toward the 60-credit requirement. At least 45 credits, exclusive of dissertation research credits, must be in Comparative Literature.
- AFR 501 (3)
- 15 credits of African-related coursework at the 400 or 500-level; a minimum of 6 of these credits must be taken from a list of courses maintained by the African Studies program chair.
- Up to 6 of the 15 credits may come from Comparative Literature, as approved by the student's Comparative Literature and African Studies Program academic advisors.
- The remaining credits can be taken in AFR or in any department other than Comparative Literature.
- Of the 15 credits, no more than 6 credits may be taken at the 400-level and no more than 3 combined credits may come from 596 and 599 listings.

The choice of courses in African Studies is to be proposed by the student subject to approval by the Comparative Literature and African Studies academic advisers. The suite of selected courses should have an integrated, intellectual thrust that probes thematic, national, or regional issues and that is complementary to the student’s specialty in Comparative Literature.

Language Requirement

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

Candidacy Exam

The dual-title degree will be guided by the Candidacy Exam procedure of the Comparative Literature graduate program. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable. There will be a single candidacy examination, containing elements of both the major discipline and African Studies.
The candidacy examination committee for the dual-title degree will be composed of Graduate Faculty from Comparative Literature and must include a graduate faculty member from the African Studies Program. The designated dual-title faculty member may be appointed from Comparative Literature if that person holds a formal affiliation with the African Studies program.

**Doctoral Committee Composition**

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

**Comprehensive Exam**

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

**Dissertation and Dissertation Defense**

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

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

Graduate students with research and educational interests in international education may apply to the Comparative Literature/Asian Studies Degree Program. The goal of the dual-title degree Comparative Literature and Asian Studies is to enable graduate students from Comparative Literature to acquire the knowledge and skills of their major area of specialization in Comparative Literature while at the same time gaining the perspective of Asian Studies.
In order to prepare graduate students for the competitive job market, this program provides them with a solid disciplinary foundation that will allow them to compete for the best jobs in their field. For such students the dual-title Ph.D. in Asian Studies will add value to their degree and their status as candidates. It will produce excellent scholars of literature who are experts in Asian Studies as well. The dual-title degree Comparative Literature and Asian Studies will build curricular bridges beyond the student’s major field so as to provide a unique training regime for the global scholar.

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

Admission Requirements

Students must apply and be admitted to the graduate program in Comparative Literature and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Asian Studies dual-title program. Refer to the Admission Requirements section of the Asian Studies Bulletin page. The Asian Studies admissions committee reviews applications forwarded by Comparative Literature, and recommends students for admission to the Asian Studies program to the Graduate School. Students already in their first and second years of the Comparative Literature graduate program may also apply to the dual-title program if their applications are forwarded by Comparative Literature. Doctoral students must be admitted into the dual-title degree program in Asian Studies prior to obtaining candidacy in their primary graduate program.

Students with appropriate course backgrounds and a 3.00 junior/senior average (on a 4.00 scale) will be considered for admission. The admission process is highly competitive and the best qualified students will be admitted subject to space availability. Scores from the Graduate Record Examination (GRE) are required for admission.

There are no specific requirements for admissions into the dual-title program beyond the requirements of the Graduate School and Comparative Literature, though applicants interested in the program should also make their interest in the dual-title program known clearly on their application for admission to the Comparative Literature program and include remarks in their essays that explain their training, interests, and career goals in an area of Asian Studies.

Degree Requirements

To qualify for an Asian Studies degree, students must satisfy the requirements of the Comparative Literature program in which they are primarily enrolled. In addition, they must satisfy the requirements described below, as established by the Asian Studies Program. Within this framework, final course selection is determined by the students, their Asian Studies adviser, and their Comparative Literature program adviser.
Upon a student’s acceptance by the Asian Studies admissions committee, the student will be assigned an Asian Studies academic adviser in consultation with the Asian Studies chair. As students develop specific scholarly interests, they may request that a different Asian Studies faculty member serve as their adviser. The student and adviser will discuss a program of study that is appropriate for the student’s professional objectives and that is in accord with the policies of The Graduate School, the Comparative Literature department and the Asian Studies program.

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

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

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

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

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

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

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

**Dual-Title Ph.D. in Comparative Literature and Visual Studies**

Comparative Literature graduate students who have research and educational interests in global visual culture may apply to the Dual-Title Doctoral Program in Visual Studies. The program aims to (a) provide students with the conceptual and methodological tools they will use to interpret literature and its history in global contexts; (b) help them develop a comprehensive understanding of literary systems, processes, and networks across languages, cultures, and media; and (c) guide them in using their specialized knowledge and skills to produce research of publishable quality. The program prepares graduates for college and university teaching, and careers in other related fields.

The dual-title Ph.D. in Visual Studies comprises two core components: 1) historical and theoretical analysis of various forms of visual culture, their diverse sources, and their current manifestations; 2) historical and theoretical analysis of visual media in the information age, including the visual aspects of the digital humanities and the presentation of scholarship and teaching in visual media. A program-specific required course in each of these areas will ensure breadth of training for participating students. Together these components will offer students a sophisticated understanding of and ability to intervene in debates about visual culture and visuality in the world today.

**Admission Requirements**

Students must apply and be admitted to the doctoral program in Comparative Literature and The Graduate School before they can apply for admission to the dual-title degree program. Applicants interested in the dual-title degree program may make their interest in the program known clearly in their applications to Comparative Literature and include remarks in their statement of purpose that address the ways in which their research and professional goals in the primary department reflect an interest in Visual Studies-related research. After admission to the doctoral program, students must apply for admission to and meet the admissions requirements of the Visual Studies dual-title program, as described in the Admission Requirements section of the Visual Studies Bulletin. Doctoral students must be admitted into the dual-title degree program in Visual Studies prior to obtaining candidacy in the Comparative Literature program.
Degree Requirements

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

Coursework

The program will consist of a total of fifteen credits, including two required courses – “Visual Culture Theory and History” and “Visual Studies in Digitality” -- and three elective courses dealing with questions of visuality, chosen in consultation with the Director of Graduate Studies for Comparative Literature. Up to six credits may be double-counted by both the primary graduate program (CMLIT) and the dual-title.

Language Requirements

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

Candidacy

The dual-title field will be fully integrated into the candidacy exam for the doctoral program. The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Comparative Literature and must include at least one Graduate Faculty member from the Visual Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. In addition, candidates for the dual-title Ph.D. in Visual Studies will be required to present to their committee a portfolio of work in Visual Studies, consisting of a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions related to Visual Studies.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

Doctoral Committee Composition

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

After completing most course work, doctoral candidates for the dual-title doctoral degree in Comparative Literature and Visual Studies must pass a comprehensive examination that includes written and oral components. Written components will be administered on a candidate’s examination fields according to the current Comparative Literature exam structure. The faculty member representing Visual Studies on the student’s committee will participate in developing, administering, and evaluating the student’s comprehensive exams.

Dissertation and Dissertation Defense

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

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

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

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

Admission Requirements

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

Practically speaking, this will likely mean applying to the dual-title program before completing the second year of study in Comparative Literature.

Degree Requirements

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

Coursework

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

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

Language Requirements

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

Candidacy

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

Doctoral Committee Composition

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

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

Dissertation and Final Oral Examination (Dissertation Defense)

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

Student Aid

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

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

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

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

**TITLE VI CENTER FOR GLOBAL STUDIES ASSISTANTSHIP**
Available to beginning and continuing graduate students in Comparative Literature and other programs.

**Courses**

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

**COMPARATIVE LITERATURE (CMLIT) course list**

[1] A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82-44.

**IV. Affected Departments and Programs**

In the process of creating the proposal to establish a Dual-Title Ph.D. Program in Visual Studies, five graduate programs in the College of the Liberal Arts -- Comparative Literature; English; French and Francophone Studies; German and Slavic Languages; and Spanish, Italian, and Portuguese – and the Department of Art History submitted letters assuring their participation in administering the Visual Studies dual-title degree. The Ph.D. program in Art Education is also considering a partnership.
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 International Affairs
Department or Instructional Area:

New Graduate Program, Option, or Minor: Add

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

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

Existing Graduate Program Option, or Minor: X Change Drop

Current designation of graduate program: Master of International Affairs
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): Adding an IUG with BS in Security Risk Analysis Program

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

Submitted by Graduate Program Head
Scott Gartner
Printed name
Signature
Date: 9/28/12

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Larry Backer
Printed name
Signature
Date: 9/24/2017

Approved by College/School Dean/Chancellor (or Designee):
Scott Gartner
Printed name
Signature
Date: 9/24/12
<table>
<thead>
<tr>
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<tr>
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<td>C. Andrew Cole</td>
<td></td>
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<td>1/8/2018</td>
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<td>Subcommittee on New and Revised Programs and Courses:</td>
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<tr>
<td>Recommended by Chair, Graduate Council</td>
<td>M. Kathleen Heid</td>
<td></td>
<td></td>
<td>1/8/2018</td>
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<tr>
<td>Noted by Dean of the Graduate School:</td>
<td>Regina Vasilatos-Younken</td>
<td></td>
<td></td>
<td>1/8/2018</td>
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PROGRAM CHANGE PROPOSAL FOR INTERNATIONAL AFFAIRS

TO CREATE AN INTEGRATED UNDERGRADUATE-GRADUATE (IUG) DEGREE PROGRAM

BS IN SECURITY RISK ANALYSIS/MIA IN INTERNATIONAL AFFAIRS

SUBMITTED BY
THE SCHOOL OF INTERNATIONAL AFFAIRS

TO

GRADUATE COUNCIL
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I. Proposed Integrated Degree Program and Complete Program Statement

A. Brief Description of the Program

The proposed integrated undergraduate-graduate (IUG) degree program (B.S. in Security and Risk Analysis (SRA)/M.I.A. in International Affairs) will provide an opportunity for strong students in these majors to complete a master’s degree with 5 total years of study.

The IUG will allow students to use upper level Security and Risk Analysis courses\(^1\) to complete elective requirements in International Affairs (INTAF), while using INTAF courses to complete some of their BS requirements. Students in their fourth year will take the INTAF core courses and in their fifth and final year a mix of INTAF and Security and Risk Analysis courses (or other courses that meet the requirements of each).

B. Justification Statement for Action Being Taken

Persistent advanced threats to cyber networks, transnational threats such as climate, migration, poverty, and energy sustainability, hybrid-war strategies, and non-state actors’ seeking to cause chaos by compromising cyber-space create an evolving international threat environment that challenges the balance between security and privacy and requires experience in intelligence analysis and knowledge of threats and vulnerabilities pertaining to cybersecurity. Identifying and mitigating the prevalent threats and vulnerabilities associated with the new age requires critical thinkers who are the product of inter-disciplinary education. Collaboration between the College of Information Sciences and Technology (IST) and the School of International Affairs (SIA) positions Penn State to provide a program that prepares the next generation to prepare for, respond to, mitigate, and recover from the threats posed by this dynamic international environment.

The IUG program in International Affairs and Security and Risk Analysis is both timely and consistent with the tradition of interdisciplinary studies at other schools of international affairs. It will also strengthen the SIA existing collaborations and interactions with the College of Information Sciences and Technology.

C. Time of Admission to the Program

The number of openings in the integrated B.S./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study.

\(^1\) Because of the interdisciplinary nature of the M.I.A. degree, courses taken in the College of Information Sciences and Technology as a part of the elective component of the M.I.A. (Appendix A) automatically count towards the M.I.A. Any course not listed in Appendix A may be selected upon consultation with the academic advisers and approval by the Director of the SIA and the faculty adviser in the College of Information Sciences and Technology.
D. **Graduate Admission**

1. Must be enrolled in the Security and Risk Analysis B.S. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the SIA. Students must complete the [Graduate School application](#). All applicants will submit one letter of recommendation and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements.
5. Must provide written endorsement from the Associate Dean in the College of Information Sciences and Technology.

E. **Plan of Study**

In consultation with an adviser in the College of Information Sciences and Technology, the applicant should prepare a plan of study that covers the entire time period of the IUG program, and it should be reviewed periodically with an adviser from both departments.

F. **Degree Requirements**

**M.I.A. Requirements for the Integrated B.S./M.I.A.**

The IUG program requires no new course approvals. The M.I.A. portion of the integrated B.S./M.I.A. will require the completion of a minimum of 42 credits at the 400, 500, or 800 level, at least 18 of which are from six core courses consisting of INTAF 801(3), 802(3), 803(3), 804(3), 506(3) and 890(3). The remaining credits are attained through completion of the approved elective courses and the capstone experience. 

In addition to the core curriculum and elective courses, M.I.A. degree candidates must complete either: (i) a master's paper; or (ii) a supervised internship placement. If the first option is chosen and the candidate opts to complete a paper, he/she must complete 3 credits of INTAF 594. The master's paper will involve integrating and showing mastery of the subject matter of the student's curricular emphasis, and may also involve original research. If the second option is chosen, the candidate will complete 3 credits of INTAF 595. The student will participate in a supervised internship of sufficient depth and professionalism that will allow the student to experience the

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2 Because of the interdisciplinary nature of the M.I.A. degree, courses taken in the College of Information Sciences and Technology as a part of the elective component of the M.I.A. (Appendix A) automatically count towards the M.I.A. Any course not listed in Appendix A may be selected upon consultation with the academic advisers and approval by the Director of the SIA and the faculty adviser in the College of Information Sciences and Technology.
integration of his/her curricular studies in an actual professional environment. A reflective paper will be submitted as a part of this credit requirement.

In order to graduate, M.I.A. degree students also will need to demonstrate proficiency in a language other than English. Proficiency will be defined as follows: (i) four semesters of a Penn State language sequence or its equivalent; (ii) native acquisition, as shown by the candidate's personal history and approved by the SIA academic adviser; or (iii) performance on a proficiency evaluation sufficient to equal four semesters of language learning: for this purpose, either Penn State's proficiency certification process or another pre-approved proficiency assessment may be used. Credits earned in language study cannot be applied towards requirements for the M.I.A. degree.

<table>
<thead>
<tr>
<th>M.I.A. Degree</th>
<th>Integrated B.S./M.I.A. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (18)</td>
<td>Core Courses (18)</td>
</tr>
<tr>
<td>INTAF801(3), INTAF802(3),</td>
<td>INTAF801(3), INTAF802(3), INTAF803(3),</td>
</tr>
<tr>
<td>INTAF803(3), INTAF804(3),</td>
<td>INTAF803(3), INTAF804(3), INTAF506(3),</td>
</tr>
<tr>
<td>INTAF506(3), INTAF890(3)</td>
<td>INTAF506(3), INTAF890(3)</td>
</tr>
<tr>
<td>Electives (21)</td>
<td>Electives (21)</td>
</tr>
<tr>
<td>Course choices are from a pre-approved list in the SIA, or by academic adviser - approved substitution.</td>
<td>Due to the interdisciplinary nature of the M.I.A., the specific elective courses will be decided upon as indicated in the admission requirements process. A maximum of 12 credits may be double-counted toward the B.S. and the M.I.A.</td>
</tr>
<tr>
<td>Capstone (3)</td>
<td>Capstone (3)</td>
</tr>
<tr>
<td>Master’s Paper (INTAF594) or Internship (INTAF595)</td>
<td>Master’s Paper (INTAF594) or Internship (INTAF595)</td>
</tr>
<tr>
<td>Total Degree Credits (42)</td>
<td>Total Degree Credits (42)</td>
</tr>
</tbody>
</table>

Undergraduate courses that may be double-counted include: SRA 421, SRA 433, SRA 468, and SRA 440W. These courses fulfill graduate elective requirements. Graduate courses that may be double-counted include: INTAF 801, INTAF 802, and INTAF 804. These courses fulfill the support of option requirement for the SRA degree. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.I.A.
degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**G. Sample Program of Study**

A typical sequence of coursework for a Security and Risk Analysis major in the IUG program would appear as follows:

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SRA 111 (3 credits)</td>
<td>SRA 211 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 110/110S (3)</td>
<td>Foreign Language 2 (4)</td>
</tr>
<tr>
<td></td>
<td>ENGL 015 or 030 (3)</td>
<td>Natural Sciences (3)</td>
</tr>
<tr>
<td></td>
<td>Foreign Language (4)</td>
<td>CAS 100 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 140 (3)</td>
<td>ECON 102 (3)</td>
</tr>
<tr>
<td>Year Two</td>
<td>SRA 221 (3)</td>
<td>SRA 231 (3)</td>
</tr>
<tr>
<td></td>
<td>STAT 200 (4)</td>
<td>PSYCH 001 or SOC 005 (3)</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 3 (4)</td>
<td>IST 210 (3)</td>
</tr>
<tr>
<td></td>
<td>GEOG 40, PLSC 1, or PLSC 014 (3)</td>
<td>Natural Science w/ Lab (4)</td>
</tr>
<tr>
<td>Year Three</td>
<td>SRA 311 (3)</td>
<td>SRA 468 (3)</td>
</tr>
<tr>
<td></td>
<td>International Course IL/GH(3)</td>
<td>ENGL 202C or D (3)</td>
</tr>
<tr>
<td></td>
<td>SRA 365 or STAT 460 (3)</td>
<td>SRA 397E or ECON 302 (3)</td>
</tr>
<tr>
<td></td>
<td>Arts (3)</td>
<td>Arts (3)</td>
</tr>
<tr>
<td></td>
<td>Natural Science (3)</td>
<td>International Course (3)</td>
</tr>
<tr>
<td></td>
<td>Humanities (3)</td>
<td>Electives (4)*</td>
</tr>
<tr>
<td>Year Four</td>
<td><strong>INTAF 802 (3)</strong>*</td>
<td><strong>INTAF 801 (3)</strong>*</td>
</tr>
<tr>
<td></td>
<td>INTAF 804 (3)</td>
<td>INTAF 803(3)</td>
</tr>
<tr>
<td></td>
<td>INTAF 506 (3)</td>
<td>INTAF 890 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 432 (3)</td>
<td>SRA 440W (3)</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Activity (1.5)</td>
<td>Health and Physical Activity (1.5)</td>
</tr>
<tr>
<td>Year Five</td>
<td><strong>SRA 421(3)</strong>**</td>
<td><strong>SRA 433 (3)</strong>**</td>
</tr>
<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Grad Elective (3)</td>
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<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Grad Elective (3)</td>
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<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Master’s Paper (INTAF594) or Internship (INTAF595) (3)</td>
</tr>
<tr>
<td></td>
<td>Support of Option (3)</td>
<td></td>
</tr>
</tbody>
</table>

* If not fluent in a second language, electives should be used for a fourth language course for MIA degree.
** Designates cross-over courses
*** Fulfills Support of Option for B.S. in SRA in this example
****Fulfills Grad Elective course for MIA in this example

**Note:** Students are expected to complete IST 495 Internship (3 credits) during one or more summer semesters for B.S. in SRA.
H. Academic Advising

Advising is an important component of the integrated B.S./M.I.A. degree program. Upon acceptance into the program, each student will be assigned a faculty adviser whose academic specialty and/or area of research are as closely matched with the student’s interests as possible. In addition, students will work with the SIA academic adviser to develop an individualized plan of study.

II. Draft Integrated Degree Program Web Site

Integrated B.S./M.I.A.

The School of International Affairs (SIA) and the College of Information Sciences and Technology offer an integrated undergraduate-graduate (IUG) degree program leading to a Bachelor of Science (B.S.) in Security and Risk Analysis and a Master of International Affairs (M.I.A.) in International Affairs.

Admissions Requirements

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

The number of openings in the integrated B.S./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Specific requirements:

1. Must be enrolled in the Security and Risk Analysis B.S. program.
2. Must apply to and be accepted into the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals. Applicants must submit official transcripts from all post-secondary institutions attended other than Penn State.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time
period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

5. Must provide written endorsement from the Associate Dean in the College of Information Sciences and Technology.

**M.I.A. Requirements for the Integrated B.S./M.I.A.**

The M.I.A. portion of the integrated B.S./M.I.A. will require the completion of a minimum of 42 credits at the 400, 500, or 800 level, at least 18 of which are from six core courses consisting of INTAF 801(3), 802(3), 803(3), 804(3), 506(3) and 890(3). The remaining credits are attained through completion of the approved elective courses and the capstone experience.

In addition to the core curriculum and elective courses, M.I.A. degree candidates must complete either: (i) a master's paper; or (ii) a supervised internship placement. If the first option is chosen and the candidate opts to complete a paper, he/she must complete 3 credits of INTAF 594. The master's paper will involve integrating and showing mastery of the subject matter of the student's curricular emphasis, and may also involve original research. If the second option is chosen, the candidate will complete 3 credits of INTAF 595. The student will participate in a supervised internship of sufficient depth and professionalism that will allow the student to experience the integration of his/her curricular studies in an actual professional environment. A reflective paper will be submitted as a part of this credit requirement.

In order to graduate, M.I.A. degree students also will need to demonstrate proficiency in a language other than English. Proficiency will be defined as follows: (i) four semesters of a Penn State language sequence or its equivalent (15 credits with a quality grade of B or better using a 4.0 scale); (ii) native acquisition, as shown by the candidate's personal history and approved by the SIA academic adviser; or (iii) performance on a proficiency evaluation sufficient to equal four semesters of language learning: for this purpose, either Penn State's proficiency certification process or another pre-approved proficiency assessment may be used. Credits earned in language study cannot be applied towards requirements for the M.I.A. degree.

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<td>Core Courses (18)</td>
<td>Core Courses (18)</td>
</tr>
<tr>
<td>Electives (21)</td>
<td>Electives (21)</td>
</tr>
<tr>
<td>Course choices are from a pre-approved list in the SIA, or by SIA academic adviser substitution.</td>
<td>Due to the interdisciplinary nature of the M.I.A., the specific elective courses will be decided upon as indicated in the admission requirements process. A maximum of 12</td>
</tr>
</tbody>
</table>
Undergraduate courses that may be double-counted include: SRA 421, SRA 433, SRA 468, and SRA 440W. These courses fulfill graduate elective requirements. Graduate courses that may be double-counted include: INTAF 801, INTAF 802, and INTAF 804. These courses fulfill the support of option requirement for the SRA degree. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**Sample Program of Study**

A typical sequence of coursework for a Security and Risk Analysis major in the IUG program would appear as follows:

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SRA 111 (3 credits)</td>
<td>SRA 211 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 110/110S (3)</td>
<td>Foreign Language 2 (4)</td>
</tr>
<tr>
<td></td>
<td>ENGL 015 or 030 (3)</td>
<td>Natural Sciences (3)</td>
</tr>
<tr>
<td></td>
<td>Foreign Language (4)</td>
<td>CAS 100 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 140 (3)</td>
<td>ECON 102 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SRA 221 (3)</td>
<td>SRA 231 (3)</td>
</tr>
<tr>
<td></td>
<td>STAT 200 (4)</td>
<td>PSYCH 001 or SOC 005 (3)</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 3 (4)</td>
<td>IST 210 (3)</td>
</tr>
<tr>
<td></td>
<td>GEOG 40, PLSC 1, or PLSC 014 (3)</td>
<td>Natural Science w/ Lab (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SRA 311 (3)</td>
<td>SRA 468 (3)</td>
</tr>
<tr>
<td></td>
<td>International Course IL/GH(3)</td>
<td>ENGL 202C or D (3)</td>
</tr>
<tr>
<td></td>
<td>SRA 365 or STAT 460 (3)</td>
<td>SRA 397E or ECON 302 (3)</td>
</tr>
<tr>
<td></td>
<td>Arts (3)</td>
<td>Arts (3)</td>
</tr>
<tr>
<td></td>
<td>Natural Science (3)</td>
<td>International Course (3)</td>
</tr>
<tr>
<td>Year</td>
<td>Humanities (3)</td>
<td>Electives (4)*</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Year Four</td>
<td><strong>INTAF 802 (3)</strong>***</td>
<td><strong>INTAF 801 (3)</strong>***</td>
</tr>
<tr>
<td></td>
<td>INTAF 804 (3)</td>
<td>INTAF 803(3)</td>
</tr>
<tr>
<td></td>
<td>INTAF 506 (3)</td>
<td>INTAF 890 (3)</td>
</tr>
<tr>
<td></td>
<td>IST 432 (3)</td>
<td>SRA 440W (3)</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Activity (1.5)</td>
<td>Health and Physical Activity (1.5)</td>
</tr>
<tr>
<td>Year Five</td>
<td><strong>SRA 421(3)</strong>**</td>
<td><strong>SRA 433 (3)</strong>**</td>
</tr>
<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Grad Elective (3)</td>
</tr>
<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Grad Elective (3)</td>
</tr>
<tr>
<td></td>
<td>Grad Elective (3)</td>
<td>Master’s Paper (INTAF594) or</td>
</tr>
<tr>
<td></td>
<td>Support of Option (3)</td>
<td>Internship (INTAF595) (3)</td>
</tr>
</tbody>
</table>

* If not fluent in a second language, electives should be used for a fourth language course for MIA degree.
** Designates cross-over courses
*** Fulfills Support of Option for B.S. in SRA in this example
****Fulfills Grad Elective course for MIA in this example

**Note:** Students are expected to complete IST 495 Internship (3 credits) during one or more summer semesters for B.S. in SRA.

**Academic Advising**

Advising is an important component of the integrated B.S./M.I.A. degree program. Upon acceptance into the program, each student will be assigned a faculty adviser whose academic specialty and/or area of research are as closely matched with the student’s interests as possible. In addition, students will work with the SIA academic adviser to develop an individualized plan of study.

**III. Proposed Graduate Programs Bulletin Listing**

**Program Home Page** (will link to a page on the School of International Affairs web site)

**International Affairs (INTAF)**

[Program Home Page]

SCOTT GARTNER, Director, School of International Affairs
245 Lewis Katz Building
814-867-2789
Degrees Conferred:

M.I.A.
Integrated B.A. in Asian Studies, Chinese, or Japanese/M.I.A. in International Affairs
Integrated B.A. in German/M.I.A. in International Affairs
Integrated B.S. in German/M.I.A. in International Affairs
Integrated B.A. in International Politics/M.I.A. in International Affairs
Integrated B.A. in Political Science/M.I.A. in International Affairs
Integrated B.A. in Russian/M.I.A. in International Affairs
Integrated B.S. in Security and Risk Analysis/M.I.A. in International Affairs

The Graduate Faculty

The Program

The School of International Affairs (SIA) is designed to prepare students for occupations involving public service, private enterprise, nonprofit organizations, and international organizations worldwide. The Master of International Affairs (M.I.A) degree program will provide students with a substantial knowledge base in international systems, institutions, issues, and history, and the advanced analytical tools and cross-cultural skills and competencies necessary for these occupations. Students will work closely with faculty to design a curriculum around their core course work, which incorporates a functional or regional theme and provides the opportunity to apply and enhance the core knowledge component with a thematically based set of graduate courses from across Penn State's existing graduate and professional curriculum.

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.

All applicants will submit GRE scores, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals. Applicants must submit official transcripts from all post-secondary institutions attended.

International applicants are required to submit English proficiency test scores, unless they are from one of the countries listed as exempt in the Graduate Bulletin. English proficiency test scores must meet or exceed the minimum acceptable scores listed in the Bulletin. Applicants with a score of 19 or higher on the speaking section of the TOEFL Internet-based test will be considered for admission, though a score of 23 or higher is desirable.

Admissions will be based on a review of all submitted materials and spaces will be offered to the best qualified applicants, taking into account academic achievement, relevant work experience and other indices of aptitude for advanced study in international affairs.

Master's Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
The program requires six courses which are designed to establish a base of knowledge in key subject areas which reflect the basic mission of the SIA. These courses will form the core curriculum for the M.I.A. This core curriculum is designed to provide students with a strong foundation in the ethical dimensions of international exchange, with skills essential to perform quantitative and qualitative analysis in cross-cultural contexts and with leadership training designed to understand and bridge the cultural differences. A minimum of 42 credits at the 400, 500, or 800 level will be required for completion of the program, at least 18 of which must be from courses at the 500 and 800 level. A minimum of 6 credits must be at the 500 level. Students are required to take 18 credits of core courses in: INTAF 506 (3), INTAF 801 (3), INTAF 802 (3), INTAF 803 (3), INTAF 804 (3), and INTAF 890 (3).

In addition to completing the core curriculum, students will choose their remaining courses, with faculty guidance, from a substantial list of elective courses for a total of 21 credits. A list of approved elective courses is maintained by the graduate program office. The courses usually will be clustered around areas of concentration designated by the SIA faculty, but students also will be permitted to design an independent interdisciplinary curriculum with faculty approval. The areas of concentration, which will be pre-approved by the faculty, will take advantage of Penn State's rich graduate curriculum by aggregating in appropriate thematic clusters pre-existing and specially-created graduate-level classes.

In addition to the core curriculum and elective courses, degree candidates must complete either: (i) a master's paper; or (ii) a supervised internship placement. If the first option is chosen and the candidate opts to complete a paper, they must enroll in 3 credits of INTAF 594. The master's paper will involve integrating and showing mastery of the subject matter of the student's curricular emphasis, and may also involve original research. If the second option is chosen, the candidate will enroll in 3 credits of INTAF 595. The student will participate in a supervised internship placement of sufficient depth and professionalism that would allow the student to experience the integration of their curricular studies in an actual professional environment. A reflective paper will be submitted as a part of this credit requirement.

In order to graduate, students also will need to demonstrate proficiency in a language other than English. Proficiency will be defined as follows: (i) four semesters of a Penn State language sequence or its equivalent (15 credits with a quality grade of C or better using a 4.0 scale); (ii) native acquisition, as shown by the candidate's personal history and approved by the SIA faculty; or (iii) performance on a proficiency evaluation sufficient to equal four semesters of language learning: for this purpose, either Penn State's proficiency certification process (described below) or another pre-approved proficiency assessment may be used.

**Joint Degree Program between Penn State Law (J.D.) and the School of International Affairs (M.I.A.)**

Joint Degree Program:

-Penn State Law and the School of International Affairs offer a joint degree program that will enable a student to complete in four academic years both a Juris Doctor degree (J.D.) and a Master of International Affairs (M.I.A.). A J.D./M.I.A. graduate will have the education and skills background to practice law in the United States, to work in an international context, and to assume a leadership role in international affairs.
Admission Requirements

Students must apply to and meet the admission requirements of both the graduate program in which they intend to receive their graduate degree and the professional degree program. The admission requirements for the Master of International Affairs degree are listed above. Upon the student’s request and at the discretion of the program, the LSAT scores may replace the GRE scores for joint degree admissions purposes. Admissions requirements and applications for admission for Penn State Law are available at the J.D. Admissions section of the Penn State Law website.

Students applying to the joint degree program must be admitted separately into both Penn State Law and the School of International Affairs. Students must first be admitted into the law school and will always complete their first two semesters in law before commencing the M.I.A. component. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree.

Residency

A typical J.D./M.I.A. joint degree student will be in residence at Penn State Law for six semesters and at the School of International Affairs for two semesters.

Liaisons

The respective liaisons for Penn State Law and the School of International Affairs shall be as follows: the department and faculty liaisons for Penn State Law shall be the Associate Dean for Academic Affairs and the student adviser will be the Associate Dean for Academic Affairs or such other faculty member(s) as may be designated by the Dean. The liaison for the School of International Affairs shall be the Director or such faculty member(s) as may be designated by the Director.

Double-Counting of Credits

**Penn State Law:** A maximum of twelve credits of M.I.A. course work may be double-counted for credit toward the J.D. degree at Penn State Law. Courses eligible for double-counting towards the J.D. and M.I.A. include the courses on the M.I.A. Electives list and any other courses taken as M.I.A. electives with the express written permission of the M.I.A. and J.D. advisers. Students must obtain a grade satisfactory to Penn State Law for the course work to be credited towards the J.D. degree.

**School of International Affairs:** A maximum of twelve credits of law school course work may be double-counted for credit toward the M.I.A. degree. Courses eligible for double-counting towards the J.D. and M.I.A. include the courses on the M.I.A. Electives list and any other courses taken as M.I.A. electives with the express written permission of the M.I.A. and J.D. advisers.

Sequence

Joint Degree students will complete their SIA core courses by the end of the second year of the joint degree program, the first two semesters of the M.I.A. consecutively during the second year immediately following completion of the first year of the J.D. degree. The third and fourth year of the joint program will be in residence with Penn State Law and will include both required law classes and remaining electives to fulfill the M.I.A.
Recommended Program of Study and Advising

All students in the program will have two advisers, one from Penn State Law and one from the School of International Affairs. Periodic interaction between the two advisers is encouraged. A program of study will be developed for each student, taking into account the fact that some courses at both locations are offered on a rotating or intermittent basis. Many courses are offered every year but some are offered every two or three years. Advisers will have available a list of projected relevant courses or educational experiences in order to work with the student on an individualized program of study. The standard committee structure will apply to the School of International Affairs programs.

Tuition

Students will be charged the applicable Penn State Law tuition to cover the J.D. program and the applicable School of International Affairs tuition to cover the M.I.A. degree program. The Penn State Law tuition will be paid for the semesters that the student is in residence at Penn State Law, and the School of International Affairs tuition will be paid for the semesters that the student is in residence there. A student may take up to one course (3 credit hours) per semester in the school where the student is not in residence without any change in tuition, but must pay additional tuition to the non-residential program if he or she wishes to take additional course work in that program during that semester.

Financial Aid and Assistantships

Decisions on financial aid and assistantships are made by each school according to that school's procedures. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Fulfillment of Degree Requirements and Graduation

A student in the program may complete the requirements for one of the degrees and be awarded that degree prior to completing all the requirements for the other degree; provided, however, that the student shall have successfully completed at least two semesters of work towards the other degree. All courses in one program that will count towards meeting the requirements of the other must be completed before the awarding of either degree. Students will be required to fulfill all requirements for each degree in order to be awarded that degree, subject to the inter-program transfer of credits. If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.I.A. degree if all the M.I.A. degree requirements have been satisfied.

Important Note: If the joint degree student is using law (900-level) credits toward the graduate degree during their last semester of enrollment, they should be prepared to extend their graduate degree graduation to a subsequent semester (the following semester at a minimum). This is due to the graduate degree approval deadline falling before the law (900-level) course grading processes are complete.

Integrated Undergraduate-Graduate (IUG) Degree Program B.A. in Asian Studies, Chinese, or Japanese and Master of International Affairs (M.I.A.)

The integrated undergraduate-graduate (IUG) degree program (B.A. in Asian Studies, Chinese, or Japanese/M.I.A. in International Affairs) provides an opportunity for strong students in these majors to complete a master's degree with 5 total years of study.
An increasingly globalized economy is likely to escalate the demand for graduate training in international affairs. The career choices for graduates with this training will also expand sharply.

The integrated degree program prepares students for a variety of careers requiring an interdisciplinary background in Asian Studies or Asian languages and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations. The School of International Affairs (SIA) Master of International Affairs (M.I.A.) represents a professional degree designed to prepare students to thrive in these increasingly global career paths.

Admission Requirements

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

The number of openings in the integrated B.A./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. Specific requirements:

1. Must be enrolled in the Asian Studies, Chinese, or Japanese B.A. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation, GRE scores, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser.
5. Must provide written endorsement from the head of Asian Studies.

M.I.A. Requirements for the Integrated B.A./M.I.A.

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 Bachelor of Arts in Asian Studies, Chinese, and Japanese are listed on the Undergraduate Degree Programs Bulletin. Degree requirements for the M.I.A. degree are listed in the Master's Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Courses that may be double-counted include: ASIA 463, ASIA 465Y, ASIA 469, ASIA 475Y, ASIA 476, ASIA 481, ASIA 486, ASIA 489, ASIA 493, ASIA 501, ASIA 502, and ASIA 577. The graduate thesis or other
graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

**Tuition Charges, Grant-in-Aid, and Assistantships**

Students admitted to the School of International Affairs through the IUG with a B.A. in Asian Studies, Chinese, or Japanese may be considered to receive financial assistance. Students on graduate assistantships must adhere to the course load limits set forth in the *Graduate Bulletin*.

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**Integrated Undergraduate/Graduate (IUG) Degree Program B.A. in German and Master of International Affairs (M.I.A.)**

The integrated undergraduate-graduate (IUG) degree program (B.A. in German/M.I.A. in International Affairs) provides an opportunity for strong students in these majors to complete a master’s degree with 5 total years of study.

An increasingly globalized economy is likely to escalate the demand for graduate training in international affairs. The career choices for graduates with this training will also expand sharply. The integrated degree program prepares students for a variety of careers requiring an interdisciplinary background in German and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations. The School of International Affairs (SIA) Master of International Affairs (M.I.A.) represents a professional degree designed to prepare students to thrive in these increasingly global career paths.

**Admission Requirements**

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

The number of openings in the integrated B.A./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. Specific requirements:

1. Must be enrolled in the German B.A. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the *Graduate School application*. All applicants will submit one letter of recommendation and a GRE scores, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser.

5. Must provide written endorsement from the head of Germanic and Slavic Languages and Literatures.

**M.I.A. Requirements for the Integrated B.A./M.I.A.**

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 Bachelor of Arts in German are listed in the [Undergraduate Degree Programs Bulletin](#). Degree requirements for the M.I.A. degree are listed in the Master’s Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. **Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.**

Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The list of courses that can double count includes GER 408, GER 431, GER 432, GER 489, GER 494, GER 540, GER 581, and GER 592. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

**Tuition Charges, Grant-in-Aid, and Assistantships**

**Students admitted to the School of International Affairs through the IUG with a B.A. in German may be considered to receive financial assistance.** Students on graduate assistantships must adhere to the course load limits set forth in the [Graduate Bulletin](#).

**Integrated Undergraduate-Graduate (IUG) Degree Program B.S. in German and Master of International Affairs (M.I.A.)**

The integrated undergraduate-graduate (IUG) degree program (B.S. in German/M.I.A. in International Affairs) provides an opportunity for strong students in these majors to complete a master’s degree with 5 total years of study.

An increasingly globalized economy is likely to escalate the demand for graduate training in international affairs. The career choices for graduates with this training will also expand sharply. The integrated degree program prepares students for a variety of careers requiring an interdisciplinary background in German and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations. The School of International Affairs (SIA) Master of International Affairs (M.I.A.) represents a professional degree designed to prepare students to thrive in these increasingly global career paths.

**Admission Requirements**

**Admission requirements listed here are in addition to requirements stated in the [GENERAL INFORMATION](#) section of the [Graduate Bulletin](#).**
The number of openings in the integrated B.S./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. Specific requirements:

1. Must be enrolled in the German B.S. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a GRE scores, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser.
5. Must provide written endorsement from the head of Germanic and Slavic Languages and Literatures.

M.I.A. Requirements for the Integrated B.S./M.I.A.

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 Bachelor of Science in German are listed in the Undergraduate Degree Programs Bulletin. Degree requirements for the M.I.A. degree are listed in the Master’s Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The list of courses that can double count includes GER 408, GER 431, GER 432, GER 489, GER 494, GER 540, GER 581, and GER 592. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

Tuition Charges, Grant-in-Aid, and Assistantships

Students admitted to the School of International Affairs through the IUG with a B.S. in German may be considered to receive financial assistance. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.
Integrated Undergraduate/Graduate (IUG) Degree Program B.A. in International Politics and Masters in International Affairs (M.I.A.)

The integrated undergraduate-graduate (IUG) degree program (B.A. in International Politics/M.I.A. in International Affairs) provides an opportunity for strong students in International Politics to complete a master's degree with 5 total years of study.

The demand for graduate training in international affairs will grow significantly in the near future along with the burgeoning requirements for international knowledge and professional experience in commerce, humanitarian service, and public affairs. The career choices for graduates with this training will also expand sharply. The integrated degree program prepares students for a variety of careers requiring an interdisciplinary background in politics and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations.

The IUG degree in International Affairs and International Politics is both timely and consistent with the tradition of interdisciplinary studies at other schools of international affairs. It will also strengthen the School of International Affairs’ existing collaborations and interactions with the College of the Liberal Arts.

Admission Requirements

The number of openings in the integrated B.A./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree.

Specific requirements:

1. Must be enrolled in the International Politics B.A. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a GRE scores, two letters of recommendation and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade-point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.
5. Must provide written endorsement from the head of the undergraduate program/department.

M.I.A. Requirements for the Integrated B.A./M.I.A.

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 Bachelor of Arts in International Politics are listed in the Undergraduate Degree Programs Bulletin. Degree requirements for the M.I.A. degree are listed in the Master's Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all...
undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

Up to 9 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The following 9 credits may be double-counted toward the B.A. and the M.I.A.: PL SC 415 (3), PL SC 550 (3), PL SC 554 (3). The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

Tuition Charges, Grant-in-Aid and Assistantships

Students admitted to the School of International Affairs through the IUG with International Politics may be considered to receive financial assistance. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Integrated Undergraduate/Graduate (IUG) Degree Program B.A. in Political Science and Masters in International Affairs (M.I.A.)

The integrated undergraduate-graduate (IUG) degree program (B.A. in Political Science/M.I.A. in International Affairs) will provide an opportunity for strong students in Political Science to complete a master’s degree with 5 total years of study.

An increasingly globalized economy is likely to escalate the demand for graduate training in international affairs. The career choices for graduates with this training will also expand sharply. The integrated degree program would prepare students for a variety of careers requiring an interdisciplinary background in politics and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations. The School of International Affairs (SIA) Master of International Affairs (M.I.A.) represents a professional degree designed to prepare students to thrive in these increasingly global career paths.

The IUG degree in International Affairs and Political Science is both timely and consistent with the tradition of interdisciplinary studies at other schools of international affairs. It will also strengthen the School of International Affairs’ existing collaborations and interactions with the College of the Liberal Arts.

Admission Requirements

The number of openings in the integrated B.A./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. Specific requirements:

1. Must be enrolled in the Political Science B.A. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a GRE scores, two letters of recommendation and a
personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.

3. Although the program has no fixed minimum grade-point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.

4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

5. Must provide written endorsement from the head of Political Science.

M.I.A. Requirements for the Integrated B.A./M.I.A.

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 Bachelor of Arts in Political Science are listed in the Undergraduate Degree Programs Bulletin. Degree requirements for the M.I.A. degree are listed in the Master’s Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

Up to 9 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The following 9 credits may be double-counted toward the B.A. and the M.I.A.: PL SC 415 (3), PL SC 550 (3), PL SC 554 (3). The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

Tuition Charges, Grant-in-Aid and Assistantships

Students admitted to the School of International Affairs through the IUG with Political Science may be considered to receive financial assistance. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Integrated Undergraduate-Graduate (IUG) Degree Program B.A. in Russian and Master of International Affairs (M.I.A.)

The integrated undergraduate-graduate (IUG) degree program (B.A. in Russian/M.I.A. in International Affairs) provides an opportunity for strong students in these majors to complete a master’s degree with 5 total years of study.

An increasingly globalized economy is likely to escalate the demand for graduate training in international affairs. The career choices for graduates with this training will also expand sharply. The integrated degree program prepares students for a variety of careers requiring an interdisciplinary background in Russian and international affairs. Examples of types of entities hiring in these areas are federal, state, and local governments, international organizations, multinational corporations, international banking and financial institutions, media organizations and journalism, consulting firms, policy research centers, and development assistance programs and foundations. The School of International Affairs (SIA) Master of International Affairs (M.I.A.) represents a professional degree designed to prepare students to thrive in these increasingly global career paths.

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

The number of openings in the integrated B.A./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree. Specific requirements:

1. Must be enrolled in the Russian B.A. program.
2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a GRE scores, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.
3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.
4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser.
5. Must provide written endorsement from the head of Germanic and Slavic Languages and Literatures.

M.I.A. Requirements for the Integrated B.A./M.I.A.

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 Bachelor of Arts in Russian are listed in the Undergraduate Degree Programs Bulletin. Degree requirements for the M.I.A. degree are listed in the Master’s Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

The list of courses that can double count includes RUS 400, RUS 405, RUS 406, RUS 412, RUS 494, RUS 501, and RUS 525. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

Tuition Charges, Grant-in-Aid, and Assistantships

Students admitted to the School of International Affairs through the IUG with Russian may be considered to receive financial assistance. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

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.
Integrated Undergraduate-Graduate (IUG) Degree Program B.S. in Security and Risk Analysis and Master of International Affairs (M.I.A.)

The integrated undergraduate-graduate (IUG) degree program (B.S. in Security and Risk Analysis/M.I.A. in International Affairs) provides an opportunity for strong students in these majors to complete a master’s degree with 5 total years of study.

Persistent advanced threats to cyber networks; transnational threats such as climate, migration, poverty, and energy sustainability; hybrid-war strategies; and non-state actors’ seeking to cause chaos by compromising cyber-space create an evolving international threat environment that challenges the balance between security and privacy and requires experience in intelligence analysis and knowledge of threats and vulnerabilities pertaining to cybersecurity. Identifying and mitigating the prevalent threats and vulnerabilities associated with the new age requires critical thinkers who are the product of inter-disciplinary education. Collaboration between the College of Information Sciences and Technology (IST) and the School of International Affairs (SIA) positions Penn State to provide a program that prepares the next generation to prepare for, respond to, mitigate, and recover from the threats posed by this dynamic international environment.

Admission Requirements

The number of openings in the integrated B.S./M.I.A. program is limited. Admission will be selective based on specific criteria set by the School of International Affairs. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Specific requirements:

1. Must be enrolled in the Security and Risk Analysis B.S. program.

2. Must apply to and be accepted into The Graduate School and the M.I.A. program in the School of International Affairs. Students must complete the Graduate School application. All applicants will submit one letter of recommendation and a personal statement addressing their reasons for pursuing a graduate degree in international affairs and discussing their plans and goals.

3. Although the program has no fixed minimum grade point average, an applicant is generally expected to have a minimum overall GPA of 3.5 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in all coursework completed for the major.

4. Must include a plan of study identifying undergraduate credits to be applied to the M.I.A. degree elective requirements. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser.

5. Must provide written endorsement from the Associate Dean of the College of Information Sciences and Technology.

M.I.A. Requirements for the Integrated B.S./M.I.A.

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Security and Risk Analysis are listed in the Undergraduate Bulletin. Degree requirements for the M.I.A. degree are listed in the Master’s Degree Requirements section above. If students accepted into the IUG program are unable to complete the M.I.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.
Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted.

The list of courses that can double-count for both the undergraduate and graduate degrees includes: SRA 421, SRA 433, SRA 440W, SRA 468, INTAF 801, INTAF 802, and INTAF 804.

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.

INTERNATIONAL AFFAIRS (INTAF) course list

Last Revised by the Department: Spring Semester 2016

Blue Sheet Item #: 44-05-099

Review Date: 4/5/2016

Faculty linked: 6/20/14; school director updated 9/16/15

APPENDIX A

List of Currently Approved M.I.A. Elective Courses from the College of Information Sciences and Technology

The Intelligence Environment (3 Crs)
(SRA 421)

Deception and Counterdeception (3 Crs)
(SRA 433)
Security and Risk Analysis Capstone Course (3 Crs)
(SRA 440W)

Information Technology in an International Context (3 Crs)
(IST 442)

Globalization Trends and World Issues (3 Crs)
(IST 445)

Cybercrime, Cyber-terrorism, & Cyberwar (3 Crs)
(SRA 450)

Network Security (3 Crs)
(IST 451)

Visual Analytics for Security Intelligence (3 Crs)
(SRA 468)

Crisis Informatics (3 Crs)
(SRA 480)

Qualitative Research in Information Sciences & Technology (3 Crs)
(IST 541)

Network Management and Security (3 Crs)
(IST 554)

Crisis, Disaster and Risk Management (3 Crs)
(IST 564)

APPENDIX B

LETTERS OF CONSULTATION AND CONCURRENCE/SUPPORT

Consultations:

Center for Security Research and Education:

From: Houck, James
Sent: Thursday, September 14, 2017 4:12 PM
To: Gartner, Scott
Cc: Drapcho, Kierra  
Subject: RE: consultation

Professor Gartner, I enthusiastically support this IUG. Consistent with this support, I would ask that your academic advisors make students aware that National Security Law I (Foundations) devotes between 3-4 hours to the topic of international cyber law and cyber warfare, and is open to IUG students. All the best,

James W. Houck  
Vice Admiral, Judge Advocate General’s Corps, U.S. Navy (Ret.)  
Distinguished Scholar in Residence | Penn State Law and the School of International Affairs  
The Pennsylvania State University | University Park  
814-865-4294 | jwh32@psu.edu  
231 Lewis Katz Building | University Park, PA 16802  

https://pennstatelaw.psu.edu/faculty/houck

From: Gartner, Scott  
Sent: Thursday, September 14, 2017 12:35 PM  
To: Houck, James <jwh32@dsl.psu.edu>  
Cc: Drapcho, Kierra <klv5098@psu.edu>  
Subject: consultation

Dear Professor Houck,

I am writing to you in your capacity as both Director of the Penn State National Security Center.

In response to core council recommendations and in a desire to develop useful degree options for PSU undergrads, the School of International Affairs (SIA), an interdisciplinary professional international affairs program, has partnered with IST to develop a new IUG program that would give students a chance to earn a combined degree with SIA.

We currently have IUG programs with the Departments of Political Science, Asian Studies, Chinese, Japanese, German, Russian and Schreyer Honors College. The programs are designed to be an option taken only by the most exceptional students. Given the size of the cohort of students in IST we expect that the attached proposals will yield only a handful of students, but we believe that the opportunity to combine an IST undergraduate degree and a professional school masters represents an excellent option for Penn State’s top students.
As you know, part of the process is to consult with other units to ensure support for these proposals and to address potential overlap. Please take a moment and let me know your response to these proposals.

Please send your response if possible by September 21 to Kierra Drapcho (copied above) and to me so that we can include your feedback, concerns and hopefully support as we move forward through the approval process.

Very Respectfully,

Scott

Dr. Scott Sigmund Gartner
Director and Professor

International Programs in the College of Agricultural Sciences:

From: Deanna Behring [mailto:dmb37@psu.edu]
Sent: Monday, September 25, 2017 3:47 PM
To: Gartner, Scott
Cc: Drapcho, Kierra
Subject: RE: Consultation

Hello.
My apologies for the delay in response. I think this is a logical link, particularly given the large role that SIA is playing in the new CSRE. I would like to put this in context, however. How many additional IUG programs does SIA plan to enter into?
Deanna

From: Gartner, Scott [mailto:ssg13@psu.edu]
Sent: Thursday, September 14, 2017 12:40 PM
To: Deanna Behring  
Cc: Drapcho, Kierra  
Subject: RE: Consultation

Dear Professor Behring,

In response to core council recommendations and in a desire to develop useful degree options for PSU undergrads, the School of International Affairs (SIA), an interdisciplinary professional international affairs program, has partnered with IST to develop a new IUG program that would give students a chance to earn a combined degree with SIA.

We currently have IUG programs with the Departments of Political Science, Asian Studies, Chinese, Japanese, German, Russian and Schreyer Honors College. The programs are designed to be an option taken only by the most exceptional students. Given the size of the cohort of students in IST we expect that the attached proposals will yield only a handful of students, but we believe that the opportunity to combine an IST undergraduate degree and a professional school masters represents an excellent option for Penn State’s top students.

As you know, part of the process is to consult with other units to ensure support for these proposals and to address potential overlap. Please take a moment and let me know your response to these proposals.

Please send your response if possible by September 21 to Kierra Drapcho (copied above) and to me so that we can include your feedback, concerns and hopefully support as we move forward through the approval process.

Very Respectfully,

Scott

Dr. Scott Sigmund Gartner
Director and Professor
PennState
School of International Affairs
245 Lewis Katz Building
University Park, PA 16802
gartner@psu.edu
(814) 867-2789 (ph.)
http://sia.psu.edu/faculty/scott_sigmund_gartner

Homeland Security:
From: ALEXANDER SIEDSCHLAG [mailto:aus50@psu.edu]
Sent: Monday, September 25, 2017 5:58 PM
To: Gartner, Scott
Cc: Drapcho, Kierra
Subject: Re: Consultation

Scott,

Many thanks for the opportunity the comment on this interesting proposal. While the justification could be better dressed to size to explain that potential overlap with homeland security graduate programs is not critical, I find the proposal valuable as it promises to qualify a group of hand-picked traditional students for analysis, study, and decision making in areas of advanced persistent threat that integrate national defense, homeland security, national security, and international peace and security. This also seems to be a good differentiator to homeland security programs, which mainly target mid-career adult learners. It might further strengthen the proposal if such discussion was briefly included in the justification.

Other than those possible considerations, no concerns exist from my point of view.

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 (MPS-HLS)
Coordinator, Bachelor of Arts Program in Political Science & Bachelor of Science Program in Public Policy

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

From: "Gartner, Scott" <ssg13@psu.edu>
To: "ALEXANDER SIEDSCHLAG" <aus50@psu.edu>
Cc: "Kierra Drapcho" <klv5098@psu.edu>
Sent: Thursday, September 14, 2017 12:37:52 PM
Subject: Consultation
Dear Professor Siedschlag,

In response to core council recommendations and in a desire to develop useful degree options for PSU undergrads, the School of International Affairs (SIA), an interdisciplinary professional international affairs program, has partnered with IST to develop a new IUG program that would give students a chance to earn a combined degree with SIA.

We currently have IUG programs with the Departments of Political Science, Asian Studies, Chinese, Japanese, German, Russian and Schreyer Honors College. The programs are designed to be an option taken only by the most exceptional students. Given the size of the cohort of students in IST we expect that the attached proposals will yield only a handful of students, but we believe that the opportunity to combine an IST undergraduate degree and a professional school masters represents an excellent option for Penn State’s top students.

As you know, part of the process is to consult with other units to ensure support for these proposals and to address potential overlap. Please take a moment and let me know your response to these proposals.

Please send your response if possible by September 21 to Kierra Drapcho (copied above) and to me so that we can include your feedback, concerns and hopefully support as we move forward through the approval process.

Very Respectfully,

Scott

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From: PATRIA D DE LANCER JULNES [mailto:pdd10@psu.edu]
Sent: Monday, October 2, 2017 11:04 AM
To: Gartner, Scott
Cc: Drapcho, Kierra  
Subject: Re: Consultations for IUG

Good morning Scott,  
I have consulted with the appropriate faculty. We agree that this proposal does not seem to overlap with anything we do. Moreover, the proposed IUG seems to be a good opportunity for students. Therefore, we support the proposal.  
Best of wishes.  
Patria

Dr. Patria Julnes  
________________________________________________________

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

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

From: "Scott Gartner" <ssg13@psu.edu>  
To: "PATRIA D DE LANCER JULNES" <pdd10@psu.edu>  
Cc: "Kierra Drapcho" <klv5098@psu.edu>  
Sent: Tuesday, September 26, 2017 7:24:25 PM  
Subject: RE: Consultations for IUG

Dear Director Julnes,

In response to core council recommendations and in a desire to develop useful degree options for PSU undergrads, the School of International Affairs (SIA), an interdisciplinary professional international affairs program, has partnered with IST to develop a new Integrated Undergraduate/Graduate (IUG) program that would give students a chance to earn a combined degree with SIA.

We currently have IUG programs with the Departments of Political Science, Asian Studies, Chinese, Japanese, German, Russian and Schreyer Honors College. The programs are designed to be an option taken only by the most exceptional students. Given the size of the cohort of students in IST we expect that the attached proposals will yield only a handful of students, but
we believe that the opportunity to combine an IST undergraduate degree and masters in International Affairs represents an excellent option for Penn State’s top students.

As you know, part of the process is to consult with other units to ensure support for these proposals and to address potential overlap. Please take a moment and let me know your response to these proposals.

Please send your response if possible by October 1 to Kierra Drapcho (copied above) and to me so that we can include your feedback, concerns and hopefully support as we move forward through the approval process.

Very Respectfully,

Scott

Dr. Scott Sigmund Gartner
Director and Professor
Penn State School of International Affairs

Political Science:

From: Pete Hatemi [mailto:phatemi@gmail.com]
Sent: Thursday, October 5, 2017 3:50 AM
To: Gartner, Scott
Cc: Drapcho, Kierra
Subject: Re: Consultation

Hi Scott and Kierra, apologies for the delayed response, I'm on sabbatical and had a tight schedule this last month.

Please find my thoughts on the proposal:

First I am extremely supportive of the IUG proposal (BS in Security Risk Analysis/MIA in International Affairs). There are few pairings that make as natural a match. The battlefields of today and the future are increasingly fought through technology, from hacking emails to social media campaigns. Diplomacy too is as much through the masses aided by technology as in person. A program that begins to bridge the international with technology and risk is absolutely
necessary. Equally important is IST's and SIA's professional missions. We need programs today that have students ready to work, with marketable skills. Both IST and SIA have a proven record here.

In the proposal would like to see more detail in the thesis/internship option. I believe work experience should be a must, and a thesis only be offered for persons who already have professional experience. As jobs are increasingly hard to come by, any advantage we can give to our graduates, even if imposed, is important in my view.

The language requirement concerns me. I would consider including computer languages as an option to foreign language. I can code in C, fortran, Perl, etc. This has opened defense consulting jobs for me that no foreign language would.

Again just suggestions on both. If I had to vote I would approve as is.

Cheers
Pete

Pete Hatemi
Distinguished Professor
307 Pond Lab
Penn State University

On Thu, Sep 14, 2017 at 6:39 PM, Gartner, Scott <ssg13@psu.edu> wrote:

Dear Professor Hatemi,

I am sorry to bother you on your sabbatical, but I’ve a favor to request.

In response to core council recommendations and in a desire to develop useful degree options for PSU undergrads, the School of International Affairs (SIA), an interdisciplinary professional international affairs program, has partnered with IST to develop a new IUG program that would give students a chance to earn a combined degree with SIA.

We currently have IUG programs with the Departments of Political Science, Asian Studies, Chinese, Japanese, German, Russian and Schreyer Honors College. The programs are designed to be an option taken only by the most exceptional students. Given the size of the cohort of students in IST we expect that the attached proposals will yield only a handful of students, but we believe that the opportunity to combine an IST undergraduate degree and a professional school masters represents an excellent option for Penn State’s top students.

As you know, part of the process is to consult with other units to ensure support for these proposals and to address potential overlap. Please take a moment and let me know your response to these proposals.
Please send your response if possible by September 21 to Kierra Drapcho (copied above) and to me so that we can include your feedback, concerns and hopefully support as we move forward through the approval process.

Very Respectfully,

Scott

Dr. Scott Sigmund Gartner

Director and Professor

245 Lewis Katz Building

University Park, PA 16802

gartner@psu.edu

(814) 867-2789 (ph.)

http://sia.psu.edu/faculty/scott_sigmund_gartner
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 Capital College / Behavioral Sciences & Education
Department or Instructional Area: Training & Development

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: Training & Development M. Ed 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): Program closure

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

Submitted by Graduate Program Head

Holly Angelique Signature Date: 11/8/17

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

Holly Angelique Signature Date: 11/8/17

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

PETER J. DOWN Signature Date: Nov. 29, 2017
### Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

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

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### Noted by Dean of the Graduate School:

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<tr>
<th>On Behalf of Regina Vasilatos-Younken</th>
<th>[Signature]</th>
<th>Date: 11/8/2018</th>
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November 8, 2017

RE: Closure of the Training and Development M.Ed. Program

We are requesting to close the Training and Development M.Ed. program at Penn State Harrisburg. This program closure was prompted via administrative review and the faculty concurred with the closure. The primary reason for the closure is consistently low enrollment over the past several semesters (see the data in the supporting documentation).

This program closure will have minimal impacts on other programs. There are no other campuses that offer this particular program, thus program CLOSURE primarily affects Penn State Harrisburg. There may be mild impacts on course enrollments in the Lifelong Learning and Adult Education graduate programs. However, there could be a small impact on one World Campus program. One class, TRDEV 565: Implementing Training and Development Solutions, is an elective in the Training and Development program; however it is a required course in the World Campus, Organization Development and Change (OD&C) program. Hence the OD&C program would have to deal with the loss of Training and Development in Harrisburg staffing the course, and would either need to submit a program change, or turn the course into an OD & C course.

There are currently 22 students enrolled in the program, seven of whom are poised to complete the program in Spring 2018. We will make arrangements to “teach out” the remaining students so the program will phase out completely by the end of Spring 2020.

Holly L. Angelique, PhD
Professor of Community Psychology
Interim Director, School of Behavioral Sciences and Education
The Graduate School at Penn State

Graduate Executive Information Suite

Program Review Metrics

Training & Development (Harrisburg)

Harrisburg

The Capital College

Training & Development (Harrisburg) – Admissions Data

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<td>19</td>
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<td>Offers (%) selectivity</td>
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<td>Accepts (%) yield</td>
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<td>18</td>
<td>9 (90%)</td>
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<td>9 (90%)</td>
<td>15</td>
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University Bulletin
Graduate Degree Programs

Training and Development (TRDEV)

Program Home Page

JO TYLER, Coordinator
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057
717-948-6215

Degree Conferred:
M.Ed.

The Graduate Faculty

The Program

The master of education degree program in Training and Development at Penn State Harrisburg helps students prepare for professional careers in training and development in diverse organizational settings, including business and industry, government, and health care. Graduates of the Training and Development Program frequently assume positions such as trainers, instructional designers, program evaluators, performance analysts, career development specialists, and organization developers.

The overarching goal of the Training and Development Program is to help students develop the ability to assess and improve employee learning and performance. Accordingly, specific goals of the program include developing the ability to: analyze employee performance; design a broad range of performance improvement interventions, with particular emphasis on the design, development, and delivery of training programs; evaluate training and development programs; facilitate work group discussions and group processes; translate training and development theory into practice; and critically evaluate research in training and development.

Admission Requirements

An applicant must hold either (1) a baccalaureate degree in any field from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree in any field 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. A baccalaureate degree in any field from a regionally accredited, college-level institution. Admission decisions are based primarily on an applicant's junior/senior cumulative grade-point average and career-goal statement. Additional information pertaining to any postbaccalaureate course work and professional experience are considered. The best-qualified applicants will be accepted up to the number of spaces available for new students.

Applicants with low grade-point averages may be required to take and submit scores for the Graduate Record Examinations (GRE) or take 9 credits of course work recommended by a program faculty member and maintain a GPA of 3.0 or higher for these courses in order to be reconsidered. Applicants for graduate
assistantships are required to take and submit scores for either the Graduate Record Examinations or the Miller Analogies Test (MAT).

Students are required to submit the following:

- A completed application with the application fee
- Two copies of official transcripts from all colleges/universities attended
- A brief career-goal statement

International Students

The language of Instruction at Penn State is English. 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 noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test. The minimum composite score for the IELTS is 6.5.

International applicants are exempt from the TOEFL/IELTS requirement if they have received a baccalaureate or graduate degree from a college, university, or 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.

Application Deadlines

Candidates may enter the program at the beginning of fall or spring semester, or the summer session. Application deadline dates for U.S. students and international students are posted on the Training and Development program website. (http://www.hbg.psu.edu/hbg/programs/gradprog/trdev.html)

Degree Requirements

Students may enter the Training and Development program from a variety of backgrounds and enroll in courses to help them develop competencies in training and development. Coursework includes both required and elective courses in training and development as well as electives from outside the program. Students select one of two areas of professional practice, training or human resource development, as a focus for their electives in the training and development program. Courses are scheduled to accommodate part- and full-time students.

Students must choose one of two capstone experiences (see details about each below). The Paper capstone experience requires the completion of a master's paper and a total of 33 credits at the 400 level or higher, with at least 18 credits at the 500 level or higher and a minimum of 6 credits at the 500 level; the Non-Paper capstone experience does not require a master’s paper, but does require Research Designs Applied in Training (TRDEV 588) and an additional 3-credit elective in Training and Development for a total of 36 credits at the 400 level or higher, with at least 18 credits at the 500 level or higher and a minimum of 6 credits at the 500 level.

Both options require successful completion of the prescribed courses listed below.

Prescribed (Required) Courses: (21 credits)

TRDEV 460. Foundations In Training & Development (3)
TRDEV 503. Performance Consulting (3)
TRDEV 518. Systematic Instructional Design In Training (3)
TRDEV 520. Learning Styles and Theories for Trainers (3)
TRDEV 531. Technology In Training (3)
TRDEV 561. Facilitation Theories and Practice (3)
EDUC 586. Educational Research and Design (3)

Elective Courses (9-12 credits)

From Training and Development courses, select three courses (9 credits) for the Paper option or four courses (12 credits) for the Non-Paper option:
TRDEV 505. Project Management (3)
TRDEV 507. Program Evaluation (3)
TRDEV 528. Instructional Systems Design Applications (3)
TRDEV 530. Multiplatform Delivery (3)
TRDEV 532. Web-Based Training (3)
TRDEV 537. Technologies in Learning and Development (3)
TRDEV 563. Strategic and Critical Human Resource Development (3)
TRDEV 565. Implementing Training and HRD Development Programs (3)
TRDEV 567. Instructional Leadership Theories and Development (3)
TRDEV 583. Issues in Training & Development (3)
TRDEV 590. Colloquium (3)
TRDEV 596. Individual Studies (1-3)
TRDEV 597. Special Topics (3)

Required Experience:

Successful completion of an ePortfolio including samples of training and development work from all core courses as well as examples of other professional activities completed during the student's time in the Training and Development program. These activities should equate to approximately 240 hours of work and will be reviewed by the student's adviser to determine whether they meet professional experience standards. Students will be required to take TRDEV 595 (Internship) as one of their elective courses if their ePortfolio does not meet the professional experience standards established by the program.

Capstone Requirement (3-6 credits);

Choose one of the following capstone experiences:

A. Master's Paper (3 credits)
   TRDEV 587. Master's Paper (3)
B. Non-Paper Experience (6 credits)
   TRDEV 588. Research Designs Applied in Training (3)

and

One additional 3-credit elective as noted above

Transfer Credits and Course Substitutions

A maximum of 10 credits of high-quality graduate work done at a regionally accredited U.S. institution or an officially recognized degree-granting international institution may be applied toward the requirements for the master's degree in Training and Development. Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser and the Graduate School. Transferred academic work must have been completed within five years prior to the date of degree registration at Penn State, must be of at least B quality (grades of B- are not transferable), and must appear on an official graduate transcript. Credits earned toward a previously completed postbaccalaureate professional degree program (law, medicine, etc.) are not transferable. However, up to 10 credits can be transferred from a professional degree program if the degree has not been conferred.

A maximum of 15 credits earned as a nondegree graduate student at Penn State may be applied to the Training and Development program, with departmental approval. The credits must have been earned within five years preceding entry into the program.

Grade-point Average and Time Limit

A 3.00 (out of 4.00) minimum grade-point average is required to graduate from the program. All course work must be completed within eight years of admission to degree status.

Financial Aid
A limited number of scholarships, fellowships, and research grants are available, as well as graduate assistantships. Many students work full-time and take classes part-time. In many cases, employers have a tuition-reimbursement plan paying for partial or full tuition. To find other options available to you, contact the Penn State Harrisburg Financial Aid Office at 717-948-6307.

Courses

Graduate courses carry numbers from 500 to 699 and 800-899. 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 be used to meet graduate degree requirements. 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.

**TRAINING AND DEVELOPMENT (TRDEV) course list**

**EDUCATION (EDUC) course list**

Lasted Revised by the Department: Spring Semester 2014

Blue Sheet Item #: 42-06

Review Date: 04/08/2014

Faculty linked: 8/14/14
From: "Libby Tisdell" <eit11@psu.edu>
To: Roy Clariana" <rbc4@psu.edu>
Cc: wjr9@psu.edu, "Jo Tyler" <jotylerpsu@gmail.com>, "Libby Tisdell" <eit11@psu.edu>, "WESLEY EDWARD DONAHUE" <wed105@psu.edu>
Sent: Monday, November 13, 2017 12:33:47 PM
Subject: Re: Closure of Training and Development Program Impacts

Thanks to everyone for their comments here.

All best,
Libby Tisdell

From: "Roy Clariana" <rbc4@psu.edu>
To: "wjr9" <wjr9@psu.edu>
Cc: "Jo Tyler" <jotylerpsu@gmail.com>, "Libby Tisdell" <eit11@psu.edu>, "WESLEY EDWARD DONAHUE" <wed105@psu.edu>
Sent: Friday, November 10, 2017 3:38:47 PM
Subject: Re: Closure of Training and Development Program Impacts

I think that is probably ok to transition those too, I don't see and reasons why not.

Sent from my iPad

On Nov 10, 2017, at 3:08 PM, William Rothwell <wjr9@psu.edu> wrote:

Dear Jo and Libby:

We work well with Jerry Post and are willing to continue working with him.

We are prepared to transition TRDEV565.

We would also have interest into transitioning to workforce ed the following courses: TRDEV507, TRDEV518, and TRDEV531. Might that be possible?

Bill R.

From: Jo Tyler [mailto:jotylerpsu@gmail.com]
Sent: Thursday, November 09, 2017 2:56 PM
To: Libby Tisdell <eit11@psu.edu>
Cc: Wesley Donahue <wed105@psu.edu>; William Rothwell <wjr9@psu.edu>
Subject: Re: Closure of Training and Development Program Impacts

Hi all, We have been working on the closing of the Training and Development M.Ed. program for some time now, and it is indeed the case that in my conversations with Dr. Post about the impact of the closing on his teaching he expressed a strong interest in continuing to teach the 565 course for OD&C after the demise of TRDEV. He has enjoyed working with you in particular
Wes, and is hopeful that the collaboration can continue beyond the impending demise of the TRDEV program. Dr. Post has taught for us for over a decade now, with great results and excellent SRTES: He brings a tremendous depth of scholar-practitioner experience to the classroom, and I would love to see him continue to be a resource for Penn State students.

Best, Jo

On Thu, Nov 9, 2017 at 2:36 PM, Libby Tisdell <ejt11@psu.edu> wrote:

Hello Drs. Donahue, Rothwell, and Tyler,

I am Dr. Libby Tisdell, the Chair of the Division of Health and Professional Studies at Penn STATE Harrisburg, which houses the Training and Development Program. As Jo Tyler knows, we are closing the Training and Development program due to low enrollment. In my attached letter, I have to state the impacts of the closure of the program on other programs. In the letter, I comment on the fact that while TRDEV 565 is an elective class in the T & D M.Ed. program it is a required class in your OD & C program. In particular in the letter it says relative to this point:

However, there could be a small impact on one World Campus program. One class, TRDEV 565: Implementing Training and Development Solutions, w is an elective in the Training and Development program; however it is a required course in the World Campus, Organization Development and Change (OD&C) program. Hence the OD&C program would have to deal with the loss of Training and Development in Harrisburg staffing the course, and would either need to submit a program change, or turn the course into an OD & C course.

We turned the letter in, and now we are told that we need to have a note from you in OD & C about the fact that you are aware of this and how you will deal with it. I think if you send me a short note over email it will suffice. I understand from Jo Tyler, that the class is currently taught at the World Campus by one of our outstanding adjuncts Dr. Gerry Post, who would love to continue to teach the class even if it becomes OD&C 565. Jo, if you want to comment on this it would be helpful.

In any case, we cannot move the closure forward without some comment from you, so if you could write me a short note that would be very helpful, i.e. "As the PIC of the OD & C program, I am aware of the closure of the Training and Development M.Ed. program at Penn State Harrisburg, and can easily deal with the impacts of the closure, through a program change, or course development to replace the course."

Thanks so much,

Libby Tisdell

Elizabeth J. Tisdell, EdD
Professor of Adult Education
Chair, Division of Health and Professional Studies
Penn State University - Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

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