Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate program 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 Executive Director of Graduate Education Administration, Elizabeth Price.

December 4, 2013

1. **Program Change:** Educational Psychology—change in the graduate program’s degree requirements (College of Education), page 2

2. **Program Change:** Community and Economic Development—change in the requirements for the Master of Professional Studies (M.P.S.) degree (College of Agricultural Sciences), page 10

3. **Program Change:** Soil Science—adoption of the dual-title graduate degree program in International Agriculture and Development (INTAD) for the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees (College of Agricultural Sciences), page 21

4. **Program Change:** Teaching English as a Second Language—addition of a hybrid path of course offerings (online and residential) to the existing Master of Arts (M.A.) degree (College of the Liberal Arts), page 50

Note: Graduate course proposals approved through the Graduate Council curricular review process, as well as information about postbaccalaureate/graduate credit certificates approved by college/school administrators for graduate education, are published in the Senate Curriculum Report.
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES

SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 copy of the proposal form and 25 copies of the supporting documentation as outlined below to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for consideration by the Graduate School’s Subcommittee on New and Revised Programs and Courses, and the Committee on Programs and Courses. For a detailed explanation of the form, see the Guide to Curricular Procedures.

College Department or Instructional Area

NEW PROGRAM, OPTION OR MINOR

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

Indicate effective date

OLD PROGRAM, OPTION, OR MINOR: Change ___ Drop ___

Old designation of program
Old designation of option
Old designation of minor
New designation of program (if changed)
New designation of option (if changed)
New designation of minor (if changed)

Indicate effective date

SUBMITTED BY

NOTED BY

APPROVED BY

RECOMMENDED BY

NOTED BY

Date 3/7/13

Date 4/12/13

Date 7/15/13

Date 9/13/2013

Date 11/15/2013

Date 12/17/2013
CHANGES IN PROGRAMS, OPTIONS*, AND MINORS** (including program name changes)

A. A revised version of the affected area showing both the old program requirements and the new program requirements (so that the reviewers can determine what specifically is being changed). The proposal should include a side-by-side comparison of entry requirements, number of credits required, specific courses to be taken, etc. A copy of the revision to the Graduate Bulletin copy must be included, and the proposer is requested to use underlining, bolding, or italics to indicate changes.

See attached.

B. A justification for changes made, such as updating instruction, together with an indication of expected enrollments and any effects on existing programs.

The Educational Psychology Program has added a new course required for their M.S. and Ph.D. students, EDPSY 505: Statistical Applications in Educational Research. This course is a continuation of the Educational Psychology statistics sequence. This course will be offered once every semester with an expected enrollment of 20-25 per semester.

C. Include written response from departments affected by the changes.

Dr. Brandon Hunt, Professor of RHS and Director of Graduate Studies.
(See email below.)

From: Brandon Hunt <bhh2@psu.edu>
Subject: Re: EDPSY Prog Change Review
Date: April 30, 2013 1:50:01 PM EDT
To: Bobbi Robison <bjb9@psu.edu>

Bobbi - I've reviewed the proposal for EDPSY 505. I support the addition of this (required) course and I believe it is a good complement to the existing EDPSY course sequence. This course will not only be beneficial to EDPSY students but students in other programs could also benefit from taking this course. Take care, Brandon.

On Fri, Apr 19, 2013 at 8:22 AM, Robison Bobbi <bjb9@psu.edu> wrote:

10. Educational Psychology Program

Proposal to add a new course to the requirements for the M.S. and Ph.D. degree programs.

The proposal was approved pending the following:
- The signature form should include "Educational Psychology" in the "Old designation of program". A form with the original signature must be submitted.
- Consultation should be specific to the program change. Remove the list of consultants who consulted on the new course (EDPSY 505), and request consultation from Brandon Hunt who will reference that the proposal for EDPSY 505 noted it would be a required course in these programs.
- The notation of "CORE COURSES" in the list of courses indicates all of the courses in this list are "core". Is this correct? The list of courses at the end of the Bulletin statement is to be the comprehensive list of EDPSY courses offered by the program. Therefore, the "added notation of "Core Courses" may be confusing.

Please review this proposal and provide feedback (per CoE minutes).
Educational Psychology (EDPSY)

Program Home Page (Opens New Window)

ROBERT STEVENS, Co-Program Coordinator
202 CEDAR Building
814-863-2417

RAYNE SPERLING, Co-Program Coordinator
232 CEDAR Building
814-863-2261
edpsy@psu.edu

Degrees Conferred:
Ph.D., M.S.

The Graduate Faculty

- David S. Bender, Ph.D. (Cornell) Associate Professor of Educational Psychology
- Robert L. Hale, Ph.D. (Nebraska) Professor of Education
- Stephanie L. Knight, Ed.D. (Houston) Professor of Education
- Jonna M. Kulikowich, Ph.D. (Texas A&M) Professor of Education
- Pui-Wa Lei, Ph.D. (Iowa) Associate Professor of Education
- Bonnie J. F. Meyer, Ph.D. (Cornell) Professor of Educational Psychology
- P. Karen Murphy, Ph.D. (Maryland) Professor of Education
- Rayne A. Sperling, Ph.D. (Nebraska) Associate Professor of Education
- Robert J. Stevens, Ph.D. (Illinois) Professor of Educational Psychology
- Hoi K. Suen, Ed.D. (Northern Illinois) Distinguished Professor of Educational Psychology
- Peggy Van Meter, Ph.D. (Maryland) Associate Professor of Education
- Sarah E. Zappe, Ph.D. (Penn State) Affiliate--Research Associate/Director of Assessment and Instructional Support

The graduate program in Educational Psychology focuses on the study of learning, instruction, and measurement across the life span. The learning and instruction emphasis applies the study of cognitive psychology to research on learning and instruction in applied settings like schools. The course of study provides a strong foundation in psychological theory, principles related to instructional applications, and quantitative methodology. The measurement emphasis applies cognitive psychology and theories of measurement to test design, instrument construction, scale analysis, and measurement theory. The Educational Psychology program emphasizes the use of rigorous quantitative methodology in the scientific study of learning, instruction, and measurement in applied settings. Typically this program prepares individuals for professions in universities, research institutions, government agencies, and industry.
Individuals interested in more clinical applications of psychology, such as counseling psychology or school psychology should contact those specific graduate programs in the University.

**Admission Requirements**

Applicants are required to submit scores from the Graduate Record Examinations (GRE) verbal, quantitative, and analytic writing. Typically applicants have at least a 3.0 junior/senior grade-point average (on a 4.0 point scale) and broad undergraduate background including college level mathematics. Exceptions may be made for students with special backgrounds, abilities, and interests. Applicants with a master's degree will be required to show strong performance in their graduate program. Applicants will also supply letters of reference and a written statement of their professional goals. The requirements specified here are in addition to the Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

**Master's Degree Requirements**

Students in the master's degree program are required to take 30 credits, including core courses EDPSY 406, 421, 450, and 475. Students will also take at least one foundational course in educational theory, philosophy, or individual differences. The remaining credits will be taken in a way to develop the student's area of specialization, in consultation with the student's adviser. The program offers two options, M.S. with a thesis, and an M.S. without a thesis. Students wishing to go on to the Ph.D. are required to complete the M.S. with thesis option.

**Doctoral Degree Requirements**

Students in the doctoral degree program will select a major emphasis in either learning and instruction or measurement. Students in the doctoral program must complete the core courses as listed in the master's program. All students must also have at least one advanced-level course in learning and in measurement. Students will also have three courses spread across the foundational areas of educational theory and history, philosophy, and individual differences. Students must pass a candidacy examination to enter into the doctoral program, assessing their mastery of the content in the core courses. Students must also pass a comprehensive examination assessing their areas of specialization near the end of their doctoral studies. Students are also expected to develop and defend a theoretically based scholarly research proposal that will become their dissertation project. The doctoral program culminates in the production of and defense of the student's dissertation that is expected to be a publishable quality independent research study. All of these requirements are specified in more detail in the student handbook.

**Doctoral Minor**

At the doctoral level, a minor is also possible in EDPSY. Like all University minors, it requires at least 15 credits of work within the program, including the courses EDPSY 406, 421, and 450, plus at least two other courses in EDPSY, in consultation with the minor adviser. The minor adviser should be a member of the Graduate Faculty and on the doctoral committee. The minor adviser should be appointed as early as possible. Anyone interested in this option should talk to a faculty member in EDPSY. If you would like to apply to enter the minor in Educational Psychology, see the program staff assistant in 125D CEDAR Building.

**Student Aid**
All applicants are considered for Graduate Assistantships that are available in the program. Typically these assistantships provide tuition waiver plus a stipend.

Courses

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

EDUCATIONAL PSYCHOLOGY (EDPSY) course list

DATE LAST REVIEWED BY GRADUATE SCHOOL: 04/12/04

Faculty updated: 11/27/12
Educational Psychology (EDPSY)

Program Home Page (Opens New Window)

BRANDON HUNT, Director of Graduate Studies
101A CEDAR Building
814-865-1881
edpsy@psu.edu

Degrees Conferred:
Ph.D., M.S.

The Graduate Faculty

- David S. Bender, Ph.D. (Cornell) Associate Professor of Educational Psychology
- Robert L. Hale, Ph.D. (Nebraska) Professor of Education
- Stephanie L. Knight, Ed.D. (Houston) Professor of Education
- Jonna M. Kulikowich, Ph.D. (Texas A&M) Professor of Education
- Pui-Wa Lei, Ph.D. (Iowa) Associate Professor of Education
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- P. Karen Murphy, Ph.D. (Maryland) Professor of Education
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- Peggy Van Meter, Ph.D. (Maryland) Associate Professor of Education
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Admission Requirements

Applicants are required to submit scores from the Graduate Record Examinations (GRE) verbal, quantitative, and analytic writing. Successful applicants typically score above 500 on both Verbal and Quantitative on the GRE, or above 153 on Verbal and above 144 on the Quantitative sections of the revised GRE. Typically applicants have at least a 3.0 junior/senior grade-point average (on a 4.0 point scale) and broad undergraduate background including college level mathematics. Exceptions may be made for students with special backgrounds, abilities, and interests. Applicants with a master's degree will be required to show strong performance in their graduate program. Applicants will also supply letters of reference and a written statement of their professional goals. The requirements specified here are in addition to the Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Applicants must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor’s degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates.

The language of instruction at Penn State is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

Master's Degree Requirements

Students in the master's degree program are required to take 30 credits, including core courses EDPSY 505, 421, 450, and 475. The 30 credits must be at the 400 level or higher, and at least 18 of those credits must be at the 500 level or higher. Students will also take at least one foundational course in educational theory, philosophy, or individual differences. The remaining credits will be taken in a way to develop the student's area of specialization, in consultation with the student's adviser. The program offers two pathways, M.S. with a thesis, and an M.S. without a thesis. Students wishing to go on to the Ph.D. are required to complete the M.S. with thesis.

Doctoral Degree Requirements

Students in the doctoral degree program will select a major emphasis in either learning and instruction or measurement. Students in the doctoral program must complete the core courses as listed in the master's program. All students must also have at least one advanced-level course in
learning and in measurement. Students will also have three courses spread across the foundational areas of educational theory and history, philosophy, and individual differences. Students must pass a candidacy examination to enter into the doctoral program, assessing their mastery of the content in the core courses. Students must also pass a comprehensive examination assessing their areas of specialization near the end of their doctoral studies. Students are also expected to develop and defend a theoretically based scholarly research proposal that will become their dissertation project. The doctoral program culminates in the production of and defense of the student's dissertation that is expected to be a publishable quality independent research study. All of these requirements are specified in more detail in the student handbook and/or the Graduate Council’s doctoral degree requirements (http://bulletins.psu.edu/graduate/degerequirements/degreeReq1).

**Doctoral Minor**

At the doctoral level, a minor is also possible in EDPSY. Like all University doctoral minors, it requires at least 15 credits of work within the program; the specific requirements for the doctoral minor in Educational Psychology are, including the courses EDPSY 505, EDPSY 421, and EDPSY 450, plus at least two other courses in EDPSY, in consultation with the minor adviser. The minor adviser should be a member of the Graduate Faculty and should be appointed to the student’s doctoral committee. Anyone interested in the minor should talk to a faculty member in EDPSY.

**Student Aid**

All applicants are considered for Graduate Assistantships that are available in the program. Typically these assistantships provide tuition waiver plus a stipend.

**Courses**

Graduate courses carry numbers from 500 to 5699 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.

**EDUCATIONAL PSYCHOLOGY (EDPSY) course list**
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES

SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES PROGRAM, OPTION, OR MINOR
PROPOSAL FORM

Submit 1 copy of the proposal form and 25 copies of the supporting documentation as outlined below to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for consideration by the Graduate School's Subcommittee on New and Revised Programs and Courses, and the Committee on Programs and Courses. For a detailed explanation of the form, see the Guide to Curriculum Procedures.

College Department or Instructional Area

Agricultural Economics, Sociology and Education

NEW PROGRAM, OPTION OR MINOR

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

Indicate effective date

OLD PROGRAM, OPTION, OR MINOR: Change X, Drop ___

Old designation of program
Old designation of option
Old designation of minor

New designation of program or
changed) New designation of option
(of changed) New designation of minor
(of changed)

Indicate effective date: First semester following approval

SUBMITTED BY

NOTED BY

APPROVED BY

RECOMMENDED BY

NOTED BY

SUPPORTING DOCUMENTATION REQUIRED FOR PROGRAMS, OPTIONS, OR MINORS (Adds, Changes, or Drops)

All proposals must include a justification statement for action being taken. Submit 1 copy of the proposal form and 25 copies of the supporting documents to the University Curriculum Coordinator at the University Faculty Senate Office. It is important that the proposal include a copy of the program in a format suitable for inclusion in the Graduate Degree Programs Bulletin. Prepare documentation in the outline format as shown below. The proposer is reminded that the Subcommittee and Committee reviewing the proposed program may not have knowledge of the field and is encouraged to provide as much documentation as
PROGRAM CHANGE PROPOSAL
FOR THE
MASTER OF PROFESSIONAL STUDIES IN
COMMUNITY AND ECONOMIC DEVELOPMENT (MPS CEDEV)

Community and Economic Development Program
Department of Agricultural Economics, Sociology, and Education
College of Agricultural Sciences
The Pennsylvania State University

January 2013; Revised November 2013

Contacts:
Dr. Diane K. McLaughlin, Graduate Program Coordinator, Department of Agricultural Economics, Sociology, and Education; 814-863-8626, dkk@psu.edu
Contents

1. Common Requirements
   a. CURRENT Bulletin Statement for the Master of Professional Studies in Community and Economic Development
   b. PROPOSED REVISION to the Bulletin Statement for the Master of Professional Studies in Community and Economic Development

2. Justification for revisions
   a. Curriculum revisions
   b. Expected enrollments
   c. Effects on existing programs

Appendix A: Revised Graduate Bulletin Copy for MPS in CEDEV
1. Common requirements

a. CURRENT Bulletin Statement for the Master of Professional Studies in Community and Economic Development

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

Instruction in the MPS CEDEV program emphasizes key themes that include economic planning and development; municipal finance, land use ad population change; community structure, organization and process; leadership; tools and techniques in community development; community decision-making and capacity building.

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

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

Admission Requirements

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

Admission requirements include the following:
- Either (1) a bachelor's degree from a U.S. regionally accredited institution or (2) a postsecondary degree that is equivalent to a U.S. baccalaureate degree earned from an officially recognized degree-granting international institution
- Statement of purpose describing professional experiences and education, career goals, and how the MPS program will enable the applicant to meet their objectives
- Current resume
- Three letters of recommendation
- Two sets of official transcripts from educational institutions attended for undergraduate or graduate degree work
- Test of English as a Foreign Language (TORFL) score, if applicable. The language of instruction at Penn State is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions listed below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Purposes) and attainment of a grade of B or higher. The minimum composite score for the IELTS is 6.5.

International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

- Non-refundable application fee

To begin your application, please visit The Graduate School at Penn State. On the "Campus, Major, Degree & Semester" page select "WORLD CAMPUS" as the campus and "COMMUNITY AND ECONOMIC DEVELOPMENT" as the major.

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

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

**Degree Requirements**

The professional Master's degree requires 30 credits including a final integrative assessment/experience. All students complete the required MPS CEDEV core program of community and economic development courses, statistics, and methods. The MPS CEDEV courses consist of CEDEV 430, CEDEV 452, CEDEV 500, CEDEV 505, and CEDEV 509. The statistics, methods, and techniques
requirement includes STAT 500 (or equivalent) and CEDEV 575. CEDEV 576 ia an optional summer institute focusing on applications and practices for community and economic development. An integrative paper, project, or internship is required where the student demonstrates the capability to integrate and apply concepts, principles, analytical techniques and interpretation skills learned in the program to a real problem faced by a community or community organization. Choice of electives will be based on a plan of study worked out between the student and faculty adviser. There is no foreign language requirement for the degree; however, students planning to work in multi-cultural or international settings are encouraged to gain competency in an appropriate language(s). A total of 18 credits must be 500 level or higher, with at least 6 credits of 500-level course work. This Graduate Council requirement is met through the required courses and the project, internship or paper credits.

**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*.

**Courses**

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

**COMMUNITY AND ECONOMIC DEVELOPMENT (CEDEV) course list**

b. **PROPOSED REVISION to the Bulletin Statement for the Master of Professional Studies in Community and Economic Development**

Please reference Appendix A for the revised copy of the Bulletin Statement for the MPS in CEDEV.

2. **Justification for revisions**

a. **Curriculum revisions**

Through submission of this proposal, the graduate program proposes to modify the required curriculum for the MPS in CEDEV degree to make the new proposed course, CEDEV 580 Research Application and Practice, a required course for the MPS degree. This course provides formal instruction to assist students in developing the Master’s paper, the final requirement of the MPS degree in CEDEV. The course content includes an introduction to techniques and strategies to integrate theories, concepts and methods from the CEDEV curriculum in preparing the Master’s paper. The course provides opportunities for student-to-student interactions that allow for stimulation, motivation, and collaborative learning as students develop the topic, outline and literature review for their final paper. The course is
pending approval by the Graduate Council Subcommittee on Programs and Courses upon submission and approval of this program change proposal.

The addition of this course as a graduation requirement for the CEDEV Master’s students will not impact admissions or admission requirements, nor will this change impact the number of credits required to achieve the Master’s degree (currently 30). Master’s students will be required to complete CEDE 580 instead of CEDEV 596 Individual Studies. After a student has successfully completed CEDEV 580, they may enroll in credits of CEDEV 596 Individual Studies to earn additional credits for continuing work on their Master’s papers.

Table 1. Comparison of Specific Courses required for MPS in CEDEV

<table>
<thead>
<tr>
<th>CURRENT MPS REQUIRED COURSE</th>
<th>PROPOSED MPS COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDEV 430 (3) Principles of Local Economic Development</td>
<td>CEDEV 430 (3) Principles of Local Economic Development</td>
</tr>
<tr>
<td>CEDEV 452 (3) Community Structure, Processes and Capacity</td>
<td>CEDEV 452 (3) Community Structure, Processes and Capacity</td>
</tr>
<tr>
<td>CEDEV 500 (3) Community and Economic Development: Theory and Practice</td>
<td>CEDEV 500 (3) Community and Economic Development: Theory and Practice</td>
</tr>
<tr>
<td>CEDEV 505 (3) Leadership Development</td>
<td>CEDEV 505 (3) Leadership Development</td>
</tr>
<tr>
<td>CEDEV 509 (3) Population, Land Use, and Municipal Finance</td>
<td>CEDEV 509 (3) Population, Land Use, and Municipal Finance</td>
</tr>
<tr>
<td>REQUIRED STATISTICS and METHODS (6 credits)</td>
<td></td>
</tr>
<tr>
<td>STAT 500 (3) Applied Statistics or equivalent, such as AEE 521 (3)</td>
<td>STAT 500 (3) Applied Statistics or equivalent</td>
</tr>
<tr>
<td>CEDEV 575 (3) Methods and Techniques for Community and Economic Development</td>
<td>CEDEV 575 (3) Methods and Techniques for Community and Economic Development</td>
</tr>
<tr>
<td>INTEGRATIVE EXPERIENCE (3-6 credits)</td>
<td></td>
</tr>
<tr>
<td>CEDEV 596 (3 -6) Individual Studies</td>
<td>CEDEV 580 (3) Research Application and Practice</td>
</tr>
<tr>
<td>ELECTIVES (3-6 credits)</td>
<td></td>
</tr>
<tr>
<td>In addition to several CEDEV elective courses listed in Appendix A, the graduate program provides students with a list of recommended elective courses available through Penn State World Campus. Courses not on the recommended list must be approved by the faculty adviser.</td>
<td></td>
</tr>
</tbody>
</table>

b. Expected enrollments

CEDEV 580 will be offered every semester since it will be a required course for students to work on their MPS paper. The preferred enrollment is 15 students per course per semester. The program does not anticipate a change in the student enrollment in the MPS program given this change in the required curriculum for the degree.

c. Effects on existing programs

The requested modifications to add CEDEV 580 to the MPS in CEDEV degree requirements only impact the CEDEV program. The CEDEV 580 course will not be available to students in other graduate programs. The World Campus provides its support of the course proposal for CEDEV 580 and any subsequent proposals related to the offering of CEDEV 580.
Appendix A: Revised Graduate Bulletin Copy for MPS in CEDEV
(Note about revised copy: strikethrough copy indicates text should be deleted, and highlighted text indicates the text was revised; in addition, some changes are noted with “track changes.”)

ANN R. TICKAMYER, Head of the Department of Agricultural Economics, and Rural Sociology, and Education
103 Armsby Building
814-865-5461; cedevinfo@psu.edu

Degree Conferred:
M.P.S.

The Graduate Faculty

- Charles W. Abdalla, Ph.D. (Michigan State) Professor of Agricultural and Environmental Economics
- Theodore R. Alter, Ph.D. (Michigan State) Professor of Agricultural, Environmental, and Regional Economics
- David Blandford, Ph.D. (Manchester) Professor of Agricultural Economics
- Kathym Brasier, Ph.D. (Wisconsin--Madison) Associate Professor of Rural Sociology
- Mark A. Brennan, Ph.D. (Penn State) Associate Professor of Agricultural and Extension Education
- Ann Dodd, Ph.D. (Penn State) Associate Professor, Agricultural and Extension Education
- Leland I. Glenna, Ph.D. (Missouri) Associate Professor of Rural Sociology and Science, Technology, and Society
- Stephan J. Goetz, Ph.D. (Michigan State) Professor of Agricultural and Regional Economics
- Clare Hinrichs, Ph.D. (Cornell) Associate Professor of Rural Sociology
- Jeffrey Hyde, Ph.D. (Purdue) Professor of Agricultural Economics
- Leif I. Jensen, Ph.D. (Wisconsin) Professor of Rural Sociology, Demography, and Sociology
- Timothy W. Kelsey, Ph.D. (Michigan) Professor of Agricultural Economics
- Janelle B. Larson, Ph.D. (Oxford) Associate Professor of Agricultural Economics
- Mark A. Leach, Ph.D. (University of California) Assistant Professor of Rural Sociology and Demography
- A. E. Luloff, Ph.D. (Penn State) Professor of Rural Sociology
- Diane K. McLaughlin, Ph.D. (Penn State) Associate Professor of Rural Sociology and Demography
- Anouk Patel-Campillo, Ph.D. (Cornell) Assistant Professor of Rural Sociology
- Richard C. Ready, Ph.D. (Wisconsin) Professor of Agricultural and Environmental Economics
- Carolyn Sachs, Ph.D. (Kentucky) Professor of Rural Sociology
- John Shingler, Ph.D. (Penn State) Research Associate, Consumer Services Information System (CSIS); Co-Director, Consumer Services Information System Project; Co-Director, State Weatherization Program Evaluation Project
- Stephen M. Smith, Ph.D. (Wisconsin) Professor of Agricultural and Regional Economics
The Master of Professional Studies in Community and Economic Development (MPS CEDEV) is a 30-credit terminal master's degree program that emphasizes an interdisciplinary approach to community and economic development. The program balances theory and practice. Courses are taught in MPS CEDEV use a blend of Web technology, print, and other media to provide an effective balance of flexibility and interaction. Individuals who currently work with, or are interested in working with communities, community organizations and stakeholders, or on a range of community and economic development issues at the state or national levels would benefit from this program. The MPS CEDEV program requires the completion of seven core courses (21 credits) in which students learn and apply sociological and economic concepts to issues in community and economic development. The courses offer examples and opportunities to apply these concepts to real issues facing communities and rural regions. Two of the core courses (6 credits) emphasize statistical methods and tools and techniques useful to practitioners in community and economic development, or to work toward additional certifications. All students are required to complete a Master’s paper-project, paper or internship (at least 3 to 6 credits) that integrates theory and practice.

Instruction in the MPS CEDEV program emphasizes key themes that include economic planning and development; municipal finance, land use ad population change; community structure, organization and process; leadership; tools and techniques in community development; community decision-making and capacity building.

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

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

**Admission Requirements**

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

Admission requirements include the following:

- Either (1) a bachelor’s baccalaureate degree from a U.S.-regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable equivalent to a four-year bachelor’s U.S. baccalaureate degree earned from an officially recognized degree-granting institution in the country in which it operates.
- Statement of purpose describing professional experiences and education, career goals, and how the MPS program will enable the applicant to meet their objectives
- Current resume
- Three letters of recommendation
Two sets of official transcripts from educational institutions attended for undergraduate or graduate degree work

Test of English as a Foreign Language (TOEFL) score, if applicable. The language of instruction at Penn State is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions listed below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Purposes) and attainment of a grade of B or higher. The minimum composite score for the IELTS is 6.5. International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

Non-refundable application fee

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

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

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

Degree Requirements

The professional Master's degree requires 30 credits including a final integrative assessment/experience, referred to by the program as a Master's paper. All students complete the required MPS CEDEV core program of community and economic development courses, statistics, and methods. The MPS CEDEV courses consist of CEDEV 430, CEDEV 452, CEDEV 500, CEDEV 505, and CEDEV 509. The statistics, methods, and techniques requirement includes STAT 500 (or the equivalent), CEDEV 580, and CEDEV 575. CEDEV 576 is an optional summer institute focusing on applications and practices for community and economic development. A Master's paper, such as an integrative paper, project, or internship is required where the student demonstrates the capability to integrate and apply concepts, principles, analytical techniques and interpretation skills learned in the program to a real problem faced by a community or community organization. Choice of electives will be based on a plan of study worked out between the student and faculty adviser. There is no foreign language requirement for the degree, however, students planning to work in multi-cultural or international settings are encouraged to gain competency in an appropriate language(s). A total of 18 credits must be 500 level or higher, with at least 6 credits of 500-level course work. This Graduate School Council requirement is met through the required courses and the project, internship or Master's paper credits.

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.
Courses

Graduate courses carry numbers from 500 to 6599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

COMMUNITY AND ECONOMIC DEVELOPMENT (CEDEV) course list
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES
SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 copy of the proposal form and 25 copies of the supporting documentation as outlined below to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for consideration by the Graduate School’s Subcommittee on New and Revised Programs and Courses, and the Committee on Programs and Courses. For a detailed explanation of the form, see the Guide to Curricular Procedures.

College
Department or Instructional Area

College of Agricultural Sciences
Ecosystem Science and Management

NEW PROGRAM, OPTION OR MINOR

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

Indicate effective date

OLD PROGRAM, OPTION, OR MINOR: Change _X_ Drop _____

Old designation of program
Old designation of option
Old designation of minor

New designation of program (if changed)
New designation of option (if changed)
New designation of minor (if changed)

Indicate effective date

SUBMITTED BY
In Charge of Graduate Program
Date

NOTED BY
College Representative to Graduate Council Subcommittee on New and Revised Programs and Courses
Date

APPROVED BY
Dean of College
Date

RECOMMENDED BY
Subcommittee on New and Revised Programs and Courses
Date

http://www.senate.psu.edu/curriculum_resources/guide/grad_proposal_form.html

4/12/2012
SUPPORTING DOCUMENTATION REQUIRED FOR PROGRAMS, OPTIONS, OR MINORS (Adds, Changes, or Drops)

All proposals must include a justification statement for action being taken. Submit 1 copy of the proposal form and 25 copies of the supporting documents to the University Curriculum Coordinator at the University Faculty Senate Office. It is important that the proposal include a copy of the program in a format suitable for inclusion in the Graduate Degree Programs Bulletin. Prepare documentation in the outline format as shown below. The proposer is reminded that the Subcommittee and Committee reviewing the proposed program may not have knowledge of the field and is encouraged to provide as much documentation as possible for the reviewers. All proposals, whether a new program or a program change, must be consecutively paginated or the proposal will be returned to the proposing unit. In addition, a table of contents needs to be included in the proposal.

NEW PROGRAMS, OPTIONS* AND MINORS**

A. The objectives of the program: an explanation of how the proposal meets the new educational objectives and/or strengthens existing programs of the college(s) and the University; what students may expect to accomplish through the new program; and a statement of how the new offering does not duplicate other degree programs within the department/college/University.

B. A list of new courses to be established as a part of the new offering.

C. A complete program statement. This should be an arrangement of courses in accordance with degree requirements and with identification of the pattern of scheduling. A list of the required courses, typical electives, etc. that will logically be taken by a student enrolling in the new program should be included. Courses that are new courses should be distinguished from existing courses. Any statement must be submitted in a format for bulletin copy with additional material if necessary (provide both a hard copy and on diskette).

D. A statement of admission requirements should be included, i.e., required test scores, minimum junior/senior GPA, as deemed appropriate by the proposer.

E. A justification for the program. The proposal should include a statement regarding the necessity for the program, i.e., why the program should be offered; and information on the ability of the department to offer a quality program. Included in the section should be the projected size of the program and its impact on current course offerings and faculty load as well as additional faculty advising duties.

F. A justification for the degree title used*. The academic degree titles (M.S., M.A., Ph.D.) are to be used only for degree programs that are research-oriented. A professional degree title will be more appropriate for programs that, for example, emphasize practical application of knowledge; programs that emphasize professional development for advancement in specific careers but with a more practitioner orientation; programs that prepare students for licensure in a given field; and masters programs that are not intended to prepare students for doctoral study. If a professional master's degree is being proposed, the title Master of Professional Studies in X should be used, unless a different degree title is well established nationally. If a professional degree title other than M.P.S. is proposed, evidence must be provided that the degree title is nationally established. This evidence could include existence of an accrediting body or a list of existing programs already using the degree title.

G. Accreditation: The proposal should include information regarding any accrediting body for the
Program Change Proposal to Adopt a Dual-Title Degree Program:

INTERNATIONAL AGRICULTURE AND DEVELOPMENT (INTAD)
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PROGRAM PROPOSAL

The Soil Science (SOILS) graduate degree program proposes to adopt the Dual-Title Graduate Degree Program in International Agriculture and Development (INTAD). The Soil Science graduate degree program will function as a core partner in the INTAD initiative. The program will be administered with the support of the Office of International Programs in the College of Agricultural Sciences (CAS).

This dual-title degree will provide SOILS graduate students with the skills and knowledge necessary to conduct soils science research and the perspective necessary to educate stakeholders about appropriate soil management approaches in countries around the world. In so doing, the SOILS/INTAD degree will expand the range of study and research options available to the department’s graduate students.

Soil science is an important component of international agricultural development programs. Soils are the basis for all agronomic, horticultural and forest production systems and provide other ecosystem services essential to the support of human populations. Degradation of soil resources due to unsustainable soil management practices is especially problematic in developing countries. The INTAD dual-title program will prepare students to work in this developing world context, having technical soil science skills as well as the means to transfer these skills to the farmers, foresters, government agencies and businesses that need them. Graduates will be able to convey technical soil science information using knowledge of, and sensitivity to, a wide diversity of cultures, backgrounds, and existing regulatory structures in indigenous cultures, particularly in developing countries.

As stipulated by Graduate Council Policy, this document will address in various places:

1. Program objectives and how the program strengthens existing programs of the College and University
2. New courses to be established as part of the new offering
3. Complete program statement
4. Statement of admission requirements
5. Justification for the program, including its projected size and impact on current course offering, faculty load, and faculty advising duties
6. Accreditation
7. Consultation

PROGRAM OBJECTIVES

The objectives of this SOILS/INTAD dual-title graduate degree are to:

- Produce Soil Science graduates who are well suited to apply their soil science skills to soil management issues throughout the world.
- Prepare students to assume leadership roles and professional careers in international agriculture and development requiring state-of-the-art
methodological training, as well as conceptual expertise in one or more of the following areas of research and education: pedology, soil mapping and geographic information systems, nutrient and carbon cycling in soils, soil biodiversity, soil fertility management, erosion control, agriculture and food security; environmental sustainability, and natural resources conservation.

- Provide dual-title degree graduates with enhanced opportunities for employment with international agencies, corporations and universities around the world.

- Meet the University’s new strategic objective for internationalization by creating a dual-title degree graduate degree program between the Soil Science graduate degree program and INTAD.

**SOILS/INTAD Contributions to Student Achievement and College/University Programs**

The program will yield multiple benefits to students, the Soil Science graduate degree program, the Ecosystem Science and Management Department, and CAS. These include:

1. Graduating students with advanced degrees in soil science and international agriculture and development will:

   - Be able to convey information about their area of specialization in Soil Science from a new, international perspective by being cognizant of the culture, customs, and traditional practices of indigenous populations in a variety of countries.

   - Have a competitive advantage in the job market where the job, in both the public and private sectors, has an international component. They will be able to develop and deliver, through advisory or direct implementation practices, modern soil management strategies to farmers, foresters, international agency personnel and others around the world. The combination of a Soil Science degree and the INTAD degree for graduate students will greatly increase their attractiveness to a variety of U.S. and international agencies including the Food and Agriculture Organization (FAO), the U.S. Department of Agriculture and the U.S. Agency for International Development, non-governmental organizations, and corporations. In addition, students with this dual-title degree will be seen as highly qualified to teach and conduct research in international universities.

   - Have a foundational network of contacts in their field within academia and also in international development communities. This network will also increase access to international research opportunities and internships.
• Benefit from increased opportunities for publication in a growing field of professional journals and presentations to a wider field of professional organizations.

2. The Soil Science graduate degree program and the ESM Department will:

• Be able to attract more high-quality graduate students.

• Have a competitive advantage in seeking external funding and increased opportunities for faculty and graduates to form relationships with scientists and development specialists from other countries.

• Make a significant and visible contribution to advancing the strategic plans of the CAS and Penn State, which state that the integration of international components in the curriculum is a priority.

**Departments Affected: Statement of Non-duplication**

The program will duplicate no other graduate program at this University. This proposed dual-title degree program will not impact other graduate programs at this university and will affect only the Soil Science graduate degree program and affiliates of INTAD.

**JUSTIFICATION**

Soils are the foundation of human-managed and natural terrestrial ecosystems. Soils are a medium for plant growth and imperative for production of food, feed, fiber and (bio)fuel for the Earth’s six billion people. Soils also supply essential ecosystem services for our planet including recycling of wastes and nutrients, regulating and purifying water supplies, and interaction with atmosphere to influence greenhouse gases. From the ancient Mesopotamians, to the Roman Empire, to the Dust Bowl of the United States, history is replete with examples of civilizations and societies whose collapse can be traced, in part or in whole, to degradation of the soil resources that supported that culture. As world population increases, the per capita soil resource shrinks, which increases pressure to intensify production on existing arable land and pushes production increasingly onto marginal lands. Both of these actions can result in greatly accelerated degradation of soil resources due to nutrient and organic matter depletion and erosion with consequent loss of productive capacity and ecosystem services. While such pressures are felt the world over, they are particularly acute in developing nations where per capita arable land is frequently much less than in the US and available resources (economic, educational, scientific) to counter such degradation are also very limited. The sub-Saharan region of Africa provides an example of soil degradation and desertification resulting from over grazing and production intensification, confounded and exacerbated by increasing population, ethnic conflicts and drought.
The discipline of Soil Science investigates fundamental properties and processes of soil and interactions between soils and the broader ecosystem of which they are part. The discipline further applies that knowledge to a broad array of topics and issues including:

- Soil formation, classification, taxonomy and mapping,
- Land use decisions that incorporate an understanding of soil capabilities and limitations,
- Soil fertility, nutrient management and soil biodiversity for crop production and protection of water resources,
- Soil nutrient and carbon cycling and storage, soil-water and soil-atmosphere interactions and other soil ecosystem services,
- Soil conservation, soil erosion, sustainable soil management, and
- Soil development and processes for restoration and reclamation of disturbed or contaminated land areas.

These are issues of world-wide importance and soil scientists with international perspectives, experiences, and training are needed to address them. Involvement of Penn State Soil Science graduate students with the INTAD program will prepare the next generation of scientists for this challenge. The dual degree program will provide disciplinary depth in Soil Science and, through the INTAD curriculum, will provide Soil Science students with a foundation for addressing such issues from an international perspective. The INTAD program will also allow Soil Science graduate students to interact first-hand with soil scientists from around the world who are actively researching these issues.

Soil Science faculty and the Soil Science graduate degree program have been part of Penn State’s crop and soil sciences program for over 100 years. Over its 100-year history the program has evolved from a largely crop production focused science to an ecosystems approach to the study of soil properties and functions. Soil scientists merged with the former School of Forest Resources in mid-2012 to form the Department of Ecosystem Science and Management. This new unit further strengthens the integration of soil science with other ecosystem science disciplines focused on hydrology, forestry, wildlife and fisheries. The soil science graduate degree program is dedicated to training future soil scientists who are capable of addressing world-wide soil science issues related to food and animal production and ecosystem services.

The U.S. Department of State issued a “Global Hunger and Food Security Initiative: Consultation Document on September 28, 2009,” which describes the consultative process to develop a strategy for reducing hunger and ensuring food security. The primary goal of this initiative is to address hunger’s root causes by supporting the development of sustainable systems of agriculture in rural areas worldwide. (Remarks at the 2009 World Food Prize Announcement Ceremony by U.S. Secretary of State Hillary Rodham Clinton, Washington, DC, June 11, 2009, accessed from the internet at: http://www.state.gov/secretary/rm/2009a/06/124659.htm). Among the guiding principles of this initiative is a commitment that agricultural production systems must maintain
natural resources so that land can be farmed by future generations in the context of expected climate change. Universities will be a major part of the process, and research and extension efforts of Soil scientists will be essential for the development and implementation of such systems. Other international development agencies including the Food and Agriculture Organization of the United Nations, the Millennium Challenge Corporation, and many NGOs similarly recognize the need for agricultural production systems that are sustainable and preserve the natural resource base of rural ecosystems. These efforts require Soil Scientists with international perspectives and experience.

The Soil Science graduate degree program at Penn State has historically trained students with a sound foundation in fundamental soil science who are capable of researching a broad variety of soil science issues. Translating this knowledge into useful practices for peoples in other countries and cultural contexts with historically different agricultural practices requires additional skills in the art and science of education and experience. Traditionally this has not been formally addressed in the Soil Science graduate degree program.

The International Agriculture and Development program, whose primary purpose is to enlighten students about educational cultures, practices, and philosophies around the world, is a vital addition to study opportunities at Penn State. It recognizes the importance of food production and ecosystem services to human welfare throughout the world.

Students graduating from this dual-title graduate degree program will be well positioned to compete for the best jobs at international organizations and agencies, as well as universities, national organizations and agencies and multi-national corporations. Compared with graduates of other universities, Penn State Soil Science graduates will have documented skills in international issues. These credentials will give them a competitive advantage in the job market. The appearance of the dual-title on the diploma and transcript will instantly draw attention to the graduate’s unique graduate program. Demonstrating the appeal of such an offering, applicants to the Soil Science graduate program are increasingly expressing a desire for international experience, and are particularly interested in and excited about the possibility of the INTAD dual title degree program.

The Soil Science faculty has had a long-term commitment to international research and education. Within just the past 5 years our faculty have been or are currently involved in education and research collaborations in Austria, Bolivia, Burkina Faso, Ecuador, England, Germany, Ghana, Ireland, Kenya, Kosovo, Nigeria, Philippines, Scotland, Sierra Leone, Spain, and Zimbabwe.

The primary goal of the Soil Science-INTAD dual title degree program is to produce soil scientists with skills, credentials and experience to address soils related crop production and ecosystem services throughout the world. This dual-title program will equip students with a greater degree of understanding of the intellectual and academic
advantages and benefits of interdisciplinary study. It will provide the integration of research credentials from Soil Science and education, extension, and economic and social science credentials from other partners in INTAD.

At the departmental level, the dual-title degree will strengthen the relationship between Soil Science, Ecosystem Science and Management, the Office of International Programs, and other units at the University. Activities such as service by faculty on graduate committees, Soil Science graduate students taking social science and internationally-oriented courses, and the likely attraction of students from other participating departments and programs (such as the Department of Geography) to courses and research problems in the College of Agricultural Sciences will create bridges between Colleges. This will stimulate new research and teaching partnerships.

Institutionally, the dual-title degree will provide additional benefits. Senior university leaders increasingly promote interdisciplinary and international collaborations as a general focus for Penn State’s future. The Dean of the College of Agricultural Sciences has also endorsed the College’s strategic plan that calls for increased international collaboration.
Course Efficiencies

**M.S. Resident Program Requirements for the 30-credit master’s degree:**

Requirements for the 30-Credit master’s degree include:

**Major Field, Formal Courses**

- 12 Credits of 400- or 500-level formal courses in the major field required; at least 6 of the 12 credits must be 500-level coursework, excluding seminars and independent studies.

- Coursework for the major field will be chosen to meet the student’s primary educational objectives. Courses in this and other departments may be designated as part of the major field if they conform to the student’s primary educational objectives. Student and thesis adviser in consultation with the advisory committee will make the choice of courses in the major field.

**Minor or General Studies Courses:** A minor consists of integrated or articulated work in one field related to but different from the major field.

- 6 credits of 400 or 500-level formal courses in a minor or general studies area. Seminar or independent studies courses are excluded, except when specifically allowed by the minor department.

Statistical Methods – minimum 3 credits at the 500 level

Graduate Student Dialogue – 1 credit of Agro 501 during the first fall semester of the program

**M.S. Dual-title Program Requirements**

In addition to the regular program requirements, students are required to complete a minimum of 12 INTAD credits for a dual-master’s degree.

- 9 credits from the core curriculum:
  - Program Design and Delivery (AEE 450, 3 credits)
  - Leadership Development (CEDEV/R SOC/AEE 505, 3 credits, on-line)
  - International Agricultural Development Seminar (INTAD 820, 3 credits)

- 3 credits of internship or applied courses/independent studies with international development content

Note that credits for the INTAD courses listed above may also count toward the SOILS graduate program requirements for the minor or General Studies course requirements. The double-counting of credits must be approved by the student’s adviser(s), the head of the SOILS graduate program and the INTAD Co-Chairs.
Agronomy/Soils Seminar – 1 credit

Thesis research – 6 credits of 600 or 610 (thesis research). Student is required to write an original research thesis.

Supplemental credits: Credits of 400- or 500-level courses as needed to give a total of 30 that supplement one or more of the areas: thesis, major, minor and general studies. Credits for independent study courses may also be included.

500- and 600-Series Work Combined: At least 18 credits of the total M.S. program must consist of 500 and 600-series work with a maximum of 6 credits of 600 or 610 being included in this total.

One credit or equivalent of teaching experience is required, but does not count towards the 30 credit degree requirement.

Ph.D.

Coursework program for the Ph.D. will generally include major and minor areas, although general studies may be substituted for the minor.

Program includes 55-60 credits of formal coursework beyond the baccalaureate, plus additional seminar, teaching and research credits.

Required Courses and Credits Beyond the M.S.

Major Field, Formal courses:

- Coursework will be chosen to meet the student’s primary educational objectives.
- Minimum of 12 credits of 500 level

Ph.D.

In addition to the regular program requirements, students are required to complete a minimum of 18 INTAD credits for a dual-PhD degree.

- 9 credits from the core curriculum
  - International Agricultural Development Seminar (INTAD 820, 3 credits)
  - International Rural Social Change (RSOC 517, 3 credits)
  - Sociology of Agriculture (RSOC 508, 3 credits) or Human Dimensions of Natural Resources (RSOC 555, 3 credits)
- 9 credits from INTAD elective
formal courses beyond the BS degree required. Courses will be chosen by the student and dissertation adviser in consultation with the doctoral committee.

Minor or General Studies Courses: A minor consists of integrated or articulated work in one field related to, but different from the major field. A faculty member representing the minor will serve on the student’s committee. As an alternative to a minor, general studies coursework may be undertaken in a field or fields different from a major field that are considered by the thesis adviser and the doctoral committee to have significance and value for the student. Courses meeting this requirement will include 400 or 500-level formal courses. Some exclusions apply.

Statistical Methods: 6 credits beyond the B.S. degree, of which a minimum 3 at the 500 level. Courses taken during the Ph.D. program may be used to meet the major, minor, or general studies requirement.

Graduate Student Dialogue: 1 credit of AGRO 501 during first fall semester

Agronomy/Soils Seminar: two Agronomy/Soils Seminars are presented; the first is taken for credit.

Dissertation Research: 12 credits of 600 or 610 (dissertation research). Student is required to write an original research thesis.

Supplemental Credits: Credits of 400 or 500 level courses as required to fulfill program.

Teaching experience – 2 semesters

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<td>Note that credits for the INTAD courses listed above may also count toward the SOILS graduate program requirements for the minor or General Studies course requirements. INTAD elective courses may directly overlap with the required SOILS coursework, including (but not limited to) SOILS 502 and ENT 457. The double-counting of credits must be approved by the student’s adviser(s), the head of the SOILS graduate program and the INTAD Co-Chairs.</td>
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PROGRAM STATEMENT: BULLETIN COPY

Revised Bulletin Copy

Soil Science

Michael G. MessinaJack Watson,
Head of the Department of Ecosystem Science and ManagementCrop and Soil Sciences
116 ASI Building
814-865-2025

John E. (Jack) WatsonR. C. STEHOUWER, Coordinator of the Graduate Program in Soil Science
409417 Agricultural Sciences & Industries Building
814-863-7640 6714

Degrees Conferred:

Ph.D.

M.S.

Dual-Title Ph.D. (Soil Science and Biogeochemistry)

Dual-Title Ph.D. (Soil Science and International Agriculture and Development)

Dual-Title M.S. (Soil Science and International Agriculture and Development)

The Graduate Faculty

- Douglas B. Beegle, Ph.D. (Penn State) Professor of Agronomy
- Mary Ann Bruns, Ph.D. (Michigan) Assistant Professor of Soil Microbial Ecology
- Ray B. Bryant, Ph.D. (Purdue) Adjunct Professor of Soil Science
- Edward J. Ciolkosz, Ph.D. (Wisconsin) Professor Emeritus of Soil Genesis and Morphology
- Rick L. Day, Ph.D. (Penn State) Associate Professor of Soil Science and Environmental Information Systems
- Curtis J. Dell, Ph.D. (Kent State) Adjunct Assistant Professor of Soil Science
- Sjoerd W. Duiker, Ph.D. (Ohio State) Associate Professor of Soil Management and Applied Soil Physics
- William E. Easterling, Ph.D. (UNC, Chapel Hill) Professor of Geography and Agronomy
The Soil Science program is administered in the Department of Ecosystem Science and ManagementCrop and Soil Sciences, College of Agricultural Sciences. Each student will be associated with an adviser who may provide financial support, research facilities, and/or office space. Applicants are encouraged to explore, study, and research opportunities by contacting faculty who may be prospective advisers.

This program provides opportunities for candidates interested in soil and related water resources to become a professional leader and an independent scholar. Faculty in this program are competent to prepare candidates in the subfields of Soil Science including: soil genesis, soil classification, soil morphology, soil mapping, soil physics, soil chemistry, soil mineralogy, soil microbiology, soil fertility, soil conservation, geographic information systems, computer mapping, watershed analysis, soil hydrology, soil and water management, resource inventory and assessment, remote sensing, land evaluation, land waste disposal, and land management.

Admission Requirements

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination, are required for admission. At the discretion of the graduate standards committee, a student may be admitted provisionally for graduate study in the program without these scores. Requirements listed here are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Prerequisites for major work in Soil Science vary with the area of specialization and the degree sought, but courses in chemistry, mathematics, physics, geology, basic and applied biological sciences, and English communication skills are required.

The language of instruction at Penn State is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the
IELTS (International English Language Testing System), with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

Applicants must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor’s degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates.

Applicants for the M.S. degree must have a baccalaureate degree including 76 credits of basic and applied natural sciences. Admission to the Ph.D. program usually requires an M.S. or equivalent degree with a minimum cumulative grade-point average of 3.25 (on a 4.00 scale). Applicants for the Ph.D. program will be evaluated on the quality of work completed in all previous degree programs. Students who lack some of the prerequisite courses may be admitted but are required to take these courses without degree credit. The best-qualified applicants will be accepted up to the number of spaces available for new students.

Master's Degree Requirements

In addition to the general requirements for the M.S. degree as defined by the Graduate Council (see http://bulletins.psu.edu/graduate/degerequirements/masters), the department requires 12 credits of 400- or 500-level formal courses in Soil Science the major field of which 6 must be 500-level. Participation in at least one colloquium course each semester is required and students must complete at least 1 credit of colloquium (SOILS 590), as well as 1 credit of Teaching Experience (SOILS 602). An advisory committee will be appointed for each student and additional courses and requirements may be determined by this advisory committee.

A thesis based on field or laboratory research is required for the M.S. degree. M.S. candidates must pass a final examination.

Doctoral Degree Requirements

Beyond the general requirements for the Ph.D. defined by Graduate Council, the department has a number of specific requirements regarding course level and distribution that are defined in the departmental publication "Graduate Degrees in Soil
Science." While a minimum number of courses for the degree is not specified, the doctoral advisory committee has the responsibility of specifying courses and credits essential for the education and development of the candidate. Students are expected to be educated in depth in a specific subfield of Soil Science and to have a perspective of the general field. Normally, 55 to 60 credits in formal course work beyond the B.S. degree are required.

Doctoral candidates are required to participate regularly in a departmental colloquium and to register for at least 2 credits of Colloquium (SOILS 590) during the Ph.D. program. A teaching experience, consisting of two separate semesters, is also required of all Ph.D. students.

The communication and foreign language requirement for the Ph.D. degree may be met either by demonstrating a knowledge of at least one foreign language or by completing at least 6 credits of course work in an area of English communications approved by the student's doctoral advisory committee.

Biogeochemistry Dual-Title Degree Program

Graduate students with research and educational interests in biogeochemistry may apply to the Biogeochemistry Dual-Title Degree Program. Students in the Biogeochemistry Dual Title program are required to have two advisers from separate disciplines: one individual serving as a primary adviser in their major degree program and a secondary adviser in an area within a field covered by the dual-title program and a member of the Biogeochemistry faculty. Additional coursework from an approved list of courses is required. All students must pass a candidacy examination that includes an assessment of their potential in the field of biogeochemistry. A single candidacy examination that includes biogeochemistry will be administered for admission into the student's Ph.D. program, as well as the biogeochemistry dual-title. The structure and timing of this exam will be determined jointly by the dual-title and major program. The student's doctoral committee should include faculty from the major program of study and also faculty with expertise in biogeochemistry. The field of biogeochemistry should be integrated into the comprehensive examination. A Ph.D. dissertation that contributes fundamentally to the field of biogeochemistry is required.

Other Relevant Information

Every student has a close professional relationship with his or her faculty adviser. While research that is done for the thesis will be on subjects that fall within the ongoing research program of the adviser, students are encouraged to propose research projects that are of interest to them. For the most part, all costs relative to the research program will be covered by the department. The department encourages professional development of students through participation in meetings of relevant professional societies and organizations.
**Student Aid**

Graduate assistantships and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin.

**Courses**

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

SOIL SCIENCE (SOILS) course list

[Note: All of the highlighted text that follows will be added to the Bulletin description at this point.]

**Dual-Title Graduate Degree in Soil Science (SOILS) and International Agriculture and Development (INTAD)**

Graduate students with research and educational interests in international education may apply to the Soil Science/INTAD Dual-Title Degree Program. The goal of the dual-title degree Soil Science and INTAD graduate program is to enable graduate students from Soil Science to acquire the knowledge and skills of their primary area of specialization in Soil Science, while at the same time gaining the perspective and methods needed for work in the international agriculture. Graduate study in this program seeks to prepare students to assume leadership roles in science, science education, outreach, and project management anywhere in the world. Students are required to write research proposals and expected to write grants to support their research activities, reflecting the dual-title degree. As part of their professional development presentations, publication of research articles and active participation in professional societies is expected. Emphasis is placed upon the professional development of the student. Students are able to specialize in the research program areas of soil genesis, classification, morphology, mapping, microbiology, chemistry, physics, mineralogy, fertility, geographic information systems, remote sensing, watershed analysis, hydrology, and land management. At the same time they will acquire a broad perspective about how to apply their research findings in the context of the broader international community. Thus, the dual-title will allow students to master their field of
specialization from an international perspective so that they can compare practices and outcomes between countries and regions.

**Admission Requirements**

For admission to the dual-title graduate degree under this program, a student must first apply and be admitted to the Soil Science graduate program. Once accepted into the Soil Science program, the student can then submit an application to the INTAD Academic Program Committee for the dual-title degree program. The application consists of an application form, a written personal statement indicating the career goals that a student hopes to accomplish by earning a dual-title SOILS/INTAD degree, and a letter from the Soil Science academic adviser supporting the student’s taking on additional academic responsibilities. The letter also must confirm that the student is in good standing and is capable of taking on the dual-title degree. The application will be reviewed by the INTAD Academic Program Committee, which will make all final admission decisions. Students must be admitted into the INTAD program prior to the candidacy exam.

**Degree Requirements**

To qualify for this dual-title degree, students must satisfy the requirements of the Soil Science program. In addition, they must satisfy the requirements described below, determined by the student, the INTAD adviser, and the Soil Science program adviser.

**Degree Requirements for SOILS/INTAD Dual-Title M.S.**

The master’s in Soil Science and INTAD is a dual-title degree awarded only to students who are admitted to the Soil Science master’s program and admitted to the dual-title degree in INTAD and who complete all requirements for the degrees. Students may choose to enroll in the dual-title SOILS/INTAD program with or without a minor. In addition to the requirements of the Soil Science degree, dual-title degree students must:

- **Course Requirements**

  Complete a minimum of 12 INTAD course credits (400, 500, or 800 level) as follows:
  - 9 credits from the core curriculum:
    - Program Design and Delivery (AEE 450, 3 credits)
    - Leadership Development (CEDEV/R SOC/AEE 505, 3 credits, on-line)
    - International Agricultural Development Seminar (INTAD 820, 3 credits)
3 credits of internship or applied courses/independent studies with international development content.

Note that credits for the INTAD courses listed above may also count toward the SOILS graduate program requirements for the minor or General Studies course requirements. The double-counting of credits must be approved by the student’s adviser(s), the head of the SOILS graduate program and the INTAD Co-Chairs.

- **Thesis**

  - Write a master’s thesis on a topic that reflects both the graduate program in soil science and the dual-title offering in INTAD. Thesis research credits (SUBJ 600) must be taken in the major program.

  - In addition to adhering to the Soil Science graduate program’s policy on master’s thesis committee composition, the committee must include at least one graduate faculty member from INTAD. A Degree Committee form should be filed upon selection of the committee members and should be approved by the INTAD Academic Program Committee Co-chair.

Candidates for the dual-title master’s degree in Soil Science and INTAD will also be required to pass a final oral examination covering the general field of soil science and INTAD, with emphasis on the student’s area of specialization. The oral exam is to be administered by the student’s thesis committee. A favorable vote of a two-thirds majority is necessary for passing.

Some courses may satisfy both the graduate primary program requirements and those of the INTAD program. Final course selection is determined by the students in consultation with their INTAD advisers and their Soil Science program advisers. Permission from a student’s academic adviser, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course; however, the requirement for 18 credits at the 500-level or above must still be met, in total, across both the major and the dual-title courses of study. Students and advisers should maintain the INTAD Master's Degree Plan of Study, which must be submitted to the INTAD program office immediately after the student is admitted to the INTAD program, and updated each spring semester.

**Degree Requirements for SOILS/INTAD Dual-Title Ph.D.**

The doctoral degree in Soil Science and INTAD is a dual-title degree awarded only to students who are admitted to the Soil Science doctoral program and admitted to the dual-title degree in INTAD and who complete all requirements for the degrees. Students may choose to enroll in the dual-title AGRO/INTAD program with or without a minor.
The minimum requirements for the dual-title Ph.D. degree in SOILS/INTAD, in addition to the Soil Science requirements, are as follows.

- **Course Requirements**

  Students must complete a minimum of 18 INTAD course credits with study in the following categories:

  - 9 credits from the core curriculum
    - International Agricultural Development Seminar (INTAD 820, 3 credits)
    - International Rural Social Change (RSOC 517, 3 credits)
    - Sociology of Agriculture (RSOC 508, 3 credits)
    - or
    - Human Dimensions of Natural Resources (RSOC 555, 3 credits)
  - 9 credits from INTAD elective curriculum/courses with international development content/internships/independent study

  Note that credits for the INTAD courses listed above may also count toward the SOILS graduate program requirements for the minor or General Studies course requirements. INTAD elective courses may directly overlap with the required SOILS coursework, including (but not limited to) SOILS 502 and ENT 457. The double-counting of credits must be approved by the student’s adviser(s), the head of the SOILS graduate program and the INTAD Co-Chairs.

  Permission from a student's academic adviser, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course. Particular courses may satisfy both Ecosystem Science and Management Department requirements and those in the INTAD program. Final course selection is determined by the student in consultation with the INTAD adviser and the Soil Science program advisers.

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

- **Candidacy**

  Candidacy procedures will be based on the procedures of the Soil Science graduate degree program, but will integrate the fields of Soil Science and International Agriculture and Development. Although not encouraged, the dual-title degree student may require an additional semester or more to fulfill requirements for the dual-title degree program. Therefore, under exceptional circumstances, the candidacy exam may be delayed at
the discretion of the student’s Soil Science adviser in consultation with the INTAD program coordinators.

○ Committee Composition

The doctoral committee of the Ph.D. dual-title degree student must include a minimum of four faculty members, i.e., the chair and at least three additional members, all of whom must be members of the Graduate Faculty; and the committee must include at least one representative from the INTAD Program faculty. The chair of the committee can be a member of both Soil Science and the INTAD Program faculty. If the chair is not an INTAD Program faculty member, the INTAD representative must be the co-chair of the committee. An official “outside field member” also must be appointed to the committee, in accordance with the requirements outlined in the Graduate Bulletin.

At least one regular member of the doctoral committee must represent a field outside Soil Science in order to provide a broader range of disciplinary perspectives and expertise. This committee member is referred to as the “Outside Field Member.” In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member.

Additionally, in order to avoid potential conflicts of interest, the primary appointment of at least one regular member of the doctoral committee must be in an administrative unit that is outside the unit in which the dissertation adviser's primary appointment is held (i.e., the adviser's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This committee member is referred to as the “Outside Unit Member.” In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student’s dissertation adviser and also represent a field outside the student’s major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member.

Additionally, the committee must include at least one representative from the INTAD Program faculty. The chair of the committee can be a member of both Soil Science and the INTAD Program faculty. If the chair is not an INTAD Program faculty member, the INTAD representative must be the co-chair of the committee.

○ Comprehensive Exam

At the end of the coursework, candidates for the dual-title doctoral degree in Soil Science and INTAD will be required to pass an oral comprehensive examination based on their dissertation proposal and area of specialization in Soil Science, while reflecting their dual-title curriculum. A separate comprehensive examination is not required by the INTAD program, but international agriculture must be one of the key areas of the comprehensive exam and the INTAD representative on the student’s doctoral
committee must have input into the development of and participate in the evaluation of the comprehensive examination.

- **Dissertation and Dissertation Defense**

Ph.D. students enrolled in the dual-title degree program are required to write and orally defend a dissertation on a topic that reflects the integration of their original research and education in Soil Science and International Agriculture and Development. In order to satisfy the INTAD dissertation requirement, students may: 1) conduct all or part of their research in an international location, 2) conduct an analysis of a subject in an international context, 3) conduct an analysis of secondary data of international origin, or 4) incorporate another international dimension by approval of the INTAD committee member. Additionally, the dissertation should reflect the student’s technical knowledge, knowledge of and sensitivity to a wide diversity of cultures and backgrounds, and the perspective needed to transfer their knowledge in other cultures, particularly in the developing world. The dissertation should contribute to the body of knowledge in soil science and global agricultural development and have potential application in both U.S. and international contexts. A public oral presentation of the dissertation is required.

**Student Aid**

Graduate assistantships and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin.

**Courses**

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

SOIL SCIENCE (SOILS) course list

INTERNATIONAL AGRICULTURE AND DEVELOPMENT (INTAD) course list

**Courses**

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400-499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to
make up for deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
PROGRAM SIZE AND IMPACT ON CURRENT COURSE OFFERINGS, FACULTY LOAD, AND FACULTY ADVISING DUTIES

As of September 2012, there were 29 graduate students enrolled in the graduate program in Soil Science, and currently 6 Soil Science students have already expressed interest in enrolling in INTAD.

Each year approximately 35 – 45 students seek admission to the Soil Science graduate program, and each year, more students are expressing interest in international programming. The discipline of Soil Science is practiced around the world and has a consistent need to fill positions internationally in academia, with regulatory and development agencies, and in industry. Thus, the program has an obligation to educate our graduates with a broad international perspective and the INTAD program will be an effective way to accomplish this goal. Once approved, interest and enrollment in the program will likely grow.

It is anticipated that the program will have a minimal effect on course offerings, due to the fact that all of the required and elective courses are currently offered in their respective departments. The student’s adviser(s) will be responsible for aiding the student in the integration of the INTAD dual-title into the student’s research agenda, coursework, candidacy exam and thesis/dissertation.

The Soil Science graduate degree program will advertise the availability of this dual-title degree as part of its graduate recruitment activities, in the Graduate Student Handbook, and on the Department’s web site.

Costs

The Soil Science graduate degree program acknowledges that students enrolled in the dual-degree title in SOILS and INTAD may require additional semester(s) to complete the additional coursework required by INTAD, although in most cases it is not anticipated that more than one additional semester will be necessary. Where possible, students will be encouraged to substitute INTAD courses for other program required courses and graduate on time. Costs for the dual-title degree will change only where the dual-title degree adds semesters to the student’s course of study and for the study abroad. Where additional semesters are necessary, the adviser of the graduate student admitted to the dual-title degree program will, in consultation with the Department Head, attempt to provide funding for the graduate student. The Office of International Programs will assist students and advisers in identifying external funding opportunities and use its own resources for study abroad to the extent possible. In some cases, the student may be expected to fund portions of their study abroad experiences.
ACCREDITATION

There is no accreditation body for this proposed dual-title intercollege graduate degree program.

HANDBOOK LANGUAGE: INTAD Handbook Description

A dual-title graduate degree in Soil Science/International Agriculture Development (INTAD) is available to students with a strong interest in Soil Science and international agricultural development.

A dual-title Master of Science or doctoral degree in Soil Science/International Agriculture Development can help a student develop knowledge and skills concerning the role of Soil Science in developing countries. The INTAD program is affiliated with Penn State’s College of Agricultural Sciences.

A student pursuing a dual-title degree in INTAD must meet all Soil Science degree requirements as well as all INTAD degree requirements. Some courses may count toward both sets of requirements. A student must submit an application for admission to the Academic Program Committee in INTAD. Additional information on INTAD admission and degree requirements is available online.

CONSULTATION

The Department faculty have been consulted and are supportive of this dual-title degree program.
APPENDIX A: COURSES AVAILABLE TO FULFILL REQUIREMENTS

Courses Available to Fulfill Requirements for Master’s Degree

Core Courses:

- AEE 450 (3 credits) Program Design and Delivery
- CEDEV/R SOC/AEE 505 (3 credits) Leadership Development
- INTAD 820 (3 credits) International Agricultural Development Seminar (New Course)

Elective Courses:

- ADTED/CI ED 509 (3 credits) Language, Literacy, Identity, and Culture in a Global Context
- ADTED/CI ED 562 (3 credits) Politics, Language and Pedagogy: Applying Paulo Freire Today
- AEREC 550 (3 credits) International Economic Development in Agriculture
- AGECO/ENT/CSIED 457 (3 credits) Principles of Integrated Pest Management
- AYFCE 438 (3 credits) Living in an Increasingly Diverse Society
- AYFCE 550 (3 credits) Program Development and Evaluation in Youth, Families and Communities
- AYFCE 555 (3 credits) Volunteer Program Management
- AYFCE 845 (3 credits) Intergenerational Programs and Practices
- CED 410 (3 credits) The Global Seminar
- CED 417 (3 credits) Power, Conflict, and Community Decision Making
- CED 425 (3 credits) International Community and Economic Development
- CED 450 (3 credits) International Development, Renewable Resources, and the Environment
- CEDEV 420 (3 credits) Women in Developing Countries
- CI ED 553 (3 credits) Educational Mobility in Comparative Perspective
- FOR 418 (3 credits) Agroforestry: Science, Design, and Practice
- FOR 488Y (3 credits) International Forestry
- GEOG 430 (3 credits) Human Use of the Environment
- GEOG 439 (3 credits) Property and the Global Environment
- GEOG 444 (3 credits) African Resources & Development
- INTAD 481 (3 credits) Problem Solving in Tropical Agriculture
- R SOC 508 (3 credits) Sociology of Agriculture
- R SOC 517 (3 credits) International Rural Social Change
- R SOC 525 (3 credits) Fertility, Population & Development
- R SOC 555 (3 credits) Human Dimensions of Natural Resources
- SOILS 502 (3 credits) Soil Properties and Functions
Courses Available to Fulfill Requirements for Doctoral Degree

Core Courses:

- INTAD 820 (3 credits) International Agricultural Development Seminar
- R SOC 517 (3 credits) International Rural Social Change
- R SOC 508 (3 credits) Sociology of Agriculture

Or

- R SOC 555 (3 credits) Human Dimensions of Natural Resources

Elective Courses:

- ADTED/CI ED 509 (3 credits) Language, Literacy, Identity, and Culture in a Global Context
- ADTED/CI ED 562 (3 credits) Politics, Language and Pedagogy: Applying Paulo Freire Today
- AEREC 550 (3 credits) International Economic Development in Agriculture
- AGECO/ENT/CSIED 457 (3 credits) Principles of Integrated Pest Management
- AYFCE 438 (3 credits) Living in an Increasingly Diverse Society
- AYFCE 550 (3 credits) Program Development and Evaluation in Youth, Families and Communities
- AYFCE 555 (3 credits) Volunteer Program Management
- AYFCE 845 (3 credits) Intergenerational Programs and Practices
- CED 410 (3 credits) The Global Seminar
- CED 417 (3 credits) Power, Conflict, and Community Decision Making
- CED 425 (3 credits) International Community and Economic Development
- CED 450 (3 credits) International Development, Renewable Resources, and the Environment
- CEDEV 420 (3 credits) Women in Developing Countries
- CEDEV/R SOC/AEE 505 (3 credits) Leadership Development
- CI ED 553 (3 credits) Educational Mobility in Comparative Perspective
- FOR 418 (3 credits) Agroforestry: Science, Design, and Practice
- FOR 488Y (3 credits) International Forestry
- GEOG 430 (3 credits) Human Use of the Environment
- GEOG 439 (3 credits) Property and the Global Environment
- GEOG 444 (3 credits) African Resources & Development
- INTAD 481 (3 credits) Problem Solving in Tropical Agriculture
- R SOC 508 (3 credits) Sociology of Agriculture
- R SOC 525 (3 credits) Fertility, Population & Development
- SOILS 502 (3 credits) Soil Properties and Functions
To The Graduate Council Subcommittee on New and Revised Programs and Courses:

This letter is to indicate support for the application from the Soil Science (SOILS) program to participate in the International Agriculture and Development (INTAD) dual-title graduate program.

The Soil Science graduate program has long been committed to international study and research and INTAD expands on this, particularly as the issue of food security has emerged as a defining issue in international development. Graduates of the dual-title program will be better equipped with the contextual knowledge and skill set that will help them translate their skills in a variety of international settings around the world.

Thank you for your consideration of this proposal.

Sincerely,

Edwin G. Rajotte
International Agriculture and Development (INTAD) Co-Chair
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

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

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 (cannot be earlier than the first semester following approval): ____________________________

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change X Drop _____

Current designation of graduate program: MA in Teaching English as a Second Language
Current designation of graduate option: _____________________________
Current designation of graduate minor: _____________________________

New designation of existing graduate program (if changing): Hybrid (On-line + Residential) MA in Teaching English as a Second Language
New designation of existing graduate option (if changing): _____________________________
New designation of existing graduate minor (if changing): _____________________________

Indicate effective semester (cannot be earlier than the first semester following approval): Spring 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Karen E. Johnson
Printed name
Signature
Date: 07/17/13

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Jennifer Lawlor
Printed name
Signature
Date: 07/17/13

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Christopher Long
Printed name
Signature
Date: 07/17/13
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

[Signature]
Printed name

Date:

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Christina M. Grozinger
Printed name

Date: 11/7/2013

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Regina Vasilatos-Younken

Date: 11/11/2013
The Hybrid (Online + Residential) Path to the Existing Master of Arts (MA) Degree in Teaching English as a Second Language (TESL)

A Proposal to Graduate Council

October 15, 2013

Re-submitted Karen E. Johnson, Professor and Interim Head of Applied Linguistics
(kej1@psu.edu; 863-2346)

Summary
The Department of Applied Linguistics proposes to offer a hybrid version (online + residential) of its Master of Arts in Teaching English as a Second Language (MA/TESL). Currently, the department offers a residential MA/TESL, consisting of 36 credits, plus capstone teaching portfolio and MA paper, at the University Park campus, and an online Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages), consisting of 12 credits, plus capstone field experience in English language teaching, through World Campus. The latter comprises four 3-credit courses at the 800-level. Currently, students who take the online certificate can use credits from the Certificate as a ‘step-up’ to the MA/TESL by transferring them into the MA/TESL as electives. The department wishes to maintain both the residential MA/TESL degree and the online Graduate Certificate in their current forms, but wants to offer a hybrid online + residential campus version of the MA/TESL in which students accepted into the MA/TESL would have the opportunity to take four 800-level courses online in partial fulfillment of the 36 credits required for the MA. Only 12 of the total 36 credits required for the degree (i.e. less than half the total credit count) will be taken online. Students in the hybrid program would then be required to complete the balance of requirements, in residence at University Park, including the remainder of the coursework, supervised teaching and mentored practicums, and capstone projects (MA paper and Professional Portfolio).

A. Justification statements:
   1) The need for the program
In the field of TESOL, the basic professional degree is the MA/TESL, and the Department receives numerous applications. As can be seen from the table below, the number of applicants has increased dramatically over the last several years. However, each year the department admits many more applicants for the degree than actually enroll. For instance, data from the last four academic years is as follows:

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</tbody>
</table>
Of the many possible reasons for this discrepancy, cost to the student stands out. The department offers very little scholarship money to MA/TESL students (2 of 17 funded in 2011-2012, 4 of 23 funded in 2012-2013), and hence any student who enrolls must assume the full costs of tuition. Further, students also bear the costs associated with relocating to State College for four semesters in order to complete the degree. By offering the 12-credit Online Graduate Certificate in TESOL as a step-up to the MA, we thought to alleviate some of these costs, but this option is unattractive to US students because they cannot get financial aid for a non-degree certificate and unattractive to international students for whom the clear goal is the MA and for whom a component Certificate seems a confusing detour.

The strengths of offering a hybrid (online + residential) pathway are these: (a) students can apply for financial aid for the online courses, (b) students save money by relocating to State College for only two or three (vs. four) semesters, and (c) international students still have the advantage of having earned the majority of their degree in an English-speaking environment (which has more professional advantage than an online-only program).

2) The size of the program and its anticipated duration

As shown in the table above, our entering cohorts for the current campus-based, residential MA/TESL have grown from 8-23 over the last three academic years, translating into a total program size of 31, 39, and 45 students in each of those academic years. By offering the hybrid pathway to the degree, our immediate goal is to recruit and admit equivalent numbers of enrollees through the online pathway, and thus to double the size of the total program. We will continue to review the program each year to assess enrollments and to judge whether to limit enrollment at any one time.

3) Evidence concerning the academic unit’s ability to offer a quality program in an off-campus environment.

We propose to integrate four existing online courses (APLNG 802, 804, 806, 808) into the MA/TESL program. As described above, we have offered these courses for three years as part of the department’s Online Graduate Certificate in TESOL. A major component of these courses, indeed the key to their success, has been the extensive field experience requirements included in each course: teaching observations, mentorship experiences, and practice teaching. For instance, in APLNG 806 Focus on the Classroom, students are required to observe, collect field notes, and analyze language use in an adult English language classroom, and to conduct a critical analysis of, and develop materials for, a course for this instructional content. Or again in APLNG 808 Focus on Instruction, the students must identify and volunteer at an English language school in their local vicinity where they will design and implement lesson plans for a class, digitally record themselves teaching a class for nonnative speakers of English, and reflect on the teaching/learning process. These field experiences are conducted under the supervision of the online instructor and serve as material for reflection and evaluation by other members of the online courses. The SRTE ratings for the courses have been above 6.0, and in their qualitative comments students generally praise the readings, field experience requirements, instructor feedback, and the quality of student-student interactions via discussion blogs.

4) A statement demonstrating the impact of the proposed new program or off campus program delivery on existing programs as well as on faculty load.

The incorporation of a hybrid pathway into our existing, residential-only, MA/TESL program will require additional sections of MA/TESL courses, as well as additional advising and supervisory resources. We will meet these needs as follows. (Note that no new courses are being proposed as part of this proposal).
**Course-Offerings.** APLNG will be required to offer an additional 18 sections beyond its current offerings (6 additional online courses, 12 additional residential sections). These are:

- **Online Courses (6).** The department currently offers two online courses in the fall, spring, and summer sessions (from among APLNG 802, 804, 806, and 808), and we will add two additional online sections of each pair of courses in the fall, the spring, and the summer sessions. (Note: students in the current residential MA/TESL may take 800-level, online courses with approval by their advisors).

- **Residential Courses (12).** Every year, the department will offer one additional section of each of the following MA/TESL Foundations and Professional Core courses: APLNG 410, 412, 482, 484, 491, 493, 500, 570, 583, and 595, and two additional sections of APLNG 595 (the internship course). This amounts to 12 more residential sections beyond what we currently offer.

Obviously, the additional instructional load will be phased in strategically as online students move to University Park for the residential portions of their programs. Overall, however, we expect to handle the increased load (18 sections) with a mix of current tenure-line and fixed-term faculty, advanced doctoral students, and new fixed-term hires. The department is committed to covering the costs of new instructors through temporary funds within the budget. Obviously, one source of this income is the revenue generated by the increase in student enrollment in online courses. In the following, all instructors teaching 500- and 800-level courses will be PhD-level faculty with appointment to the Graduate School.

1. Tenure-line faculty will continue to rotate through instructional assignments to the residential 400-level and dedicated 500-level MA/TESL courses as they have in the past. This assures that MA/TESL students are exposed to the same nationally prominent faculty as our PhD students and on which our competitive presence in the MA/TESL market rests.

2. Three (3) new sections/courses will be covered by two current fixed-term instructors and one anticipated (2013-2014) new fixed-term I instructor (all PhD’s, with appointment to the graduate faculty), whose instructional and service assignments in other departmental programs overlaps with the curriculum of the MA/TESL program.

3. Three (3) of the 800-level sections/courses in the online program will be taught by new, to-be-hired, fixed-term II (off campus) PhD-level instructors. To date, we have covered our six online courses (fall, spring, summer) with a mix of fixed-term I and fixed-term II, PhD-level, instructors, and we will continue this practice. This insures a stable, online faculty, which is critical to the pedagogical success and reputation of the program.

4. Two (2) new 400-level MA/TESL sections/courses will be taught by advanced, PhD level graduate students. By departmental policy, graduate students who will be teaching an APLNG course must have co-taught that course with a tenure-line faculty member (for one-credit of APLNG 602 Supervised Experience in College Teaching) as a prerequisite for teaching that course independently.

5. Ten (10) new sections/courses will be taught by two, to-be-hired, PhD-level, fixed-term I instructors. These individuals will have a mix of online and residential teaching assignments, plus advising and supervisory duties in the MA program.
Advising and Internship Supervision.

In our current program, all entering MA students are assigned a temporary adviser and asked to select a ‘permanent’ adviser from among the faculty during their second semester on campus. Students in the Online Graduate Certificate have the Director of the Certificate as their advisers. We will continue this pattern with the hybrid MA. Students taking their first online course will have the program director as temporary adviser, and at any time during their online coursework the student may choose another adviser from among the online faculty. Once the student moves to University Park, he or she will have the option to continue with the online adviser (if this adviser is resident faculty at University Park) or to select a permanent adviser from among the University Park faculty.

The practicum component of the MA/TESL comprises 3 credits of APLNG 595 Internship, which includes supervised tutoring in the ESL Writing Center, and 3 credits of APLNG 500 Practicum in Teaching, which involves supervised classroom instruction in the Department’s ESL Program and the department’s Intensive English for Communication Purposes program. Doubling the size of the program will require additional supervisory work through APLNG 595 and APLNG 500, and as indicated above we will add second sections of these courses.

5) A statement indicating fiscal responsibility for the program

The Department of Applied Linguistics is responsible for the instruction and advising in the program. Costs of the online portion of the program will be met via income from the World Campus via a revenue sharing program between the Department of Applied Linguistics, the College of Liberal Arts, and World Campus. (The Department and College currently have an agreement with World Campus covering the Graduate Online Certificate according to which students in the 800-level course in the Certificate are registered as World Campus students). Students in the online portion of the hybrid MA/TESL degree will register as World Campus students (WD) and at the point of transition to the residential portion will be registered as University Park students (UP International students must signal their desire to switch to the residential portion of the program to their academic advisers at least 10 weeks prior to the first day of classes in order to allow the University Office of Global Programs time to process their visas and other requirements. Advisers inform the Director of the MA/TESL program, and he or she will prepare a list of all students switching to residential instruction to be forwarded to Global Programs. Domestic students will be held to the same deadlines (to allow the department to estimate the size of entering cohorts for each semester). The department will notify Graduate Enrollment Services when any student in the online portion of the hybrid program will be transitioning to the residential portion of the program.

B. A statement in bulletin copy which includes the following):

1) Complete degree requirements (see attachment in Track Mode and Appendix 1)
2) A list of courses (see attachment in Track Mode and Appendix 1)
3) A statement of admission requirements (e.g. test scores, GPA, etc.) (see attachment in Track Mode and Appendix 1)
4) Description of the course sequence and typical scheduling pattern (see Appendix 2)
C. A statement demonstrating how the essential elements of residency will be achieved.

Students in the hybrid MA/TESL program achieve residency via both online and on-campus activities and association.

1. **Interaction between faculty members and students above and beyond direct instruction.**
   Students taking courses in the online portion of the program have email access to the MA Program Director, other faculty, and students through the MA Online Group in Angel. Instructional faculty may hold Live Office Hours through the Penn State IT Knowledge Base. In addition, once at the beginning of each semester, and once towards the end of the semester, the MA Program Director will hold an Online Town Hall for all online students through the same utility. Once students move to University Park, their interaction with faculty occurs through traditional venues: orientation meetings, workshops, colloquia, research groups, etc.

2. **Interaction among students in a given program.** The Online courses have been designed to maximize peer interactions among students via discussion forums and student work groups. Students maintain these relations through email contact and online chat. During the Campus portion of the hybrid program, student interaction takes place in classrooms, study sessions, departmental committee work, colloquia, and social events.

3. **Access to information and instructional resources (such as libraries, laboratories, and research facilities).** PSU access accounts give students online access to the Penn State Library; the online resources of the Department of Applied Linguistics, the Center for Language Acquisition, and the Center for Advanced Language Proficiency and Research. In addition, instructors provide online resources that are specific to their courses. These same resources are available to students in the residential portion of the degree.

4. **Exposure to and socialization in the field of study.** Via coursework, students are exposed to the world of practicing professionals in TESOL (the professional association of Teachers of English as a Second Language) and the world of researchers in AAAL (the American Association of Applied Linguistics). From the beginning of online the program, the faculty move students toward a research-practitioner model of TESL, culminating for many students in presentations at the annual meetings of TESOL, usually after they have taken up residence in University Park.

5. **Ready access to suitable academic advising and support services.** As noted above, all online students have the MA Program Director as their temporary adviser during their first online course. With greater exposure to the online faculty, students are free to select a different adviser, and once they move to University Park, they are have the option of continuing with their current advisers or to select another from among the resident faculty.

6. **Contribution of graduate students to the degree program, the college, and the university.** The department webpage includes short bio’s of all MA students, and each edition of the online newsletter includes information about new students and the projects and accomplishments of current students. Students at University Park participate in a variety of research groups associated with the research programs of individual faculty (e.g., the Conversation Analysis
Group) and the College of the Liberal Arts (e.g., the Center for Language Acquisition, the Migration Studies Program, the Center for Language Sciences, and others).

D. Program operation and maintenance including:

1) Identification of a program coordinator who must be a member of the graduate faculty in the academic unit

Dr. Deryn Verity, Director of the ESL/EAP Programs and Senior Lecturer in Applied Linguistics, will serve as MA Program Director of the Hybrid MA/TESL.

2) Evidence of how academic advising, counseling, and learning support will be provided to the students

As articulated above, in addition to the support of their online course instructors, students in the online portion of the program will have the director of the program as their initial adviser during their first online course, after which they are free to choose another adviser from among the online faculty, or from the faculty at University Park. Online students also have the same internet access (email and real-time chat) to Penn State librarians as do students at University Park. As students take more online courses, they will develop familiarity with additional online faculty, and of course once they are at University Park, they enter the advising and support structure of residential students.

3) Description of available facilities including research facilities, libraries, technological resources, etc.

During the Online portion of the program, students will have internet access to Angel (the course management program), the Penn State University Libraries (see Appendix 4), the online resources of Penn State Center for the Advanced Language Proficiency Education and Research (CALPER), all free software downloads recommended by Penn State ITS, and all online workshops. Students will be provided with Penn State web space and an email account, along with access to full online technical support through World Campus. Once students have relocated to University Park, they will have access to all of the resources usually made available to resident students.

4) A statement regarding any technological resources which students will be expected to have.

Students in the online portion of the program must have access to a computer with internet access.

E. Letter of consultation from the Director of World Campus

See Appendix 3.

F. Assessment mechanisms for assessing program quality through student surveys for feedback at critical milestones in the program as well as student exit questionnaire at time of graduation.

There are at least two critical milestones in the educational career paths of online + residential students: their transition to residential status and residential instruction after completion of the online portion of the program and their completion of the MA/TESL degree. Prior to these points, the Department will have the benefit of the quantitative and qualitative evaluations generated through the SRTE process for all online and residential courses and the ongoing review of the Director of the MA program.
At the **first milestone**, entry into residential status at University Park, the Director of the MA program will schedule a group interview with each entering cohort at the beginning of the semester to discuss students’ experiences in the online portion of the program. From this discussion, the Director will compose a written report to the Department Head. At the end of their first semester in residence, students will be asked to meet with their advisers who will conduct a second assessment of their transition to and experience of University Park. Advisers will send a brief paragraph to the Head summarizing these meetings with their advisees.

The **second milestone** is graduation from the program. During the last months of their final semester, students will again be asked to meet as a cohort with the Director of the Program to evaluate the strengths and weaknesses of the program. Again, the Director will send a summary of this meeting to the Head and the MA Committee.

**Comprehensive review** of these four sources (the course SRTE’s, the ‘entry’ cohort meeting with the Director, the individual summaries by advisers at the end of the first residential semester, and the ‘exit’ cohort meeting with the Director) will be conducted once each year by the MA Program Committee to assess the program and to devise whatever modifications or changes seem appropriate.

Per Graduate Council policy, the academic unit will report back to the Committee on Programs and Courses three years after the initial enrollment of the first cohort of students with information to assess the success and quality of the program. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.
Appendix 1: Complete Degree Requirements

Program of Study: Hybrid Pathway (see side-by-side below)

The M.A. TESL program consists of 36 credit hours of coursework that include a variety of experiences whose aim is to provide authentic, integrated opportunities for students to plan, teach, reflect, research, and lead in ESL and EFL programs for adult learners.

Online Courses

12 credits. Students who choose the Online + Residential [Hybrid] Path for the MA/TESL program will complete the following four courses online prior to coming to the Penn State Campus. These four courses comprise 12 of the 36 credits required for the degree. Once on campus, students will complete the remainder of the courses (see below), the teaching internships, and other degree requirements. These courses are offered in rotation in fall, spring, and summer terms.

- APLNG 802 Focus on English: Teaching Form, Meaning, and Use [3 credits]
- APLNG 804 Focus on Learners: Identity, Community and Language Learning [3 credits]
- APLNG 806 Focus on Classrooms: Planning and Supporting Language Learning [3 credits]
- APLNG 808 Focus on Instruction: Teaching and Assessing Language Learning [3 credits]

These courses involve an integrated theory-plus-practice approach across a range of topics in the key areas of language (English), learners, classrooms, and instruction. They were designed and approved as graduate courses and do not provide the same foundational information as the residential foundational courses [400-level] but instead require the application of theories of second language learning and teaching to the real world of English language teaching. Taken together, they provide a panoptic yet detailed introduction to the theory and practice of teaching. As online students move into the Foundations, Professional Core, and Research Methods courses required in resident instruction, they will deepen their knowledge, participate in more sustained and more closely supervised practicums, and learn classroom-based research methods.

Residential Courses

Foundations (9 credits). This group of courses is designed to develop in students an understanding of the social, historical, and theoretical foundations of the field of Applied Linguistics and TESL.

- APLNG 484 Discourse Functional Grammar [3 credits]
- APLNG 491 Second Language Acquisition [3 credits]
- APLNG 493 Teaching ESL [3 credits]

Professional Core (6 credits). This group of courses provides the student with opportunities to integrate his or her theoretical understandings with practical experiences in ESL instructional settings.

- APLNG 410 Teaching American English Pronunciation [3 credits]
- APLNG 412 Teaching Second Language Writing [3 credits]
• APLNG 482 Introduction to Applied Linguistics [3 credits]
• APLNG 583 Methods of Language Assessment [3 credits] [required in Hybrid Path]

Field Experience (6 credits). These courses provide supervised training in mentoring and teaching ESL in tutoring and classroom contexts.

• APLNG 500 Practice Teaching ESL [3 credits]
• APLNG 595 Internship [3 credits]

Methods of Research in Language and Language Learning (3 credits). A course in this area will enhance the student's understandings of and skills in doing research on language and language learning.

• APLNG 577 Language Analysis [3 credits]
• APLNG 581 Discourse Analysis [3 credits]
• APLNG 582 Seminar in Approaches to Language Use [3 credits]
• APLNG 586 Analyzing Classroom Discourse [3 credits]
• APLNG 592 Qualitative Research in Applied Linguistics [3 credits]
• APLNG 593 Experimental Research in Language [3 credits]

Electives

Students in the hybrid path are not required to take electives, because APLNG 802, 804, 806, and 808 take their place in the total credit count. However, students in the hybrid path are required to take APLNG 583 Method of Language Assessment and depending on their programs of study, and in consultation with their academic advisers, must substitute two 500-level electives (6 credits) for appropriate courses listed under Foundations and/or Professional Core. They have the option of adding electives from among this group of courses, or indeed of substituting one of the following for courses listed under Foundation, Professional Core, and Research Methods. This ensures that all hybrid path students are in compliance with the minimum requirements for the MA degree [18 credits at the 500-level].

• APLNG 510 Health and Aging in Multilingual Contexts [3 credits]
• APLNG 511 Applied Linguistics and Health Sciences [3 credits]
• APLNG 512 Language and Adult Lifespan Development [3 credits]
• APLNG 570 Second Language Reading [3 credits]
• APLNG 572 Communication in Second Language Classrooms [3 credits]
• APLNG 575 Language Ideology [3 credits]
• APLNG 576 Language Socialization across Home, School and Community [3 credits]
• APLNG 584 Sociocultural Theory and Second Language Learning [3 credits]
• APLNG 587 Theory and Research in 2nd Language Teacher Education [3 credits]
• APLNG 588 Design and Research of Technology-Mediated Language Learning [3 credits]
• APLNG 589 Technology in FL/SL Education [3 credits]
• APLNG 591 Seminar in Second Language Acquisition [3 credits]
• other courses and/or APLNG 597 Special Topics with approval of the adviser
Any 500-level 3-credit course not taken as a requirement of Research Methods can be counted as an elective in the resident MA/TESL program.

A minimum of 18 hours of coursework at the 500-level is required. Students must maintain a minimum grade-point average of 3.00 in all coursework in order to maintain good academic standing and to graduate. A checklist of all program requirements must be completed, signed by the adviser, and submitted in the department office at least six weeks prior to the end of the semester in which the student expects to graduate.

Teaching ESL abroad opportunities upon completion of the program exist with exchange programs established in South Korea, Turkey, Chile, and Mexico. For information on these opportunities, students may contact the Director of Graduate Studies.

Advisers and Committees

Upon entering the program online portion of the program, each M.A. TESL candidate will be advised by the Director of the Online Program as his or her temporary faculty adviser. During the second online course, students may choose another adviser from among the online faculty or they may continue with the Director of The Program as their adviser. Once students take up residence in University Park, they will be asked to select an adviser from among the University Park faculty. Sometime after arriving at University Park, students should constitute their M.A. committee. This is a two-person committee consisting of the academic adviser and one additional faculty member, selected in consultation with the adviser. Students should contact the faculty member directly to ask if he/she is willing to serve on the committee. Students should consult with their committee on a regular basis regarding the program of study and completion of the e-portfolio and M.A. paper Capstone Experiences.

Capstone Experiences: The Teaching E-Portfolio

The MA teaching e-portfolio serves to demonstrate the depth and breadth of the student’s understanding of language pedagogy. The development of the portfolio is an on-going process that begins in the first semester in residence at University Park. University resources for creating an e-portfolio can be found at http://portfolio.psu.edu/index.html. The e-portfolio must provide evidence to demonstrate that the student has accomplished the following program objectives:

- the ability to design and evaluate instructional materials, technology, media, and other resources that meet the specific instructional and language related needs and abilities of students;
- the ability to reflect on, critically analyze, and evaluate your own teaching practices;
- the ability to articulate a philosophy of language teaching grounded in current language and learning theories;
- an understanding of the complex social, cultural, political, and institutional factors that affect language teaching and students' language learning;
• knowledge of research and research methods for studying language teaching and learning;
• knowledge of the teaching field (English);
• participation in collaborative projects with others.

There are several types of evidence that students can use to demonstrate that they have accomplished these purposes. These include, but are not limited, to the following:

• documents produced in courses. These may include seminar papers, reaction papers, exams, assignments, and/or completed projects;
• documents produced outside of any specific course that analyze and synthesize the student’s various experiences in the program;
• documents produced in the internship including handouts, exams, a collection of journal entries about the student’s teaching experiences, interviews with other students about their perceptions of specific instructional activities and so on;
• documents about participation in the program written by someone else, including written observations/evaluations completed by a supervisor, a cooperating teacher, or a peer observer; formal course evaluations, and so on.

Each document in the e-portfolio must contain a label or caption that describes what each document is and for which objective(s) it provides evidence.

**Evaluation:** Students must submit their e-portfolio to the committee at least two weeks before the end of the semester in which the student expects to graduate (fall or spring only). The e-portfolio will be evaluated on the basis of the depth and breadth with which the evidence given demonstrates that all the objectives of the M.A. TESL program have been accomplished. Students are expected to present their e-portfolio to the APLNG community at the end of the semester in which he or she will graduate (fall or spring only).

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**Capstone Experience: The M.A. Paper**

The M.A. paper represents the student’s research interests and is usually developed from work done in one or more courses. This requires careful consultation with the M.A. adviser. Examples of M.A. papers completed by former students are kept on file in the Department office, and students are encouraged to review these. Some examples include: empirical research involving data collection and analysis; empirical research involving analysis of secondary data; development of curriculum; literature reviews of particular topics, and development of assessment instruments.

The following steps and deadlines apply to writing the M.A. paper.

• By the end of the second semester in the program, students must decide on a topic and timeline for completing the paper in consultation with their adviser.
• Students must submit a completed draft of the paper to the adviser at least six weeks before the end of the semester in which the student expects to graduate (fall or spring only). The adviser will provide the student with feedback within one week.
• The student must submit a revised paper to the committee at least 4 weeks before the end of the semester in which the student expects to graduate (fall or spring only). The committee will provide feedback within two weeks.
• The student must make final revisions, construct a Signature Page and collect his or her committee members’ signatures at least one week before the end of the semester in which they expect to graduate.
• Upon completion, students should distribute bound signed copies of the paper to the department office, to the adviser, and to the M.A. committee members. Students are expected to present their papers to the APLNG community at the end of the semester in which they expect to graduate (fall or spring only).
# RESIDENTIAL AND HYBRID PROGRAMS AT-A-GLANCE

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<thead>
<tr>
<th>RESIDENTIAL PATH (UP)</th>
<th>HYBRID PATH (WD)</th>
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| Individuals who have not yet applied for and been admitted to the MA/TESL program, and who may have taken an online course may apply to have those credits transferred into their total Residential MA credit count. | **12 credits**  
APLNG 802 Focus on English: Teaching Form, Meaning, and Use  
APLNG 804 Focus on Learners: Identity, Community and Language Learning  
APLNG 806 Focus on Classrooms: Planning and Supporting Language Learning  
APLNG 808 Focus on Instruction: Teaching and Assessing Language Learning | on-line courses  |
| **SHARED COURSE PROGRAM (UP)** |  |
| **Foundations (9 credits)**  |  |
| APLNG 484 Discourse Functional Grammar  
APLNG 491 Second Language Acquisition  
APLNG 493 Teaching ESL |  |
| **Professional Core (select 6 credits from among):** |  |
| APLNG 410 Teaching American English Pronunciation  
APLNG 412 Teaching Second Language Writing  
APLNG 482 Introduction to Applied Linguistics  
APLNG 583 Methods of Language Assessment [required in the Hybrid Path] |  |
| **Methods of Research (3 credits from among):** |  |
| APLNG 577 Language Analysis  
APLNG 581 Discourse Analysis  
APLNG 582 Seminar in Approaches to Language Use  
APLNG 586 Analyzing Classroom Discourse  
APLNG 592 Qualitative Research in Applied Linguistics  
APLNG 593 Experimental Research in Language |  |
| **Field Experiences (6 credits)** |  |
| APLNG 500 Practice Teaching ESL  
APLNG 595 Internship |  |
| **ELECTIVES - UP (12 credits from among)** | All students complete the Capstone Requirements:  
- Teaching E-Portfolio  
- Master’s Paper |  |
| APLNG 510 Health and Aging in Multilingual Contexts  
APLNG 511 APLNG and Health Sciences  
APLNG 512 Language and Adult Lifespan Development  
APLNG 570 Second Language Reading  
APLNG 572 Communication in Second Language Classrooms  
APLNG 575 Language Ideology  
APLNG 576 Language Socialization across Home, School and Community  
APLNG 584 Sociocultural Theory and Second Language Learning  
APLNG 587 Theory and Research in 2<sup>nd</sup> Language Teacher Education  
APLNG 588 Design and Research of Technology-Mediated Language Learning  
APLNG 589 Technology in FL/SL Education  | Other courses with approval of the adviser |  |

All APLNG Courses are 3 Credits

Students in the Hybrid Path, in consultation with their academic advisers, must substitute two 500-level electives (6 credits) for appropriate courses listed under Foundations and/or Professional Core.

Any 500-level (3 credit) course not taken as a requirement of Research Methods can be counted as an elective in the resident MA/TESL program.

Students in the Hybrid Path have completed their 12 credit elective count via the online courses (802, 804, 806, 808).
Appendix 2: Sample course sequence and typical scheduling pattern

Online

Prior to arrival in University Park, students in the Online + Residential [Hybrid] Pathway take the following for online courses. Two of these courses are offered in the fall, spring, and summer sessions, and students may take them in any order.

Credits: 12

APLNG 802 Focus on English: Teaching Form, Meaning and Use, 3 credits
APLNG 804 Focus on Learners: Identity, Community and Language Learning, 3 credits
APLNG 806 Focus on Classrooms: Planning and Supporting Language Learning, 3 credits
APLNG 808 Focus on Instruction: Teaching and Assessing Language Learning, 3 credits

Campus

Students who have completed the online courses begin residential study at University Park in the fall semester. The campus portion of the program may be completed in either three semesters (fall, spring, fall) or two semesters and one summer (fall, spring, summer).

1st Residential Semester (fall)  Credits: 9
APLNG 484 Functional Discourse Grammar, 3 credits (Foundation)
APLNG 591 Seminar in Second Language Acquisition, 3 credits (Substituted Elective)
APLNG 493 Methods for Teaching ESL, 3 credits (Foundation)
Begin working on E-Portfolio

2nd Residential Semester (spring)  Credits: 9
APLNG 572 Communication in L2 Classrooms, 3 credits (Substituted Elective)
APLNG 586 Analyzing Classroom Discourse, 3 credits (Research Methods)
APLNG 595 Internship, 3 credits (Field Experiences)
Finish E-Portfolio

3rd Residential Semester (summer session or fall)  Credits: 6
APLNG 583 Methods of Language Assessment, 3 credits (Professional Core)
APLNG 500 Practice Teaching ESL, 3 credits (Field Experience)
Complete the MA Paper

Total: 36

Notes:
This is an example of a typical program. As indicated in the Program of Study, students have a number of courses from within the Professional Core and Research Methods from which they may choose.

International students in both the resident and hybrid versions of the MA/TESL program must get permission in advance from the Directorate of International Student and Scholar Advising (DISSA) for a reduced course load by completing the Reduced Course Load eForm in iStart. This is only approved in the final semester of the program while students are completing the M.A. Paper.
Appendix 3: Letter of Support from World Campus

From: Wayne Smutz [mailto:wds4@psu.edu]
Sent: Wednesday, February 20, 2013 9:06 PM
To: ‘Robert Schrauf’
Cc: David M Sylvia; Avis Kunz
Subject: RE: MA in Teaching English

Bob,

I’m pleased to inform you that the World Campus supports your proposal for a hybrid MA/TESL program. Let me know if there is anything else I can do to help with approval from the Grad School.

Wayne

From: Robert Schrauf [mailto:rws23@psu.edu]
Sent: Thursday, February 14, 2013 9:08 AM
To: ‘Wayne Smutz’
Subject: RE: MA in Teaching English

Hi Wayne,

Per our conversation with Avis on Tuesday, would you send me a note supporting our proposal for a hybrid MA/TESL program to the Grad School. Thanks.

Bob

Robert W. Schrauf
Department of Applied Linguistics
234 Sparks Building
Pennsylvania State University
University Park, PA 16802
(814)-865-9622
http://schrauf.weebly.com

From: Robert Schrauf [mailto:rws23@psu.edu]
Sent: Monday, February 04, 2013 5:38 PM
To: wds4@psu.edu
Cc: Avis Kunz
Subject: MA in Teaching English

Dear Wayne,

Though we haven’t met, I understand Avis is bringing us together for lunch next week. I know that you are concerned (as am I) about the low enrollments in APLNG 802, 804, 806, and 808, the four courses that comprise the Online Graduate Certificate in TESOL. World Campus, Liberal Arts, and my department all have considerable investment in the certificate, and we need to justify that commitment as we move ahead.
As you know, I’m proposing to the Grad School that we integrate those four online courses into a ‘hybrid’ online + residential MA/TESL program, both as a way to boost recruitment into those courses, and as a way to move into the online MA/TESL market. The basic idea is to have students take the four online courses prior to coming to UP to complete the degree—which would take three more semesters (or two semesters and a summer). This would make US students eligible for financial aid as they take the courses, and it would reduce residence in State College for both domestic and international students by at least one semester. There are some kinks in it yet. For instance, I understand that we’ll have to find a way to have these students take the online courses as WD students and not UP students, and we’ll have to work with the Graduate School on those location codes. Also, the program of study represented in the proposal requires three semesters of residence here in State College (after the online portion), and eventually want to reduce that to two. However, in the interest of getting this through Grad Council review, I’m leaving that piece to later. I think this would make the degree even more attractive to international students, and of course drive up enrollments in those 800-level courses.

That said, in the short term, I need your support in sending this current version through review by the Grad School. I look forward to meeting you on Tuesday.

Bob Schrauf
Robert W. Schrauf
Professor and Head
Department of Applied Linguistics
234 Sparks Building
Pennsylvania State University
University Park, PA 16802
(814)-865-9622
http://schrauf.weebly.com

Appendix 4: Letter of Support from University Libraries

From: Debora Cheney <dcheney@psu.edu>
Sent: Thursday, June 6, 2013 1:08 PM
To: ROBERT WILLIAM SCHRAUF <rws23@psu.edu>
Cc: Jack Sulzer, Debora Cheney, Lisa German
Subject: RE: Support for Hybrid MA TESL program

Bob: Our policy is that all our online resources, including scholarly journals, newspapers, magazines, e-books, and scholarly research databases, etc. are all licensed for all registered students regardless of campus (including World Campus) location. This means their PSU access account will provide that access to all licensed library resources. In addition our e-reserves services are accessible in the same way for any online library resources faculty may want to "put on reserves" for the students in the course and can be activated and accessible in Angel.

We have also developed policies and procedures to provide access to our physical collections and will mail materials to students in the U.S. or provide PDFs of selected content to students out of the country.

We also provide subject librarians, research and reference support via email and chat--so students can also use such services, again regardless of campus or student's location.
Does this constitute enough of a statement or would you like to have me or one of our Associate Deans put this on letterhead and provide this to you?

Typically we hope that our subject librarian liaison to your department would be included along with others you contact for consultation as a program or course goes through the curriculum process and ultimately reaches the Senate Curriculum Committee. I am currently member of that Committee and forward all curriculum/program proposals to the subject librarian for one final awareness check. I realize that’s a bit different check than you are requesting here, but I did want to alert you to that.

I hope I’ve answered all your questions and provided the statement you need.

Best, Debora Cheney

Debora Cheney, Head, Library Services to the World Campus/Penn State Online and Larry and Ellen Foster Communications Librarian Pennsylvania State University Libraries 309B Paterno Library University Park, PA 16801
814-863-1345
dcheney@psu.edu

----- Original Message ----- 
From: "ROBERT WILLIAM SCHRAUF" <rws23@psu.edu>
To: dlc13@psu.edu
Sent: Thursday, June 6, 2013 11:42:49 AM
Subject: support for hybrid MA-TESL program

Dear Ms. Cheney,

The Department of Applied Linguistics is submitting a proposal to the Graduate School to offer a hybrid (online + residential) Masters Degree in Teaching English as a Second Language (MA/TESL). The department currently offers a completely residential MA/TESL at University Park and an online Graduate Certificate in TESOL through World Campus. We are proposing the combination of the four courses that comprise the online certificate and the current residential MA so that students could take 12 credits on-line and then come to UP to finish their degree in residence. I am writing to ask for a note of support from the library confirming that the students in the online portion of the MA/TESL degree will have appropriate access to library resources. (I don't know if the process of approving the existing online Graduate Certificate involved this step, but the student use of the library would be the same).

If you want I can send the proposal, but below I've copied the relevant portions regarding use of the library.

Under Description of how essential elements of residency will be achieved. Access to information and instructional resources (such as libraries, laboratories, and research facilities). PSU access accounts give students online access to the Penn State Library; the online resources of the Department of Applied Linguistics, the Center for Language Acquisition, and the Center for Advanced Language Proficiency and Research. In addition, instructors provide online resources that are specific to their courses. These same resources are available to students in the residential portion of the degree.

Under Description of available facilities including research facilities, libraries, technological resources, etc. During the Online portion of the program, students will have internet access to Angel (the course management program), the Penn State University Libraries, the online resources of Penn State Center for the Advanced Language Proficiency Education and Research (CALPER), all free software downloads recommended by Penn State ITS, and all online workshops. Students will be provided with Penn State web space and an email account, along with access to full online technical support through World Campus. Once students have relocated to University Park, they will have access to all of the resources usually made available to resident students.
(Obviously, not everything in that last paragraph falls under the purview of the library). In the end, I need an email response to this message indicating that online students in the MA/TESL would have access to online resources available through the library in much the same way that students in our online Graduate Certificate do now. I'm available at 865-9622, and I'm certainly willing to come over and discuss this. Thanks.

Bob Schrauf

Robert W. Schrauf
Professor and Head
Department of Applied Linguistics
Pennsylvania State University
http://schrauf.weebly.com/
Teaching English as a Second Language (TESL)

Program Home Page (Opens New Window)

JOAN KELLY HALL, ROBERT W. SCHRAUF, Department Head
Program Home Page (Opens New Window)

Degree Conferred:
M.A.

The Graduate Faculty

- Gabriela Appel-Lantolf, Ph.D. (Delaware) Senior Lecturer in German and Applied Linguistics
- Suresh Canagarajah, Ph.D. (Texas, Austin) Edwin Erle Sparks Professor of Applied Linguistics, English, and Asian Studies
- Joan Kelly Hall, Ph.D. (SUNY Albany) Professor of Applied Linguistics
- Karen E. Johnson, Ph.D. (Syracuse) Kirby Professor in Language Learning and Applied Linguistics
- Celeste Kinginger, Ph.D. (Illinois, Urbana-Champaign) Associate Professor of Applied Linguistics
- James Lantolf, Ph.D. (Penn State) Greer Professor of Language Acquisition and Applied Linguistics
- Stephen Looney, Ph.D. (Georgia) Senior Lecturer in Applied Linguistics
- Xioafei Lu, Ph.D. (Ohio State) Assistant Associate Professor of Applied Linguistics
- Sinfree Makoni, Ph.D. (Edinburgh, Scotland) Associate Professor of Applied Linguistics and African Studies
- Mark A. Ouellette, Ph.D. (Pennsylvania) Senior Lecturer in Applied Linguistics
- Sandra J. Savignon, Ph.D. (Illinois, Urbana-Champaign) Professor of Applied Linguistics
- Robert Schrauf, Ph.D. (Case Western) Professor of Applied Linguistics
- Susan Strauss, Ph.D. (California, Los Angeles) Associate Professor of Applied Linguistics and Asian Studies
- Heidi Vellicken, Ph.D. (Northern Arizona University) Senior Lecturer in Applied Linguistics
- Deryn Verity, Ph.D. (University of Delaware) Senior Lecturer in Applied Linguistics
- Ning Yu, Ph.D. (Arizona) Professor of Applied Linguistics and Asian Studies
- Steve Thorne, Ph.D. (California, Berkeley) Assistant Professor of Applied Linguistics

The master’s M.A. program in Teaching English as a Second Language is designed to provide professional development for teachers and administrators in English as a second or foreign language. The program is problem focused, integrating theory and practice from the fields of applied linguistics and teaching English as a second language to address issues of second language acquisition/teaching and program development, with special focus on English in a wide range of both domestic and international contexts.
Requirements include 36 credit hours, a master's M.A. paper, and a teaching e-portfolio. The department offers two paths to the MA/TESL. Students may complete the entire program in residence at University Park, or they may pursue a blended hybrid path to the degree, including 12 credits of 800-level online instruction courses, followed by 24 credits (plus master's M.A. paper and teaching e-portfolio) in residence at University Park. Students pursuing the residential path to the degree may also take the department’s 800-level online offerings, and these count as electives in their program of study as well.

Completion of this degree program does not automatically provide teacher certification in the Commonwealth of Pennsylvania. Further information on teaching certification is available from the College of Education. Students who desire to continue their studies in ESL at Penn State may be admitted to the Ph.D. program in Applied Linguistics through the program in Linguistics and Applied Language Studies. The Department of Applied Linguistics

Admission Requirements

Scores from the Graduate Record Examinations (GRE) are required for admission. Requirements listed here are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

For admission to the Graduate School, an applicant must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates.

Applicants The language of instruction at Penn State and online is English. All international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions noted below. The minimum acceptable score for the TOEFL is 6010 for the paper-based test, or a total score of 100 with a 23 on the speaking section for the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 7.0.

International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

whose native language is not English must take the TOEFL examination and attain a score greater than 600. All applicants are also required to arrange for three letters of reference to be submitted along with a one- to two-page statement written by the applicant describing the applicant's goals and professional objectives.

Degree Requirements

The M.A. in TESL requires 36 credits, of which 18 credits must consist of 500- or 800-level courses. In lieu of a thesis, students must prepare a master's M.A. paper and compile a teaching e-portfolio. The following courses are required:
Foundations: 9 credits, including: APLNG 484, APLNG 491, APLNG 493, APLNG 591,

Professional Core: 6 credits from among the following: APLNG 410, APLNG 412, APLNG 482W, and APLNG 583 [required in the Hybrid Path]

Field Experience: 6 credits, including: APLNG 500, APLNG 595;

Research Methods: 3 credits from among the following courses: APLNG 577, APLNG 581, APLNG 582, APLNG 586, APLNG 586, APLNG 586, APLNG 592, and APLNG 593; 9 credits of electives from the following APLNG courses: APLNG 410, APLNG 482W, APLNG 572, APLNG 573, APLNG 581, APLNG 583, APLNG 593, APLNG 597; and 6 credits of approved electives.

Electives: 12 credits from among the following courses: APLNG 510, APLNG 511, APLNG 512, APLNG 570, APLNG 572, APLNG 575, APLNG 576, APLNG 584, APLNG 587, APLNG 588, APLNG 589, APLNG 591, or other courses with approval of the adviser.

Resident Path: With guidance from their advisers, students who are enrolled in the Residential Path take 12 credits in electives from among the departments other offerings. Any 500-level 3-credit course not taken as a requirement of Research Methods can be counted as an elective in the resident MA/TESL program.

Resident Path students are allowed to take any or all of the APLNG 800-level courses as electives in any sequence during the MA/TESL program. If 12 credits of APLNG 800-level courses are taken, resident path students are required to take APLNG 583 and, in consultation with their academic advisor, substitute two 500-level electives (6 credits) for appropriate courses listed under Foundations and/or Professional Core.

Hybrid Path: Students who choose to take the hybrid path to the degree will have already taken APLNG 802, APLNG 804, APLNG 806, and APLNG 808 online, and these online courses take the place of the 12 credits of elective courses. Hybrid path students are required to take APLNG 583 and, in consultation with their academic advisers, substitute two 500-level electives (6 credits) for appropriate courses listed under Foundations and/or Professional Core.

Capstone Projects: All students must also complete a M.A. paper and teaching e-portfolio and a master's paper.

Student Aid

Graduate Assistantships that may be available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500 to 6599 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.

**APPLIED LINGUISTICS (APLNG) course list**

**DATE LAST REVIEWED BY GRADUATE SCHOOL:** 5/25/04

Last updated by Publications: 5/23/11