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.

February 12, 2014

1. **New Program**: Labor and Global Workers’ Rights, offering the Master of Professional Studies (M.P.S.) degree (College of the Liberal Arts), page 2

2. **Program Change**: Geographic Information Systems—creation of a new option: Geodesign (College of Earth and Mineral Sciences), page 24

3. **Program Change**: Higher Education—change in the requirements for the Master of Education (M.Ed.) degree and addition of off-campus (online) delivery of the M.Ed., and addition of the Master of Science (M.S.) degree (College of Education), page 44

4. **Program Change**: Training and Development—change in graduate program degree requirements (Penn State Harrisburg), page 93

5. **Program Change**: Counselor Education—change in graduate program degree requirements (College of Education), page 119

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
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: The College of the Liberal Arts
Department or Instructional Area: School of Labor and Employment Relations

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add

Designation of new graduate program: Master of Professional Studies in Labor and Global Workers' Rights
Classification of Instructional Programs (CIP) Code: 52.1004
Designation of new graduate option:
Designation of new graduate minor:
Indicate effective semester (cannot be earlier than the first semester following approval): Fall 2014

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change Drop

Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):
Indicate effective semester (cannot be earlier than the first semester following approval):

SUBMITTED BY GRADUATE PROGRAM HEAD:

Paul F. Clark

Printed name Signature Date: 11/13/13

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

Jennifer Wagner - Lawler

Printed name Signature Date: 11/13/13

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

Christopher Lang

Printed name Signature Date: 11/18/13
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

_________________________  __________________________
Printed name                  Signature  Date: 12/20/2015

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

_________________________  __________________________
Printed name                  Signature  Date: 2/10/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

_________________________  __________________________
Printed name                  Signature  Date: 2/1/2014
Labor and Global Workers’ Rights

Proposal to the Graduate Council to create a new graduate program, offering the Master of Professional Studies (M.P.S.) degree

The Pennsylvania State University
School of Labor and Employment Relations

THE COLLEGE OF THE LIBERAL ARTS

November 11, 2013

Dr. Mark Anner, Associate Professor
School of Labor and Employment Relations
(814)865-0745
msa10@psu.edu
Proposal to create a graduate program in Labor and Global Workers’ Rights, offering the Master of Professional Studies (M.P.S.) degree

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Program Proposal
For over 70 years, the field of Labor and Employment Relations at Penn State has addressed issues of concern related to workers, employers, and governments from multi-disciplinary perspectives. Scholarly research and course offerings cover topics as diverse as collective bargaining in the public sector; health and safety at work; human resource management; labor economic; work-life balance; and class, race, and gender in employment relations dynamics. The School of Labor and Employment Relations currently offers seven undergraduate and graduate degrees residentially and through the World Campus. Residentially, we offer a Bachelor of Science and a Bachelor of Arts degree in Labor Studies and Employment Relations, as well as a Master of Science degree in Human Resources and Employment Relations. In 2008, we introduced our Master of Professional Studies degree in Human Resources and Employment Relations via the World Campus. The following year, we rolled out our BS and BA of Labor Studies and Employment Relations via the World Campus. And then, in 2011, we took charge of the Bachelor of Science degree in Organizational Leadership; Organizational Leadership now offers a minor and a BA as well.

Over the last decade, the School’s strategic plan has increasingly incorporated international and global perspectives into the courses it offers and the research it conducts. Scholars studying employment relations in Europe, Asia, and Latin America have joined the faculty, and new course offerings include International and Comparative Employment Relations, International Human Resources, and Labor and the Global Economy. The School then established the Center for Global Workers’ Rights in December 2012. The Center’s mission is to explore the causes for, and promote solutions to, pervasive and egregious forms of workers’-rights violations, particularly involving vulnerable workers in the most precarious sectors in the global economy. This includes child labor, forced labor, and gender-based forms of exploitation, including sweatshop labor and domestic work. The Center’s objectives are three-fold: 1.) To increase the understanding of the status of workers’ rights through rigorous scholarly research and interdisciplinary exchanges with scholars at Penn State and at national and international institutions. 2.) To disseminate the Center’s research findings and the findings of other scholars on workers’ rights in ways that are accessible to practitioners and scholars. 3.) To actively work to address and promote effective and innovative solutions to patterns of workers’-rights violations.

In 2012, an opportunity presented itself to deepen the contribution of the Center and the School to the field of workers’ rights through the Global Labour University (GLU). GLU was established in 2004 to offer Master’s Programs on sustainable development, social justice, global workers’ rights and trade unions, economic policies, and global institutions. GLU is endorsed by the International Labour Organization, the oldest of the United Nations’ specialized agencies. It sets the international benchmarks for global workers’ rights through its unique tripartite (labor, employer, government) governance structure. GLU programs are aimed at candidates who have experience with labor and social movements, and who are willing to assist organizations in these fields to engage more effectively in social dialogue, public debate, and policy implementation. Current
Programs exist at highly recognized universities in four countries: 1. Germany: University of Kassel and Berlin School of Economics and Law; 2. South Africa: University of the Witwatersrand; 3. Brazil: University of Campinas (Unicamp); and 4. India: Tata Institute of Social Sciences.

On February 14-15, 2013, the head of the GLU from Geneva; the international affairs director of the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO); and union leaders from the U.S. Autoworkers, Steelworkers, Teamsters, and Teachers’ unions came to Penn State to meet with the Center, the School, and the Associate Dean for graduate programs in the College of the Liberal Arts to discuss establishing a GLU program at Penn State. All parties expressed support for moving forward with the program. Subsequently, the International Steering Committee of the GLU voted to accept Penn State as its fifth campus. This is an important honor and of significant reputational value to Penn State. Other universities that had been considered include Cornell, Rutgers, UCLA and CUNY. It is important to emphasize that the relationship with GLU is for networking purposes. The Master of Professional Studies’ program at Penn State would be a 100% Penn State program, taught by Penn State graduate faculty to students accepted to Penn State’s Graduate School and the graduate program in Labor and Global Workers’ Rights according to Graduate Council and graduate program-specific criteria. The courses and the degree would be approved by Penn State alone. The GLU relationship adds reputational value to the program and will be of considerable support in recruiting students. The GLU relationship would assist by actively encouraging student/scholar networking across campuses and organizing an annual conference.

For the above mentioned reasons we are excited about moving forward with a MPS in Labor and Global Workers’ Rights.

**Program Objectives**

The Master of Professional Studies (MPS) in Labor and Global Workers’ Rights would be a twelve-month program, starting each year in the fall semester and continuing through the spring and the summer semesters. We anticipate beginning in fall 2014 with a group of about seven to eight students. We plan to grow by one or two students a year until we reach 12 to 15 students per year. These students would come from labor unions or labor-oriented organizations, such as labor think tanks or worker organizations. They will be early to mid-career labor professionals whose organizations would want them to gain the needed skills to more effectively pursue their organizational goals by engaging multinational corporations and relevant international institutions. Participation in the program would involve acquiring a one-year leave from their jobs. Experience has shown that many organizations are willing to make this sacrifice given the long-term strategic importance of the skills students are acquiring. Since 2004, four hundred students have finished the program at the four participating institutions, and the application rate to these programs continues to grow. Members of the GLU network believe there would be particularly strong interest in a program in the United States.
We believe the School of Labor and Employment Relations already has the ability to offer several quality courses that meet the needs of the program. We are also designing five new courses (see below). We have anticipated the need for additional faculty and have sufficient human resources available to cover this need. We have three new incoming faculty members beginning in fall 2014. Once of those faculty members will be dedicated to teaching at least one course per year for the Labor and Global Workers’ Rights program. Furthermore, the Center for Global Workers’ Rights employs a Post-Doctoral Teaching Fellow. Up until now, most Post-Doctoral Teaching Fellows would teach a special topics course. Students in several different disciplines would take this course as an elective. Once the LGWR MPS degree is approved, the Post-Doctoral Teaching Fellow will be charged with teaching at least two courses per academic year for the program. In addition, the faculty member who will be charged with teaching LGWR 510, International Labor Law, is currently teaching one course per year at the Dickinson School of Law as part of his teaching load. Once the LGWR MPS is approved, this faculty member would no longer teach for Dickinson and would teach LGWR 510 instead.

We do not anticipate that the program will significantly increase faculty advising obligations because, as a MPS, we will not require a Master’s thesis. Rather, all students completing the capstone experience will be registered for LGWR 894 and one faculty member will teach LGWR as part of their teaching load. The course will be capped at 15 students. We have used this model for our MPS HRER program for the past 4 years and it has worked successfully. Faculty will share responsibility in advising students throughout their internships. Due to the small number of students anticipated in the program, the faculty workload will not be burdensome. LGWR 596, Individual Studies, will not be scheduled on a regular basis. Students will only be taking LGWR 596 if they are not able to secure an internship. Therefore, the advising/mentoring responsibility for LGWR 596 will be very limited and shared among faculty.

This Master of Professional Studies degree will meet the University mission of providing educational opportunities to a broad range of U.S. and non-U.S. students on issues related to economic and social integration, and human dignity. Both the subject matter and the diversity of the intended student cohort for this program will be global in nature. Indeed, we expect approximately 80 percent of our students to be international students.

The objective of the program is to prepare students to:

- Understand how the dynamics of the global economy (trade, financialization, and foreign direct investment) affect employment relationships through theoretical and empirical exploration.

- Analyze the benefits and potential limitations of international institutional mechanisms, such as worker rights clauses in trade agreements, to address worker rights concerns.
• Explore non-traditional forms of employment --such as informal, part time, temporary or other manifestations of contingent work-- and examine the potential for new forms of workers organizing in these sectors, including worker centers and gender-based organizing models like self-employed women’s associations.

• Explore the functioning of major international financial institutions, such as the World Trade Organization, the International Monetary Fund, and the World Bank and how labor might leverage these institutions to ensure policies and practices that improve workers’ rights.

• Examine the functioning of the International Labour Organization and understand the mechanisms available to labor to engage this organization, including how to present a worker rights complaint to this U.N. specialized agency.

• Compare and contrast different theories and models of employment relations from around the world and understand how workers in these national models are addressing the challenges presented by economic globalization.

• Examine the functioning of Multinational Corporations (MNCs) through global production network analyses, and understand how workers might pursue strategic corporate campaigns to address worker rights concerns in supply chains.

• Learn how to research and write action-oriented research reports.

This program would build on two of the goals of the School of Labor and Employment Relations. First, it would provide a deeper understanding of employment relations for vulnerable workers in more precarious sectors of the global economy. This would be a needed addition to the field, because many of the theories in the field of employment relations focus on formal sector workers in developed countries. Second, it would build on the School’s strategic objective of enhancing its focus on issue of international concerns for labor, at the same time it would broaden the range of students participating in the School’s programs.

This program will help to meet the College of the Liberal Arts and the University’s strategic goals by: 1. Bringing additional national and international prominence and leadership to our institution through an internationally-recognized, premier MPS program on labor and global workers’ rights. 2. Increasing the quality and diversity of our student body by recruiting labor-oriented students from around the world, particularly the global south (developing countries). 3. Meeting the mission of addressing issues of global concern through a multi-disciplinary course of study and research.

In general, the MPS in Labor and Global Workers’ Rights will fit well with the College of the Liberal Arts Mission, outlined in its 2009-2013 strategic plan, “to think and to ask questions about reality
and our relation to the world, and about the moral and aesthetic values that direct our lives and give us human dignity.” To achieve this strategic objective, the MPS will probe fundamental questions about the relationship between globalization and workers’ rights and explore mechanisms that ensure human dignity at work, especially in the most precarious sectors of the global economy and for the world’s most vulnerable workers.

**Justification for the Program**
The MPS in Labor and Global Workers’ Rights will be a 30-credit program of study for professionals working on global labor and worker rights issues, including: 1. The right to organize labor unions, bargain and strike; 2. The right to equal treatment at work for women, racial and ethnic minorities, and migrant workers; 3. The right to safe and healthy workplaces.

Such a program would make a strong contribution to Penn State graduate studies because it fills an academic void and a growing need to research and analyze new patterns of formal and informal labor relations and the tension between the global push for economic competitiveness and respect for internationally recognized workers’ rights. Issues related to workers’ rights are, at their core, related to power imbalances at work and across the globe, be they economic, political, or ideological sources of power. From factory workers receiving $37 per month and facing building collapses in Bangladesh, to poor women obliged to labor as sweatshop and domestic workers, to Chinese employees forced to join Party and State controlled labor unions, the multifaceted forms of economic, political, and social labor control, and the resulting patterns of workers’ rights abuses could not be a more urgent area for academic scholarship and teaching. Yet, there are only a handful of employment relations Master’s programs in the U.S., and most (including those at Cornell, Minnesota, and Rutgers) have a strong human resource emphasis. Master’s programs that do emphasize labor (such as the CUNY program) focus on issues of concern for US labor, not global labor issues. And, as mentioned above, the GLU only selects one university per region of the world to be part of its network. Penn State’s graduate program in Labor and Global Workers’ Rights would be the only GLU program for North America.

The School of Labor and Employment Relations (LER) is the ideal academic unit to provide such a degree offering. LER has already begun to build on its expertise in this area by launching on December 1, 2012 the Center for Global Workers’ Rights. The proposed MPS in Labor and Global Workers’ Rights also would complement the existing in-residence LER Master of Science in Human Resources and Employment Relations. That program caters more to HR management-oriented students. The MPS in Labor and Global Workers’ Rights would cater to labor-oriented students. However, all students would benefit from courses offered in both programs. For example, existing courses on comparative and international employment relations, methods, and race, class and gender would be open to students from both programs. Indeed, the exchange between management-oriented students and labor-oriented students would provide a vibrant and productive forum to discuss issues of common concerns.
New Courses
1. LGWR 510 - International Labor Law (3)
2. LGWR 520 - Global Workers' Rights (3)
3. LGWR 894 - Capstone Experience (3)
4. LGWR 895 - Internship (3)
5. LGWR 596 - Individual Studies (3)

MPS students are strongly encouraged to participate in a six-week internship during the first half of the summer session (LGWR 895). However, with the authorization of the program director, students will be able to complete Individual Studies (LGWR 596) as a substitution for LGWR 895. This option is available because at times internships fall through at the last moment, and students will need to find an alternative option in order to earn the credits they need to graduate. The Individual Studies will aim to replicate some of the knowledge students would gain from an internship in that it will focus on case study analysis. That is, students, under the supervision of the course instructor, will read and analyze case studies such as the ones student would have worked on directly through an internship. In the process, they will also be able to engage more theoretically-oriented material related to their case studies and to do comparative case study analysis involving workers' rights.

The Capstone Experience (LGWR 894) is designed as an intensive, six week course. There are two reasons for this approach to the course. First, the MPS is for early to mid-career labor professionals who cannot afford to be away from their jobs for over one year. Thus, there is pressure to finish all course requirements by mid-August, and the first half of the summer will be dedicated to the Internship (LGWR 895) or to Individual Studies (LGWR 596). Students will have no other course obligations during the time they are doing the Capstone Experience. Therefore, during these six weeks they will be focusing entirely on this one 3 credit course. Students will be encouraged to decide on a capstone experience topic during the first semester of study in the MPS, and they will most likely pursue an internship related to their capstone topic. These two factors will mean student will begin the capstone experience with a clear topic and direct participant-observer (or case study) knowledge related to their topic, which will further ensure that they finish the course requirements within the stipulated time.
Program Statement
Labor and Global Workers’ Rights

MARK S. ANNER, Professor in charge

Degree Conferred:
- Master of Professional Studies (M.P.S.)

The Graduate Faculty

- Mark S. Anner, Ph.D. (Cornell) Associate Professor of Labor and Employment Relations, and Political Science
- Paul F. Clark, Ph.D. (Pittsburgh) Professor of Labor and Employment Relations
- Sarah Damaske, Ph.D. (NYU) Assistant Professor of Labor and Employment Relations
- Alan Derickson, Ph.D. (California, San Francisco) Professor of Labor and Employment Relations, and History
- Niki Dickerson von Lockette, Ph.D. (Michigan) Associate Professor of Labor and Employment Relations, and Sociology.
- Ryan Lamare, Ph.D. (Cornell) Assistant Professor of Labor and Employment Relations
- Helen Liu, Ph.D. (Cornell) Assistant Professor of Labor and Employment Relations
- Paul Whitehead, J.D. (Harvard) Professor of Practice of Labor and Employment Relations

Labor and Global Workers’ Rights is a 30-credit Master of Professional Studies (M.P.S.) program of study for professionals working in the area of global labor and workers’ rights issues who would like to continue or pursue a career working on global labor and worker rights with a national or international labor union or a related organization, such as a labor research institute.

Admission Requirements:
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. Students who do not have a GPA of 3.0 or higher will be considered on a case-by-case basis depending on the quality of their overall application. Applicants who are still completing their baccalaureate/postsecondary requirements at the time of application may be admitted to the Graduate School provisionally based on the awarding of the baccalaureate degree. Students are also expected to have a minimum of three years of full-time work experience in some area related to labor unions or
worker-oriented research/employment for admission. Exceptions may be made by the program chair.

Admissions decisions for the program are based on the quality of the applicant’s credentials as determined by a review of the complete application portfolio. During the admission process, students who seem better suited for a different graduate program will be encouraged to apply to the appropriate program. Applicants to the MPS in LGWR must submit the following materials:

- Completed online Penn State Graduate School graduate degree application and payment of the application fee;
- A 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills. Documentation of a minimum of three years of full-time work and a resume should be attached as a supplement;
- Three letters of recommendation that attest to the applicant’s readiness for graduate study and document the requisite minimum of three years of work experience;
- Two official transcript(s) of all institutions attended;
- Because the language of instruction at Penn State is English, international applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (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 countries: 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.

Graduate Record Examination (GRE) scores are not required.

Degree Requirements
Total Required Credits for the MPS: 30 credits at the 400-level or higher; at least 18 credits must be at the 500 or 800 level, with at least 6 credits at the 500 level. A culminating experience is required (3 credits of LGWR 894 are included in the 30 total required credits).

Prescribed Courses: 21 credits
LER 475H - Labor in the Global Economy: U.S. and South African Perspectives (3)
LGWR 510 - International Labor Law (3)
HRER 500 – Topics in Comparative Industrial Relations (3)
HRER 513 - Research Methods in Human Resources and Employment Relations II (3)
LGWR 520 - Global Workers' Rights (3)
LGWR 895 - Internship (3) [strongly recommended]; or LGWR 596: Individual Studies (3) or other 3 credit course approved in advance by the program chair.
LGWR 894 - Capstone Experience (3)
Elective Courses: Take 9 credits from the following list.
HRER 504 - Seminar in Employment Relations (3)
HRER 512 - Research Methods in Human Resources and Employment Relations I (3)
HRER 516 - Labor Market Analysis (3)
HRER 536 - Diversity in the Workplace (3)
HIST 556 - Social Movements in the Twentieth-Century US (3)
LER 435 - Labor Relations in the Public Sector (3)
LER 437 - Workplace Dispute Resolution (3)
LER 458Y - History of Work in America (3)

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

The expected student course load is four courses each semester (fall and spring), followed by a 3-credit, six-week summer internship (May-June) and a summer capstone project (July-August). Below, we illustrate the preferred sequencing of courses. We plan to offer all of these courses as we have mapped out below. This will ensure that students have the availability to complete the program in a single year and also have flexibility in selecting electives.

Fall Semester

Required:
HRER 500 – Topics in Comparative Industrial Relations (3)
LGWR 510 - International Labor Law (3)
HRER 513 - Research Methods in Human Resources and Employment Relations II (3)*

3 credits from the following:
LER 435 - Labor Relations in the Public Sector (3)
LER 437 - Workplace Dispute Resolution (3)
LER 458Y - History of Work in America (3)

Spring Semester

Required:
LGWR 520 - Global Workers’ Rights (3)

6 credits from the following:
HRER 504 - Seminar in Employment Relations (3)
HRER 512 - Research Methods in Human Resources and Employment Relations I (3)*
HRER 516 - Labor Market Analysis (3)
HRER 536 - Diversity in the Workplace (3)

Summer Semester

3 credits from the following:
LGWR 895 - Internship (3), strongly recommended
OR
LGWR 596 – Individual Studies (3) (or another 3-credit course approved in advance by the program chair)

Required:
LGWR 894 - Capstone Experience (3)
* Historically, HRER 512, Research Methods in Human Resources and Employment Relations I, was a prerequisite for HRER 513, Research Methods in Human Resources and Employment Relations II, and would be taken sequentially. Overtime, the courses have become two stand-alone methods courses that can be taken in any order or independently of each other. We have removed the prerequisite through the curricular review process and we are in the process of changing the course titles so that these courses are not considered sequential. ** Students are required to complete LER 475H (with the honors designation). We will be offering it LER 475H every fall semester.

**Justification for the Degree Title Used**

For this degree, we have chosen the title of Master of Professional Studies (MPS). This is because we do not expect our students to develop theory or to employ advanced statistical analysis when conducting their research. Rather, we aim to train students to be consumers of theory and advanced methods, and then to emphasize the practical application of knowledge. They will know how the International Labor Organization (ILO) system works and how to present ILO complaints. They will learn how social clauses in trade agreements can be leveraged to improve working conditions. They will explore how to conduct strategic research on multinational corporations and how to use that knowledge to design and implement labor strategies that address worker rights abuses in global supply chains. Overall, the goal of the program is to emphasize professional development and skill acquisition for careers related to labor and workers’ rights. Students, upon graduation, would be expected to work for an international labor organization, or the international department of a domestic trade union organization. This would fit a pattern of other GLU programs, where 70% of graduates return to, or find work with, a labor union. This program is not designed to prepare students for doctoral study.

**Accreditation**

Not Applicable
Consultation

The School of Labor and Employment Relations sent the program proposal to the Asian Studies Program, the Department of History, the Latina/o Studies Program, the Department of Political Science, the School of International Affairs, and the Department of Sociology. We asked each consultant to respond with comments and/or questions. The response from each consultant is listed below.

Consultation with the Asian Studies Program

From: ON-CHO NG [mailto:oxn1@psu.edu]
Sent: Tuesday, October 22, 2013 11:27 AM
To: PAUL CLARK
Cc: PATRICIA ANN EVERHART
Subject: Re: Consultation Request re LER's MPS in Labor and Global Workers' Rights

Hi Paul,

The proposal for the MPS looks just fine to me. I have no comments. I already approved the two course proposals in question.

All the best,
On-cho
Consultation with the Department of History

From: Michael Kulikowski [mailto:mek31@psu.edu]
Sent: Wednesday, October 23, 2013 1:29 PM
To: PAUL CLARK
Subject: Re: Consultation Request re LER's MPS in Labor and Global Workers' Rights

Hi, Paul,

I'm happy to provide comments on the proposal. I think it's a very useful step towards meeting the pressing need to educate students of very diverse backgrounds on economic and social integration and I like the way in which it is specifically designed to help students make sense of a globalized economy in which we are all now fully imbricated, whether we like it or not. It seems to me that the two new core graduate classes are very sensibly organized and I've already given my overall sense of them in the Angel course approval system. Let me know if you need more specific comments or whether this meets your consultative needs for my unit.

Congratulations on a really excellent-looking new MA program.

All best,
Michael

Michael Kulikowski
Professor of History and Classics
Head, Department of History
(814) 865-1367
Consultation with the Latina/o Studies Program

From: John Ochoa [mailto:jao13@psu.edu]
Sent: Monday, November 04, 2013 9:13 PM
To: PAUL CLARK
Subject: Re: Consultation Request re LER's MPS in Labor and Global Workers' Rights

Hi Paul,

I have looked at the proposal, and it seems both timely and implementable. I concur.

JO

John Ochoa
Department of Spanish, Italian and Portuguese
Department of Comparative Literature
Penn State University
University Park, PA 16802
Office: 342 Burrowes
cell: (717)798 2390
fax: (814)863-7944
November 5, 2013

As the Director and Graduate Officer of the School of Labor and Employment Relations, I am writing to communicate my support, and the support of the School’s faculty, for the proposal to create an MPS in Labor and Global Workers’ Rights (LGWR).

The MPS in LGWR presents an exciting opportunity for our School and for the College of the Liberal Arts. The degree program represents the kind of truly global initiative needed to help practitioners deal with the considerable impacts of globalization on societies and economies around the world. Its international focus is consistent with the strategic priorities of both our School and our College. And we believe a high quality program of this kind will both greatly benefit the students who will enroll and enhance Penn State’s reputation worldwide.

I also believe that we are uniquely situated, in terms of resources and expertise, to offer the MPS in LGWR.

The School’s faculty have thoroughly discussed the program and are in complete agreement that we should move forward with the program as expeditiously as possible. As the School’s Director I am also fully supportive.

Sincerely,

Paul F. Clark
Professor, School Director, and Graduate Officer

College of the Liberal Arts
Consultation with the Department of Political Science

From: D. Scott Bennett [mailto:sbennett@psu.edu]
Sent: Tuesday, October 22, 2013 2:13 PM
To: PAUL CLARK
Subject: RE: Consultation Request re LER’s MPS in Labor and Global Workers' Rights

Thanks Paul.

I’ve read over this, and have no problems with the proposal. It doesn’t affect us directly, and I can see the contribution of the program. So I’m supportive.

Thanks, Scott

D. Scott Bennett
Distinguished Professor and Head, Department of Political Science
Consultation with the School of International Affairs

From: Maluwa, Tiyanjana [mailto:tum2@dsl.psu.edu]
Sent: Thursday, October 31, 2013 3:59 PM
To: 'PAUL CLARK'; tum2@psu.edu
Subject: RE: Consultation Request re LER’s MPS in Labor and Global Workers’ Rights

Please find the letter of consultation/support attached hereto.
Thanks, and good luck.

Tiya

Tiyanjana Maluwa, Ph.D.
H. Laddie Montague Chair in Law
Assoc. Dean for Int’l Affairs, Dickinson School of Law &
Director, School of International Affairs
Pennsylvania State
University

Dear Professor Clark,

Master of Professional Studies in Labor and Global Workers’ Rights

I wish to thank you for giving me the opportunity to review your proposal for the Master of Professional Studies in Labor and Global Workers’ Rights. I am writing to express my enthusiasm and support for this proposal.

I believe that this degree will offer a terrific opportunity for young labor professionals to acquire the skills they need to advance in their respective organizations and fields of operation. The program will also afford an opportunity to US and non-US nationals to access the educational opportunities at Penn State in the area of social and economic integration, human rights, human dignity and, more specifically, labor rights.

The proposed new master’s degree will be a welcome addition to the Penn State graduate education landscape and a powerful credential for the students as they transition into the next phase of their careers.

Wishing you all the best in your endeavors as you move along in this process.

Sincerely,

Tiyanjana Maluwa
Consultation of the Department of Sociology

From: JOHN DAVID ICELAND [mailto:jdi10@psu.edu]
Sent: Tuesday, October 22, 2013 3:51 PM
To: PAUL CLARK
Subject: Re: Consultation Request re LER's MPS in Labor and Global Workers' Rights

Hi Paul,

The proposal looks quite strong, especially since the program will have ties to other international ones. My only comment is that it appears that a student can get through the program without taking a basic research methods class. From my disciplinary perspective a basic methods class provides very important tools of the trade (i.e., critical analysis skills).

Best,
John

John Iceland
Head, Department of Sociology
Professor of Sociology and Demography

______________________________________________

From: PAUL CLARK [mailto:pfc2@psu.edu]
Sent: Monday, October 28, 2013 4:39 PM
To: JOHN DAVID ICELAND
Subject: RE: Consultation Request re LER's MPS in Labor and Global Workers' Rights

Hi John,

Thanks for your comments re our MPS in Labor and Global Workers Rights. We very much agree that it is important to cover basic methods in the MPS. The reason why we do not have methods as a required course is because we will include methods as a cross-cutting theme addressed in several of our courses. The course on international labor law (LGWR510) will include a section on how to use a new workers' rights database for research. The course on global workers' right (LGWR520) will include several units on researching global value chains. And the course on international and comparative employment relations (HRER500) will address comparative (cross-national) research methods. For students who would like more methods, we have included in the proposal two methods courses as electives, HRER512 and HRER513.

Best, Paul

Paul F. Clark, Professor and Director
School of Labor and Employment Relations
Penn State University
5th Floor, Keller Bldg.
University Park, PA 16803
Ph. 814-865-0752
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  _Dept. of Geography, College of Earth & Mineral Sciences_

**NEW PROGRAM, OPTION OR MINOR**

Designation of program  _Master of Geographic Information Systems_

Classification of Instructional Programs Code (CIP)

Designation of option  _Geodesign_

Designation of minor

Indicate effective date  _First semester following approval_

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

SUBMITTED BY  

_Brent Yarrow_  
In Charge of Graduate Program  

Date  _26 Feb '13_

NOTED BY

_Chris Mann_  
College Representative to Graduate Council Subcommittee on New and Revised Programs and Courses  

Date  _6 Mar '13_

APPROVED BY

_John B. Helfen_  
Dean of College  

Date  _March 12, 2013_

RECOMMENDED BY

Subcommittee on New and Revised Programs and Courses  

Date  _12/15/2013_

Committee on Programs and Courses  

Date  _2/9/2014_

NOTED BY

_Chris Mann_  
Dean of the Graduate School  

Date  _2/10/2014_

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New Program Option Proposal for the Master of Geographic Information Systems (MGIS)

A. PROGRAM OBJECTIVES

The proposed addition to the Master of Geographic Information Systems will create a new option in Geodesign. This option will be designed for current or aspiring professionals in government agencies, businesses, and non-profit organizations who see limitations in current regional and urban planning and design approaches, and who seek a foundation in geospatially-oriented design through investigating interdisciplinary methods and the collaborative nature of the Geodesign process.

This will be the second option available to students pursuing the MGIS degree. Similar to the existing option (Geospatial Intelligence), students will be able to substitute certain prescribed courses and some electives to comprise the credits for the Geodesign option.

The Geodesign Option will not necessitate any changes to the standard MGIS program requirements. The requirements for this proposed Geodesign Option include three prescribed courses totaling 9 credits.

An option is to have one third of the program credits required for the major, to be exclusive of the culminating experience credits, and to be distinctive to that option only. For MGIS, the total credits are 29; therefore 9 credits must be distinctive to this option and not required by any other option. Additionally, at least one-fourth of the required course credits in a major with options must be common to all students in the major. The chart included as Appendix A shows how the proposed Geodesign option in the MGIS degree fulfills these requirements in comparison to the standard MGIS curriculum, as well as to the other MGIS option in Geospatial Intelligence.

The student’s culminating experience, the independent study, must be related to their option. Graduate advisors will work with students to ensure Geodesign concepts and practices comprise a significant portion of their capstone project.

B. NEW COURSES

The new option in Geodesign will include one new Geodesign course: GEODZ 511: Geodesign History, Theory, Principles (3 cr.) that will be offered by the College of Arts and Architecture. Also included is a new course, GEOG 865: Cloud and Server GIS. This course has been previously been offered by the College of Earth and Mineral Sciences under a temporary number as an elective for the MGIS program.
C. COMPLETE PROGRAM STATEMENT

The following chart illustrates the additions and changes to the current Graduate Bulletin listing for the MGIS program. Additions are emphasized in **bold**. Deletions are noted with *strikethrough*.

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<tr>
<th>Geographic Information Systems (GIS)</th>
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<td><strong>The Graduate Faculty</strong></td>
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<tr>
<td>Todd Bacastow, Ph.D. (Penn State) Professor of Practice for Geospatial Intelligence</td>
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<tr>
<td>Joseph A. Bishop, Ph.D. (Penn State) Research Associate</td>
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<tr>
<td>Cynthia A. Brewer, Ph.D. (Michigan State) Professor of Geography</td>
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<td>Roberts P. Brooks, Ph.D. (UMass, Amherst) Professor of Geography</td>
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<td>Mark W. Corson, Ph.D. (South Carolina) Associate Professor of Geography</td>
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<td>Robert G. Crane, Ph.D. (Colorado) Professor of Geography</td>
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<td>David W. DiBiase, M.S. (Wisconsin-Madison) Senior Lecturer of Geography</td>
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The Master of Geographic Information Systems (M.G.I.S.) degree is awarded to students who demonstrate mastery of the technical competencies and leadership skills required to design, manage, and use geographic information technologies successfully in a wide range of professional fields. The MGIS program is intended specifically for working professionals who are able to participate only on a part-time basis and at a distance. It is offered exclusively through World Campus. The MGIS complements, but does not replace, the Department of Geography's more research-focused Master of Science program, which is offered at the University Park campus. Students who expect to pursue the Ph.D. in Geography should apply for admission to the residential M.S. program.

**Admission Requirements**

Students who wish to pursue the M.G.I.S. degree must be admitted both to the MGIS program and to Penn State's Graduate School. The Graduate School requires applicants to possess any baccalaureate degree from a regionally accredited institution earned under residence and credit conditions substantially equivalent to those required by Penn State. It also requires official TOEFL or IELTS scores for students in which English is not the primary language. Minimum TOEFL scores are 550 for the paper test or 213 for the computer-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 an institutional test of English proficiency upon first enrollment and, if necessary, remedial course work. 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 masters degree from a college/university/institution in any of the following:
Additional requirements imposed by the Department of Geography include:

Statement of professional experience and goals including documentation of a minimum two years of professional experience, preferably (but not necessarily) related to geographic information technologies. A résumé may be attached as a supplement, but the statement itself should be an essay (two to three pages) that demonstrates the applicant's verbal communication skills;

Three letters of recommendation that attest to the applicant's readiness for graduate study and that he or she has the requisite minimum of two years of professional experience;

Two official transcripts from each post-secondary institution attended, including the institution that conferred the applicant's baccalaureate degree (and any graduate degrees, if applicable). Applicants are expected to have earned a grade-point average of 3.0 (or equivalent) or better during their final two years of undergraduate work;

Official Graduate Records Examinations (GRE) score reported directly from the testing center to Penn State. GRE scores are required; however, this requirement may be waived under certain circumstances. Please contact the graduate program directly.

A committee consisting of at least three Geography faculty members, including one faculty member not currently participating in the MGIS program, will meet three times annually to screen applications and identify applicants qualified for admission. Three cohorts of approximately twelve students each will be admitted during three annual admissions cycles. Applicants who are only able to participate part-time and at a distance while maintaining full-time professional responsibilities (and who are therefore effectively excluded from participation in the department's resident program) will be preferred. The best-qualified applicants will be admitted up to the number of spaces that are available for new students.

Prior to admission in the MGIS program, students may enroll in MGIS courses as nondegree graduate students.

Brenton M. Yarnal, Ph.D. (Simon Fraser) Professor of Geography
Karl Zimmerer, Ph.D. (UC Berkley) Professor of Geography

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Additional requirements imposed by the Department of Geography include:

Statement of professional experience and goals including documentation of a minimum two years...
Nondegree graduate students who are subsequently admitted to the MGIS program may count up to 15 credits of course work accumulated in nondegree status toward the M.G.I.S. degree. Applicants for nondegree graduate status must submit transcripts that confirm they have received a baccalaureate degree from an accredited institution under residence and credit conditions substantially equivalent to those required by Penn State. Admission as a nondegree student neither guarantees nor implies subsequent admission to the MGIS degree program. Changing from nondegree status to regular graduate status requires a new admission application.

By Graduate School rules, a maximum of 10 credits of high-quality graduate work completed at a regionally accredited institution may be applied toward the requirements for the M.G.I.S. degree. However, credits earned to complete a previous master's degree, whether at Penn State or elsewhere, may not be applied to a second master's degree program at Penn State. Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser or program and the Graduate School. Transferred academic work must have been completed within five years prior to the date of first degree registration at the Graduate School of Penn State, must be of at least B quality, and must appear on an official graduate transcript of an accredited university.

### Degree Requirements

Students earn the M.G.I.S. degree by successfully completing 35 credits of course work, including a supervised independent project. Course requirements include a minimum of 18 credits at the 500 level or above, 6 to 9 credits of which are earned through individual studies (GEOG 596). Students are encouraged to create and maintain personal e-portfolios that chronicle their achievements in the program, outline long-term professional development strategies, and foster meaningful interactions among students and faculty members. The independent project demonstrates the student's ability to apply advanced knowledge and skills related to geographic information systems in a way that makes a substantial contribution to his or her professional work. For most students, the project culminates in a formal public presentation, attended by a member of the graduate faculty associated with the MGIS program, which takes place at an appropriate professional conference (such as annual conferences of the Urban and Regional Information Systems Association, the American Congress on Surveying and Mapping, or ESRI). Alternative arrangements are made for students with special needs or constraints. For of professional experience, preferably (but not necessarily) related to geographic information technologies. A résumé may be attached as a supplement, but the statement itself should be an essay (two to three pages) that demonstrates the applicant's verbal communication skills;

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example, students who submit written reports of project aims and outcomes for publication in adviser-approved peer-reviewed journals are exempt from the public presentation requirement. Presentations and papers are preceded by dress rehearsals that are open to all students in the program through Web and audio conferencing. As part of his or her individual studies, every student is expected to contribute a formal peer review of one other student's rehearsal.

An Advisory Board consisting of accomplished GIS professionals in government and industry, as well as Penn State faculty members in a variety of disciplines who specialize in geographic information science and technology, guides the ongoing development of the MGIS curriculum. Designed for students who are able to participate only on a part-time basis and at a distance, the curriculum is spread over three years; however, students who are able to manage heavier course loads may complete the program in a shorter period of time. Courses are ten weeks in length and require eight to twelve hours of student effort per week. Most courses are offered four times annually, starting in early January, April, July, and October. Most students will complete four courses per year, one course at a time. First-year courses are designed to help students develop the information literacy and technical competencies they need to become knowledgeable and skillful users of desktop geographic information technologies. Second-year courses prepare students for leadership in their organizations with regard to the design, specification, and management of complex geographic information infrastructures. During the third year, students complete electives and an independent study project by which they demonstrate a substantive contribution to their organization as well as the ability to communicate their contribution to a professional audience. Students who successfully complete the Penn State MGIS satisfy the minimum educational achievement required for professional certification by the Geographic Information Systems Certification Institute (www.gisci.org).

**Degree Requirements**

Students earn the M.G.I.S. degree by successfully completing 35 credits of course work, including a supervised independent project. Course requirements include a minimum of 18 credits at the 500 level or above, 6 to 9 credits of which are earned through individual studies (GEOG 596). Students are encouraged to create and maintain personal e-portfolios that chronicle their achievements in the program, outline long-term professional development strategies, and foster meaningful interactions among students and faculty members. The independent project demonstrates the student's ability to apply advanced knowledge and skills related to geographic information systems in a way that makes a substantial contribution to his or her professional work. For most student, the project culminates in a formal public presentation, attended by a member of the graduate faculty associated with the MGIS program, which takes place at an appropriate professional conference (such as annual conferences of the Urban and Regional Information Systems Association, the American Congress on Surveying and Mapping, or ESRI). Alternative arrangements are made for students with special needs or constraints. For example, students who submit written reports of project aims and outcomes for publication in adviser-approved peer-reviewed journals are exempt from the public presentation requirement. Presentations and papers are preceded by dress rehearsals that are open to all students in the program through Web and audio conferencing. As part of his or her individual studies, every student is expected to contribute a formal peer review of one other student's rehearsal.

**Student Aid**

Graduate assistantships are not available. Financial aid opportunities for part-time students who participate through the World Campus are discussed at http://worldcampus.psu.edu/StudentServices_FinancialAidOffice.shtml.

**PREScribed COURSES**

**MASTER OF GEOGRAPHIC**

Graduate status requires a new admission application.

By Graduate School rules, a maximum of 10 credits of high-quality graduate work completed at a regionally accredited institution may be applied toward the requirements for the M.G.I.S. degree. However, credits earned to complete a previous master's degree, whether at Penn State or elsewhere, may not be applied to a second master's degree program at Penn State. Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser or program and the Graduate School. Transferred academic work must have been completed within five years prior to the date of first degree registration at the Graduate School of Penn State, must be of at least B quality, and must appear on an official graduate transcript of an accredited university.
INFORMATION SYSTEMS

GEOGRAPHY (GEOG)

482. The Nature of Geographic Information (2)
864. Professionalism in GIS&T (2)
483. Problem-Solving with GIS (3)
484. GIS Database Development (3)
583. Geospatial System Analysis and Design (3)
584. Geospatial Technology Project Management (3)
586. Geographical Information Analysis (3)
596. Individual Studies (3)

In lieu of the 8 credits of prescribed introductory courses (GEOG 482 or 864 + 483 + 484) plus 6 additional elective credits, MGIS students may substitute 14 credits associated with courses that comprise the Geospatial Intelligence Option. This option is designed for current or aspiring practitioners in government agencies, businesses, and non-governmental organizations that rely on insights produced through skillful, knowledgeable, and conscientious analysis of diverse geo-referenced data to plan for emergencies, to coordinate responses to natural and human induced disasters, to enforce the law, and to plan and conduct military operations.

GEOSPATIAL INTELLIGENCE OPTION

GEOGRAPHY (GEOG)

882. Geographic Foundations of Geospatial Intelligence (3)
883. Remote Sensing for the Geospatial Intelligence Professional (3)
884. Geographic Information Systems for the Geospatial Intelligence Professional (3)
885. Advanced Analytic Methods in Geospatial

professionals in government and industry, as well as Penn State faculty members in a variety of disciplines who specialize in geographic information science and technology, guides the ongoing development of the MGIS curriculum. Designed for students who are able to participate only on a part-time basis and at a distance, the curriculum is spread over three years; however, students who are able to manage heavier course loads may complete the program in a shorter period of time. Courses are ten weeks in length and require eight to twelve hours of student effort per week. Courses are offered five times annually, with two partially-overlapping 10-week terms in Fall and Spring semesters and one 10-week term each Summer. Most students will complete four courses per year, one course at a time. First-year courses are designed to help students develop the information literacy and technical competencies they need to become knowledgeable and skillful users of desktop geographic information technologies. Second-year courses prepare students for leadership in their organizations with regard to the design, specification, and management of complex geographic information infrastructures. During the third year, students complete electives and an independent study project by which they demonstrate a substantive contribution to their organization as well as the ability to communicate their contribution to a professional audience. Students who successfully complete the Penn State MGIS satisfy the minimum educational achievement required for professional certification by the Geographic Information Systems Certification Institute (www.gisci.org).

Student Aid

Graduate assistantships are not available. Financial aid opportunities for part-time students who participate through the World Campus are discussed at http://worldcampus.psu.edu/StudentServices_FinancialAidOffice.shtml.

PRESCRIBED COURSES

MASTER OF GEOGRAPHIC INFORMATION SYSTEMS

GEOGRAPHY (GEOG)

482. The Nature of Geographic Information (2)

OR
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.

**GEOGRAPHY (GEOG) courses**

889. Seminar in Geospatial Intelligence (2)

In lieu of specified prescribed and elective courses, MGIS students may elect to substitute those for courses that comprise an option. There are two option choices: Geospatial Intelligence Option (14 credits) and Geodesign Option (9 credits).

**GEOSPATIAL INTELLIGENCE OPTION**

**GEOGRAPHY (GEOG)**

In lieu of 8 credits of prescribed introductory courses (GEOG 482 or 864 + 483 + 484) plus 6 additional elective credits, MGIS students may substitute 14 credits associated with courses that comprise the Geospatial Intelligence Option. This option is designed for current or aspiring practitioners in government agencies, businesses, and non-governmental organizations that rely on insights produced through skillful, knowledgeable, and conscientious analysis of diverse geo-referenced data to plan for emergencies, to coordinate responses to natural and human induced disasters, to enforce the law, and to plan and conduct military operations.

882. Geographic Foundations of Geospatial Intelligence (3)

883. Remote Sensing for the Geospatial Intelligence Professional (3)

884. Geographic Information Systems for the Geospatial Intelligence Professional (3)

885. Advanced Analytic Methods in Geospatial Intelligence (3)
GEODESIGN OPTION

In lieu of 3 credits of a prescribed introductory course (GEOG 484) plus 6 additional elective credits, MGIS students may substitute 9 credits associated with courses that comprise the Geodesign Option. This option is designed for current or aspiring professionals in government agencies, businesses, and non-profit organizations who see limitations in current regional and urban planning and design approaches, and who seek a foundation in geospatially-based design through investigating the methods and collaborative nature of the Geodesign process.

GEODESIGN (GEODZ)

511. Geodesign History, Theory, Principles (3)

GEOGRAPHY (GEOG)

487. Environmental Applications of GIS (3)

865. Cloud and Server GIS (3)

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.

D. ADMISSIONS REQUIREMENTS

The new option in Geodesign will not change the admissions requirements for the MGIS degree.

E. JUSTIFICATION FOR THE PROGRAM

A new book “A Framework for Geodesign: Changing Geography by Design” (Esri Press, 2012) states “…Geodesign is a set of concepts and methods that are derived from geography and other
spatially oriented sciences, as well as from several of the design professions, including architecture, landscape architecture, urban and regional planning, and civil engineering, among others.” This emerging discipline is rooted in the physical design professions coupled with social and geographic sciences and informed by geospatial technologies. The goal with this Geodesign Option is to combine forward-looking ideas for online program development with leading-edge areas that bridge Penn State’s respective arts and sciences to meet anticipated needs for skilled professionals who can do Geodesign.

This new discipline of Geodesign has started to gain traction worldwide. There have been a series of national conferences (Esri’s Geodesign Summit) on this topic over the past four years. In May 2012, Geodesign was one of the main tracks at the international Digital Landscape Architecture conference, held in Germany. The conference’s keynote address was focused on Geodesign (“Geodesign Futures: Nearly 50 Predictions”). In July 2012 at the largest gathering of GIS professionals -- the Esri International Users Conference -- Geodesign was also featured, with seven sessions devoted to this topic, a large increase over previous years.

Penn State has established a Geodesign Advisory Board. It includes both external members, who are internationally recognized experts in this emerging field, as well as interested faculty from several colleges at Penn State. At their first meeting in June 2012 they voiced unanimous support for creating a Geodesign Option within Penn State’s well-regarded MGIS program.

Solid evidence for the growth of this emerging discipline is outlined in the recent book by Dr. Carl Steinitz, excerpted above. Dr. Steinitz is an Emeritus Professor at Harvard and was in residence as the Eleanor R. Stuckeman Chair in Design at Penn State’s Stuckeman School in Fall 2011. He is on the Geodesign Advisory Board.

Advisors in the MGIS program have increasingly seen students with interests in this area, though, since the term is relatively new, the students may not have known its name. This option will fill a growing desire for MGIS students to earn a specialized credential related to attaining a new level of sophistication in design and planning for complex land use and geospatial issues. It is anticipated that the initial annual enrollment in this option will be about 10 students; course frequency and capacity can be scaled up as interest grows.

F. JUSTIFICATION FOR THE DEGREE TITLE USED

The new option in Geodesign will not change the degree title for the Master of Geographic Information Systems program.

G. ACCREDITATION

The MGIS program and its options fall under the University accreditation by the Middle States Commission on Higher Education. No additional accrediting bodies govern this discipline.
H. SUMMARY OF WRITTEN RESPONSES FROM DEPARTMENTS AFFECTED BY PROPOSED CHANGE

The Department of Geography has consulted with the following departments and individuals on this proposal:

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<th>DEPARTMENT / ORGANIZATION</th>
<th>CONTACT / TITLE</th>
<th>SUMMARY OF RESPONSE</th>
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<tr>
<td>Department of Geography</td>
<td>Karl Zimmerer, Head</td>
<td>Full support</td>
</tr>
<tr>
<td>Penn State World Campus</td>
<td>David Sylvia, DAA for Graduate Programs</td>
<td>Full support</td>
</tr>
<tr>
<td>Dept. of Landscape Architecture</td>
<td>Ron Henderson, Head</td>
<td>Full support – no conflicts</td>
</tr>
<tr>
<td>Dept. of Architecture</td>
<td>Mehrdad Hadighi, Head</td>
<td>Full support – no conflicts</td>
</tr>
<tr>
<td>Department of Geography</td>
<td>Anthony Robinson, Faculty Lead, MGIS Program</td>
<td>Full support – no conflicts</td>
</tr>
<tr>
<td>Environmental Systems Research Institute, Inc. (Esri) – leading developer of GIS software</td>
<td>David DiBiase, Director of Education, Industry Solutions</td>
<td>Full industry support</td>
</tr>
</tbody>
</table>

Copies of these communications are included here as Appendix B.
## APPENDIX A

### COMPARISON OF DEGREE OPTIONS

<table>
<thead>
<tr>
<th>MGIS Standard Curriculum</th>
<th>Geospatial Intelligence Option</th>
<th>Geodesign Option</th>
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<tbody>
<tr>
<td><strong>STANDARD CORE COURSES</strong> (8 cr.)</td>
<td><strong>GEOINT OPTION COURSES</strong> (14 cr.)</td>
<td><strong>GEODESIGN OPTION COURSES</strong> (9 cr.)</td>
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<tr>
<td><em>Either</em> GEOG 482 Nature of Geographic Information (2 cr.) or GEOG 864 Professionalism in GIS&amp;T (2 cr.)</td>
<td><em>GEOG 882 Geographic Foundations Geo Intel (3 cr.)</em></td>
<td><em>GEODZ 511 Geodesign History, Theory, Principles (3 cr.)</em></td>
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<tr>
<td>GEOG 483 Problem Solving with GIS (3 cr.)</td>
<td><em>GEOG 883 Geo Intel Remote Sensing (3 cr.)</em></td>
<td><em>GEO 487 Environmental Applications of GIS (3 cr.)</em></td>
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<td>GEOG 484 GIS Database Development (3 cr.)</td>
<td><em>GEOG 884 Geo Intel GIS (3 cr.)</em></td>
<td><em>GEOG 865 Cloud and Server GIS (3 cr.)</em></td>
</tr>
<tr>
<td><em>GEOG 885 Advanced Analytic Methods (3 cr.)</em></td>
<td><em>GEOG 889 Seminar in Geo Intel (2 cr.)</em></td>
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<tr>
<td><strong>PRESCRIBED COURSES</strong> (9 cr.)</td>
<td><strong>PRESCRIBED COURSES</strong> (9 cr.)</td>
<td><strong>PRESCRIBED COURSES</strong> (9 cr.)</td>
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<td>GEOG 583 System Analysis &amp; Design (3 cr.)</td>
<td>GEOG 583 System Analysis &amp; Design (3 cr.)</td>
<td>GEOG 583 System Analysis &amp; Design (3 cr.)</td>
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<td>GEOG 584 Geospatial Project Management (3 cr.)</td>
<td>GEOG 584 Geospatial Project Management (3 cr.)</td>
<td>GEOG 584 Geospatial Project Management (3 cr.)</td>
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<tr>
<td>GEOG 586 Geo Information Analysis (3 cr.)</td>
<td>GEOG 586 Geo Information Analysis (3 cr.)</td>
<td>GEOG 586 Geo Information Analysis (3 cr.)</td>
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<tr>
<td><strong>ELECTIVES</strong> (9-12 cr.)</td>
<td><strong>ELECTIVES</strong> (3-6 cr.)</td>
<td><strong>ELECTIVES</strong> (6-12 cr.)</td>
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<td>Number of elective credits varies with number of individual study (596) credits</td>
<td>Number of elective credits varies with number of individual study (596) credits</td>
<td>Number of elective credits varies with number of individual study (596) credits</td>
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<tr>
<td>GEOG 596 Individual Studies (6-9 cr.)</td>
<td>GEOG 596 Individual Studies (6-9 cr.)</td>
<td>GEOG 596 Individual Studies (6-9 cr.)</td>
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<tr>
<td><strong>TOTAL minimum 35 cr.</strong></td>
<td><strong>TOTAL minimum 35 cr.</strong></td>
<td><strong>TOTAL minimum 35 cr.</strong></td>
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[1] 9 credits distinctive to Geodesign option, and not required by any other option

[2] Courses common to all students in the MGIS degree, totaling over one-fourth of the required credits

[3] At least 18 cr. at 500-level or above; in order for a student to reach a minimum of 35 total credits, the student may not take the minimum number of credits for both the ELECTIVES range (9-12) and the CAPSTONE range (6-9).
APPENDIX B

WRITTEN RESPONSES OF CONSULTATION
DEPARTMENT OF GEOGRAPHY
THE PENNSYLVANIA STATE UNIVERSITY
INTER-OFFICE MEMO

From: Karl S. Zimmerer, Head, Department of Geography
To: Anthony C. Robinson, PhD, Lead Faculty for GIS Programs, John A. Dutton e-Education Institute
Date: November 29, 2012
Re: Support of the Department of Geography for the new Geodesign option in the Master of Geographic Information Systems (MGIS)

I am writing on behalf of the Department of Geography to communicate the extremely strong support for the new Geodesign option in the Master of Geographic Information Systems (MGIS). Together with faculty members throughout the Department there has been the opportunity to consider this proposal—it was presented to faculty at the regularly scheduled October meeting—and subsequently to discuss and evaluate it. As a result, there is the clear and unambiguous indication of strong and unanimous departmental support, interest, and enthusiasm for this new option. It will enable a well-designed curriculum in Geodesign to become an option in the MGIS program, provide an excellent opportunity within an expanding market niche, and deliver a high-quality educational product that fits very neatly and well into the suite of related programs. I’m very pleased with this proposal and excited for its rapid implementation. Please let me know if there are questions and/or other information that would be of assistance.
MEMO

To: Ann Taylor
   Director, Dutton e-Education Institute
   College of Earth and Mineral Sciences

Fr: Wayne Smutz, Executive Director

David Sylvia, DAA for Graduate Programs

Dd: Oct 24, 2012

Re: GeoDesign Option for MGIS Program

We are pleased to support the proposal to offer the GeoDesign Option for the MGIS Program off-campus and online to students at a distance via the World Campus. The World Campus is prepared to deliver this degree in partnership with the College of Earth and Mineral Sciences, at Revenue Distribution Category (RDC) 2, as per the University Task Force on Gross Revenue sharing Models for the World Campus: Final Report, January 31, 2011.

If during the review process for the proposal by the Graduate School there are questions or concerns to which the World Campus can help respond, please contact either of us.

Thank you.

cc: Anthony Robinson, Program Lead
    Kelleann Foster, Option Lead
    John Hellmann, Associate Dean for Graduate Education

An Equal Opportunity University
Mehrdad Hadighi

(e-mail Correspondence)

From: MEHRDAD HADIGHI [mailto:mzh11@psu.edu]
Sent: Monday, October 15, 2012 12:27 PM
To: ANTHONY C ROBINSON
Subject: Geodesign Option in MGIS

Dear Professor Robinson,

I write to confirm my support of the Geodesign option. I have reviewed the program, its objectives, justification, and offerings, and believe it to be sound. In addition, I find that it fills an existing gap and opens up the graduate program to the online potential.

Sincerely,

Mehrdad Hadighi
Professor and Head
Department of Architecture
Stuckeman Chair of Integrative Design
The Pennsylvania State University
31 August 2012

Anthony C. Robinson, PhD
Lead Faculty for GIS Programs
John A. Dutton e-Education Institute
The Pennsylvania State University

Dear Anthony,

On behalf of the Department of Landscape Architecture, I offer my strongest support for the MGIS Geodesign Option. As the academic home for the forthcoming proposed Geodesign degree, we deeply value our current affiliation with the MGIS program and faculty and expect that this new initiative will both strengthen and amplify our collaborative work and common educational goals.

The proposed addition of the Geodesign option does not conflict with any existing or planned geodesign programs. In fact, this proposed change is designed in concert with the Department of Landscape Architecture and the College of Arts and Architecture’s forthcoming Certificate in Geodesign, which is a planned World Campus program. The Department of Landscape Architecture is creating the GEODE 311 course, which is a prescribed course for the Geodesign Option.

Thanks to the visionary leadership of those who have initiated this effort, I sense we are poised to assume a leadership position in this field.

Respectfully,

[Signature]

Ron Henderson
Professor of Landscape Architecture and Asian Studies
Head, Department of Landscape Architecture, Chair in Integrative Design
To whom it may concern,

I’m pleased to voice Esri’s enthusiastic support of the proposed addition of a Geodesign option to the Penn State’s Master of Geographic Information Science (MGIS) degree program.

Geodesign is important to Esri. Esri founder Jack Dangermond is a design professional by training (landscape architect), and the company’s overarching goal is to engineer advanced GIS technology that enables planners, architects, urban designers, and others to design more sustainable futures. One measure of Geodesign’s importance to Esri is our sponsorship of Penn State Professor Kelleaas Foster’s cabulbing in residence at Esri this Fall. Kella is working with our inaining designers and technologists to develop new approaches to online studio pedagogy.

Penn State is important to Esri too. We routinely recommend the Penn State Online MGIS and Certificate programs as a “best of breed” in graduate-level, online professional education in GIS. The Certificate Program earned Esri’s Special Achievement in GIS award in 2004 in recognition of its special status. Penn State is widely recognized as an innovator and a success. You all have the opportunity to build on that reputation by offering a pioneering option in Geodesign.

Finally, the proposed Geodesign option is important to me personally. Before I moved on from my role as Director of the Dutton e-Education Institute in 2011, I advocated strongly for a programmatic collaboration between the kindred Departments of Landscape Architecture and Geography. I’m gratified that the collaboration has progressed so far as the proposed option, and I encourage the Graduate School to encourage this and further collaborations.

Respectfully,

David DiBiase, GISP, CMIS  
Director of Education, Industry Solutions
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 Kent 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.

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<td>Education Policy Studies</td>
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### NEW PROGRAM, OPTION OR MINOR

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<td>Designation of option</td>
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<td>Designation of minor</td>
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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) ________________________________

Add M.S. in Higher Education and on-line component to the Higher Education M.Ed. ________________________________

Indicate effective date ____________ First semester following approval

**SUBMITTED BY**

[Signature]

Date 3/26/13

In Charge of Graduate Program

**NOTED BY**

[Signature]

Date 4/2/13

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

**APPROVED BY**

[Signature]

Date 4/3/13

Dean of College
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
Proposals for a New Program and a Program Change:

Master of Science (M.S.) in Higher Education
New Degree Proposal

and

Master of Education (M.Ed.) in Higher Education
Program Revision and Addition of Online Delivery

February 2013

Revised November 11, 2013

Updated February 11, 2014
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Introduction

This proposal creates a new two-year, 43-credit degree (M.S. in Higher Education) and modifies the existing generalist 30-credit M.Ed. in Higher Education to include additional prescribed courses and online delivery via the World Campus. The additional prescribed and elective courses will not affect the total number of credits required for the M.Ed. degree.

The M.S. in Higher Education replaces the existing free-standing M.Ed. in College Student Affairs with this new degree program: a scholar-practitioner focused M.S. in Higher Education, a 43-credit, two-year residential program stressing the importance of research that engages problems of practice in student affairs within a Higher Education context.

The new M.S. degree will retain several features of the M.Ed. in the College Student Affairs program, including an examination of social justice and the provision of funded assistantship opportunities within Student Affairs and related areas of the University.

The curricular approach of this new degree will follow the Professional Development School (PDS) partnership model that the College of Education has developed with the State College Area School District, a program that has been in operation for the past 15 years. The PDS model is built on a foundation which recognizes that faculty and practitioners bring useful perspectives; personnel from both units are full partners in the delivery of the program.

The organizational home for the M.S. degree will be Higher Education in the Department of Education Policy Studies. Two program co-coordinators will oversee the degree program: one from the College of Education and one from Penn State’s Student Affairs unit. All faculty teaching in the program will have graduate faculty status in Higher Education and will meet at least once a semester.

The M.Ed. in Higher Education will be slightly modified to include additional prescribed courses and elective emphasis areas, and adding off campus, online delivery via the World Campus. The M.Ed. will continue to be offered residentially at University Park.

This proposal includes an updated description for both programs, learning outcomes, admission requirements, detailed programs of study, and online delivery support (for the M.Ed.), as well as other requirements needed for review by the College of Education and the Graduate Council.

M.S. in Higher Education

Program Description
The M.S. degree in Higher Education prepares higher education professionals to provide educational services and programs, facilitate student achievement, and create growth-enhancing environments on college campuses. Courses, assistantships, and internship experiences are intentionally aligned with the program’s learning outcomes in order to maximize student learning.

A successful student in the M.S. program will use oral, written, and technological forms of communication to demonstrate competency in the following areas: 1) Foundations of Higher Education and Student Affairs; 2) Student Development and Outcomes; 3) Professional Competencies; 4) Inter- and Intrapersonal Skills; 5) Commitment to and Understanding of Issues Related to Social Justice; 6) Research and Assessment.
Program Learning Outcomes

1) Foundations of Higher Education and Student Affairs
Knowledge of and the ability to articulate:
   - Historical, philosophical, and contextual foundations
   - Contemporary issues in student affairs
   - Role of Student Affairs within the broader context of higher education
   - Experience-based evidence of understanding of multiple functional areas within student affairs

2) Student Development and Outcomes
Understanding of
   - Psychosocial, cognitive, college impact, and learning theories
   - Selected counseling theories and practices
   - Characteristics of effective educational interventions
   - Ability to apply theory to develop effective educational programs

3) Professional Competencies
Experience-based evidence of
   - Management skills (projects, budgeting, marketing, legal issues, etc.)
   - Program planning
   - Program implementation
Demonstration of
   - Active listening skills
   - Empathy, integrity, and compassion in interaction with others
   - Cross-cultural communication skills
   - Crisis intervention skills
   - Mediation skills
   - Group facilitation
   - Leadership and teamwork skills
   - Knowledge and demonstration of adherence to applicable professional ethical standards

4) Inter- and Intrapersonal Skills
Demonstration of
   - Self-understanding and commitment to on-going development
   - Interest in and ability to learn about individuals different than oneself
   - Interest in and ability to learn about ideas and beliefs different than one's own
   - Self-management

5) Commitment to and Understanding of Issues Related to Social Justice
   - Knowledge of existing systems of oppression (racism, sexism, ability, homophobia, etc.)
   - How they influence students' experiences, and the role of advocacy in student affairs
   - Evidence of integration of a social justice perspective in professional functions

6) Research and Assessment
Evaluating the effectiveness of programs and services
Design and implement programs through assessment efforts
Create instruments and/or protocols for assessing important questions
Analyze and utilize multiple sources of data to reach conclusions
Credibly convey key findings/recommendations to stakeholders and constituents

Admissions Requirements
The M.S. degree in HI ED seeks to admit prospective students who are committed to working in higher education to improve student experiences and foster learning and development. The program seeks students who are intellectually curious; open to diversity and social justice; and demonstrate empathy, compassion, and cultural humility in interactions with others. Further, as an academically intensive program, the program seeks students with strong writing and critical thinking skills. Finally, because of the importance placed on scholarly practice, the program seeks students who have transferrable skills or direct experience in student affairs administration gained either as active undergraduate students or as professionals within the field of student affairs.

Candidate's qualifications are assessed by a review of their academic record, letters of recommendation, a personal statement, involvement in student affairs-related activities, and previous work experiences. Evaluation criteria include the following:

Potential for Success
Based on previous experiences and application materials, candidates must demonstrate that they possess good interpersonal skills, good oral and written communication skills, the ability to handle stresses inherent to student affairs work, self-awareness, and sensitivity to individual difference, diversity, and social justice.

Professional Goals
Candidates must demonstrate a basic understanding of the student affairs field obtained through undergraduate student activities, volunteer work, paraprofessional or professional work experience, or informational interviewing. Candidates should identify areas of interest within the student affairs field and express a clear idea of what they hope to gain from graduate study. Professional goals, while understandably tentative, should be appropriate for beginning professionals and congruent with those of the Penn State program.

Academic Preparation and Ability
The individual's grade-point average must be at least 3.0 on a 4.0 system. In very few cases, GPA requirements may be superseded by considerations such as evidence of prior educational constraints, personal dilemmas overcome, or significant leadership characteristics.

If a candidate has completed graduate coursework prior to application, his or her grade-point average for this coursework must be at least a 3.0 on a 4.0 system. The Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT) is required.

Degree Requirements
The M.S. in Higher Education is a research-based, rigorous, academic program for students who
aspire to work in student affairs as scholar-practitioners. The M.S. program will replace the M.Ed. in College Student Affairs but will continue its focus on the learning outcomes identified previously in the proposal.

**Program of Study:**

**Higher Education Courses (9 credits Prescribed):**

HI ED 545 FOUNDATIONS OF HIGHER EDUCATION AND STUDENT AFFAIRS (3 credits)

Issues and future trends in higher education and student affairs are analyzed, discussed and debated. The functional areas of student affairs are explored.

HI ED 552 ADMINISTRATION IN HIGHER EDUCATION (3 credits)

Philosophy of administration and academic governance; principles of management and their application in colleges and universities; case studies of contemporary problems are presented.

HI ED 560 LEGAL ISSUES IN HIGHER EDUCATION AND STUDENT AFFAIRS (3 credits)

A process for analyzing case law on issues of access, student rights, employment, collective bargaining, church/state, private sector, and liability.

**Student-Focused Courses (12 credits Prescribed):**

HI ED 556 HIGHER EDUCATION STUDENTS AND CLIENTELE (3 credits)

Guided inquiries into the life and work of college students.

HI ED 505 COLLEGE STUDENT DEVELOPMENT (3)

Human development theory and its application to practice in a higher education context.

HI ED 507 SOCIAL JUSTICE AND HELPING SKILLS FOR STUDENT AFFAIRS PROFESSIONALS (3)

Exploration of diverse student populations, their different experiences, and the value university communities place on these differences, with a focus on developing helping skills for student affairs practitioners.

CNED 501 COUNSELING THEORY AND METHOD (3 credits)

Survey of psychodynamic, humanistic, behavioral and cognitive-behavioral approaches to counseling individuals.

**Research Courses (9 credits):**

HI ED 504 RESEARCH AND ASSESSMENT IN STUDENT AFFAIRS (3)

Knowledge and skills necessary to plan, design, implement and evaluate programs in student affairs.

Two additional courses from:
ED PSY 400 INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH (3 credits)
 Foundations of statistical techniques used in educational research; distributions, central tendency, variability, correlation, regression, probability, sampling, hypothesis testing.

ED PSY 406 APPLIED STATISTICAL INFERENCE FOR THE BEHAVIORAL SCIENCES (3 credits)
 Common techniques (parametric) covered through two-factor analysis of variance (independent samples); hypothesis testing, confidence interval, power, robustness; MINITAB frequently used.

HI ED 586 QUALITATIVE METHODS IN EDUCATIONAL RESEARCH (3 credits)
 Exploration of the theoretical framework undergirding qualitative research and its attendant practices and techniques.

Experiential Learning (6 credits Prescribed):

HI ED 595 INTERNSHIP IN HIGHER EDUCATION (6 credits)
 Supervised experience in administrative offices.

Electives (3 credits):

Students can choose from an array of courses in the College of Education (e.g., HI ED 554, The History of American Higher Education; HI ED 548, Curriculums in Higher Education; HI ED 807, Foundations of Academic Advising).

Culminating Experience (4 credits Prescribed):

HI ED 596 INDIVIDUAL STUDIES (4 credits)
 Problems of practice masters research project.

The M.S. in Higher Education requires the completion of a research project in conjunction with a final capstone course in the final semester of the second year of study. The research project will emerge from “problems of practice” identified by a capstone committee consisting of program faculty and student affairs administrators. Students may elect to pursue individually a particular problem or may work with others to reframe the identified problem into research subtopics. Each student will design and undertake a research activity dually aimed at providing new knowledge relevant to the problem and useful to practitioners. Projects may invoke different research designs (quantitative, qualitative, or mixed), but all will demonstrate the student’s understanding of a related body of literature, facility with collecting or identifying relevant data, ability to analyze such data, and proficiency in presenting results and drawing conclusions. The result of this project will be an individually authored paper and an oral presentation.

Plan to Meet SARI Requirements
The SARI program will engage graduate students broadly in a dialog surrounding issues
pertinent to research ethics in HI ED 504, a prescribed course in the curriculum. The SARI program has two parts:

1) Graduate students will be required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI), as part of HI ED 504.

2) Graduate students will also be required to engage in an additional 5 hours of discussion-based RCR education prior to degree completion. These discussions will encompass both universal and discipline-specific material and will be incorporated into the culminating capstone experience (HI ED 596).

Justification for the Program
This proposal seeks to replace and strengthen the recently dropped M.Ed. in College Student Affairs and to further integrate the degree within Higher Education, a nationally ranked program in the College of Education. The essential elements (two-year residential with supporting internships and/or assistantships with Penn State administrative units) and program learning outcomes will remain unchanged.

However, the program will strengthen its emphasis on research and evidence-based practices in higher education/student affairs by focusing on analytical competencies demonstrated in a culminating research project based on problems of practice in the field.

Justification for the Degree
The degree reflects the integration of college and university-based student affairs within the broader realm of higher education as a field of study and practice, and reflects the orientation towards research and the creation of new knowledge through the focus on problems of practice and evidence-based decision-making. As noted on p. 6, the culminating experience will demonstrate mastery of research and the application of theory to practice with a focus on a problem of practice within the field of higher education and student affairs.

Statement of Accreditation or Licensure
There is currently no accreditation qualification that is suitable for this master’s degree in the field of Higher Education and Student Affairs.

M.Ed. in Higher Education (Residential and Proposed Online Delivery)

Program Description
The graduate program in Higher Education has as its goal the preparation of individuals who will pursue careers and exert leadership in the field of postsecondary education. Career paths with the M.Ed. degree include staff positions in admissions, academic advising, career development, student life, university development, alumni relations, outreach and institutional research.

The M.Ed. in Higher Education is typically completed in one calendar year of full-time study, or two calendar years of part-time study. The M.Ed. offers students a broad-based introduction to careers, policies, administration, history, organization and evaluation of post-secondary education programs and activities. The M.Ed. is useful for entry-level professionals in a variety
of administrative areas, those aspiring to become mid-level administrators of college and university offices, as well as practitioners in a variety of administrative functions desiring further professional development and career enhancement.

The M.Ed. in Higher Education will be offered with three emphasis areas: (1) Administration, (2) Student Engagement, and (3) Institutional Research.

Program Learning Outcomes

A successful student in the M.Ed. program in Higher Education will demonstrate the ability to:

- Integrate theory and practice to think critically about higher education as a field of study, with an appreciation of the history, diversity, and global context of higher education;
- Draw upon prior research and data to effectively assess a variety of current issues and challenges facing higher education institutions;
- Understand the audience, purpose, and context of professional and scholarly communication, demonstrate appropriate writing skills and the use of media in oral presentations;
- Collaborate with others and use critical self-reflection skills to clarify personal values used for leading and decision making;
- Develop the ability to take responsibility to become a life-long learner in this field;
- Create a learning and career portfolio to be used for ongoing professional development and reflective practice.

Admissions Requirements

Applicants for admission to the M.Ed. are evaluated on each of the following criteria:

(a) undergraduate courses and junior-senior grade-point average as reported on an official transcript;
(b) courses and grade-point average in any graduate work as reported on an official transcript;
(c) performance on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) (combined verbal, quantitative, and analytical score) or performance on a comparable exam such as the Graduate Management Admissions Test (GMAT), Law School Admission Test (LSAT);\(^1\)
(d) performance on the Test of English as a Foreign Language (TOEFL) exam (if applicable);
(e) three letters of recommendation provided by professional and academic references who attest to an applicant’s academic potential to succeed in graduate studies;
(f) a written statement that includes a resume and statement of purpose discussing professional goals and how the M.Ed. will bring the student closer to the realization of those goals.

Degree Requirements

The M.Ed. degree is designed to increase professional competence in the field of education.

\(^1\) This requirement may be waived by the Higher Education Admissions Committee if an applicant has five or more years of work experience.
This proposal increases the number of common courses associated with the M.Ed. as we are adding another commonly required course (HI ED 490) and emphasis areas. The historical flexibility associated with the M.Ed. lies with varied career paths that M.Ed. graduates follow, which includes Enrollment Management, Advising, Development, and other professional areas. The flexibility in coursework helps ensure our students can optimally tailor their coursework to their specific needs. To ensure that our students can optimally benefit from that flexibility, we will be working closely with them to develop an appropriate plan of student.

The M.Ed. in Higher Education degree program requires a minimum of 30 credits and offers three emphasis areas: the Administration emphasis area is designed for students interested in pursuing a career or career advancement in a wide variety of administrative and staff support areas in colleges and universities; Student Engagement is designed for those interested in working in areas specifically related to students in colleges and universities; Institutional Research is designed for students interested in careers in data analysis and research within colleges and universities. Each area of professional practice is designed to provide both scholarly coursework and practical experiences necessary to secure entry-level professional staff positions and career advancement in fields of higher education.

Students matriculated in the M.Ed. program are subject to the following requirements:

1. A minimum of 30 credits at the 400 level or higher.
2. A minimum of 18 credits in course work at, or above the 500 level.
3. A minimum of one research methods course.
4. SARI Requirements (CITI online Responsible Conduct of Research (RCR) training requirement (https://www.citiprogram.org/)
5. A master’s capstone paper or project that is accepted by the candidate’s advisor and one additional Higher Education faculty member who is a member of the Graduate Faculty. Students take a minimum of 3 credits of HI ED 596 and register after all M.Ed. coursework is completed.
6. A minimum grade-point average of 3.00 for work done at Penn State.
7. All requirements for the M.Ed. degree must be met within eight years or a period spanning nine consecutive summers.

Plan to Meet SARI Requirements
The SARI program will engage graduate students broadly in a dialog surrounding issues pertinent to research ethics in HI ED 490 and HI ED 596, both prescribed courses in the curriculum. The SARI program has two parts:

1) During the first year of enrollment, graduate students will be required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI), as part of HI ED 490.

2) Graduate students will also be required to engage in an additional 5 hours of discussion-based RCR education prior to degree completion. These discussions will encompass both universal and discipline-specific material and will be incorporated into the culminating capstone experience (HI ED 596).
Justification for the Program
A market scan was completed by Outreach Market Research in December 2011. The research report concluded that:

Demand for the [M.Ed.] degree is likely to be strong. Obtaining advanced degrees can help individuals in the target occupations advance their careers and/or earn higher salaries. Employees working in colleges and universities tend to be more highly educated than are their counterparts in other industry sectors. Based on an analysis of current job advertisements, there appears to be a demand for professionals with a graduate degree in the related disciplines. Employers are seeking individuals with work and management experience and the overall education requirements trend toward the master’s and doctoral degrees.

Following is a list of institutions identified by the Outreach Market Research report as offering residential and online programs in areas related to Higher Education:

Residential Programs
Arizona State University
Kent State University
Boston College
University of Southern California
University of Pennsylvania
George Washington University
Teachers College (Columbia)
University of Michigan

Online Programs
Abilene Christian University
Appalachian State University
Argosy University
Bay Path College Capella
University Colorado State
University Dallas Baptist
University Drexel
University
Florida State University
Georgia Southern University
Messiah College
Northeastern University
SUNY Stony Brook
University of Houston
Walden University

Statement of Accreditation or Licensure
There is currently no accreditation qualification that is suitable for this master’s degree in the field of Higher Education.

M.Ed. in Higher Education (HI ED) Program of Study (Residential and Online)
The M.Ed. program of study is conceptualized with three distinct components: 1) prescribed courses in the study of Higher Education (9 credits); 2) elective courses which provide greater depth of study in an area of interest to the student, including an internship experience (9 credits); 3) focus courses in an emphasis area in higher education (9 credits) and 4) a prescribed capstone seminar with professional preparation for a career in the field (3 credits). The additional prescribed and elective courses will not affect the total number of credits required for the M.Ed. degree (30 credits total). Note students have the option of taking elective courses in an emphasis area or designing their own program of study from electives offered in Higher Education or other relevant areas in the College of Education. A minimum of 15 credits in HI ED courses is required for the M.Ed. in Higher Education.

**Higher Education (prescribed courses)**

**HI ED 490 PROFESSIONAL SEMINAR IN HIGHER EDUCATION (3)** Orientation to graduate study, research ethics, scholarly writing, and professional preparation for career paths in higher education.

**HI ED 545 FOUNDATIONS OF HIGHER EDUCATION AND STUDENT AFFAIRS (3 credits)**
This course is the foundation for all courses in higher education. Current issues and future trends are analyzed, discussed and debated.

One course from:

**HI ED 801 FOUNDATIONS OF INSTITUTIONAL RESEARCH (3 credits)** Fundamental research methods with application to campus decisions in areas such as enrollment management, institutional effectiveness and student outcomes. *This course is only offered online.*

**HI ED 504 RESEARCH AND ASSESSMENT IN STUDENT AFFAIRS (3)** Knowledge and skills necessary to plan, design, implement and evaluate programs in student affairs. *This course is only offered in a residential format.*

**Culminating Experience (prescribed)**

**HI ED 596 INDIVIDUAL STUDIES (3 credits)**
Master’s research project/final capstone paper and portfolio.

**Additional Elective Courses in Higher Education (9 credits)**

M.Ed. in Higher Education students will have the opportunity to design their program of study by choosing from a list of elective courses in Higher Education. Note that in addition to the courses listed below, students may choose to take up to 6 credits of online courses (or residential courses) in other areas within the College of Education (e.g., Educational Leadership, Adult Education, Instructional Systems, Workforce Education and Development), with approval of their faculty advisor and the program of study outside of Higher Education.
Courses in an Emphasis Area in Higher Education (9 credits)

Students will have the opportunity to choose an emphasis area (administration, student engagement, or institutional research), to tailor a program of study to fit an intended career path. If the emphasis area does not fit the student’s intended career path, students may design their program of study from electives offered in Higher Education or other relevant areas in the College of Education. We expect very few students to not pursue one of the emphasis areas as we will only recommend that option to students with unique educational needs.

Students will define a program of study with their advisor and may choose at least 9 credits in an emphasis area within higher education. Students not having experience in higher education are encouraged to secure an internship in the area of professional practice.

The courses below are listed as recommended courses within a defined emphasis area. However, other Penn State online courses may be substituted with approval of the student’s advisor.

**Administration Emphasis:**

HIED 548 CURRICULA IN HIGHER EDUCATION (3 credits)
Types of undergraduate curricula and their supporting philosophies; approaches to curriculum planning and assessment; patterns of interdisciplinary studies; sources of curricular reforms, representative case studies.

HIED 552 ADMINISTRATION IN HIGHER EDUCATION (3 credits)
Philosophy of administration and academic governance; principles of management and their application in colleges and universities; case studies of contemporary problems are presented.

HIED 560 LEGAL ISSUES IN HIGHER EDUCATION AND STUDENT AFFAIRS (3 credits)
A process for analyzing case law on issues of access, student rights, employment, collective bargaining, church/state, private sector, and liability.

HIED 810 PLANNING AND RESOURCE MANAGEMENT IN HIGHER EDUCATION (3 credits)
Provides students with a working knowledge of strategic planning models and budgeting structures and processes. Planning and budgeting skills are important components in institutional decision support. The course provides students with tools and skills in environmental scanning, revenue forecasting, expenditure controls, and benchmarking.

**Student Engagement Emphasis:**

HIED 546 COLLEGE TEACHING (3 credits)
Principles involved in teaching at the college level; effective use of teaching aids; criteria used in evaluation.

HIED 556 HIGHER EDUCATION STUDENTS AND CLIENTELE (3 credits)
Characteristics of higher postsecondary education students and other clientele; changes
during postsecondary education years and during college; educational challenges and responses.

HI ED 840 ASSESSING STUDENT OUTCOMES AND EVALUATING PROGRAMS (3 credits)
Studies the many threads that add up to educational effectiveness: evaluating academic programs and curricula, assessing student learning outcomes, coping with accountability and performance reporting requirements, responding to the demands of both regional and disciplinary/vocational accreditation bodies. The course will acquaint students with strategies and instruments for conducting outcomes studies of programs, students, and alumni alike. Assessment topics include basic skills, general education, knowledge in the major, personal growth, and alumni outcomes.

HI ED 807 FOUNDATIONS OF ACADEMIC ADVISING (3)
An overview of the academic engagement profession and the role of engagement in higher education. Topics include history, philosophy, theoretical models emerging issues and scholarship, assessment, and academic engagement career preparation.

Institutional Research Emphasis:

HI ED 810 PLANNING AND RESOURCE MANAGEMENT (3 credits)
Provides students with a working knowledge of strategic planning models and budgeting structures and processes. Planning and budgeting skills are important components in institutional decision support. The course provides students with tools and skills in environmental scanning, revenue forecasting, expenditure controls, and benchmarking.

HI ED 830 DESIGNING INSTITUTIONAL RESEARCH STUDIES (3 credits)
Teaches alternative research designs and necessary research skills, including sampling and basic measurement, data collection methods, survey research, interviews, focus groups, and selecting appropriate tools. (This course is prescribed for the Institutional Research area of practice.)

HI ED 840 ASSESSING STUDENT OUTCOMES AND EVALUATING PROGRAMS (3 credits) Studies the many threads that add up to educational effectiveness: evaluating academic programs and curricula, assessing student learning outcomes, coping with accountability and performance reporting requirements, responding to the demands of both regional and disciplinary/vocational accreditation bodies. The course will acquaint students with strategies and instruments for conducting outcomes studies of programs, students, and alumni alike. Assessment topics include basic skills, general education, knowledge in the major, personal growth, and alumni outcomes.

HI ED 850 ANALYZING FACULTY WORKLOAD, PERFORMANCE AND COMPENSATION (3 credits)
Provides researchers with the skills and the analytical issues associated with analyzing faculty workload and performance in teaching, scholarship, and outreach. Topics include an overview of needed local and existing national databases, measuring faculty workload, evaluating faculty research productivity, using student ratings of instruction, providing
support for academic program reviews, conducting salary studies, addressing issues of equity/diversity, and assessing faculty satisfaction, turnover, and flow.

HI ED 860 CONDUCTING ENROLLMENT MANAGEMENT STUDIES (3 credits)
Provides students with a working knowledge of enrollment management processes and skills for the three stages of enrollment management: (1) attracting, admitting, and enrolling students; (2) the new student experience—orientation, advisement, curricular access, student support services, and remedial work where needed; (3) student success—persistence, academic achievement, graduation, and employment. The course uses logistic regression for predictive modeling of admissions yield, the impact of financial aid on student enrollment behavior, and enrollment forecasting.

**Internship Elective:**

HI ED 595 INTERNSHIP IN HIGHER EDUCATION (1-9 credits)
Supervised experience in administrative offices, in research, on instructional teams, and in college teaching. This experience is strongly encouraged for students who do not have experience in higher education.

**Typical M.Ed. Program of Study for Online Students (Abbreviated Course Titles)**

Fall, Year 1
HI ED 490 PROSEMINAR (3 credits)
HI ED 545 HIGHER EDUCATION AND STUDENT AFFAIRS (3 credits)

Spring, Year 1
HI ED 801 FOUNDATIONS OF INSTITUTIONAL RESEARCH (3 credits)
Elective 1 (3 credits)

Summer, Year 1
Elective 2 (3 credits)

Fall, Year 2
Elective 3 (3 credits) Elective 4 (3 credits)

Spring, Year 2
Elective 5 (3 credits) Elective 6 (3 credits)

Summer, Year 2 and/or Fall, Year 3
HI ED 596 INDIVIDUAL STUDIES: (3 credits) Master’s research

2 Residential M.Ed. students typically complete the program full time in one year of study. Online M.Ed. students typically complete the program in two years of part-time study.
project/final culminating experience, presentation and portfolio review.

**Ability to Offer Quality Programs in an Off-Campus, Online Environment**

The Higher Education program within the Department of Education Policy Studies (EPS) is a nationally and internationally recognized unit with a record of offering quality degree programs. EPS has considerable experience in online course development and teaching, with courses in Educational Leadership and Higher Education (Institutional Research).

Through its participation in delivering courses online and through the World Campus, the EPS department has gained considerable experience in authoring and conducting learning activities at a distance.

Table 1 below indicates courses and lead faculty who have agreed to participate in the initial courses which will comprise the online M.Ed. program (course development and/or teaching). The Higher Education program will actively collaborate with other departments in the College of Education (Learning and Performance Systems) to add to the roster of online courses in the future, in response to student interest and faculty expertise.

**Table 1: Members of the Higher Education Faculty who will be associated with the initial development and/or delivery of the online M.Ed. Higher Education program courses.**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title (Abbreviated)</th>
<th>Lead Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI ED 490</td>
<td>Pro-Seminar in Higher Education</td>
<td>Frederick Loomis</td>
</tr>
<tr>
<td>HI ED 505</td>
<td>College Student Development</td>
<td>Frederick Loomis</td>
</tr>
<tr>
<td>HI ED 545</td>
<td>Higher Education and Student Affairs</td>
<td>Roger Geiger</td>
</tr>
<tr>
<td>HI ED 546</td>
<td>College Teaching</td>
<td>Kathy Jackson</td>
</tr>
<tr>
<td>HI ED 548</td>
<td>Curriculum</td>
<td>Dorothy Evensen</td>
</tr>
<tr>
<td>HI ED 552</td>
<td>Administration in Higher Education</td>
<td>Frederick Loomis</td>
</tr>
<tr>
<td>HI ED 556</td>
<td>Students in Higher Education</td>
<td>Leticia Oseguera</td>
</tr>
<tr>
<td>HI ED 560</td>
<td>Legal Issues in Higher Education and Student Affairs</td>
<td>Robert Hendrickson</td>
</tr>
<tr>
<td>HI ED 801</td>
<td>Foundations of Institutional Research</td>
<td>John Cheslock</td>
</tr>
<tr>
<td>HI ED 595</td>
<td>Internship in Higher Education</td>
<td>Frederick Loomis</td>
</tr>
<tr>
<td>HI ED 596</td>
<td>Individual Studies (Capstone Experience)</td>
<td>Frederick Loomis</td>
</tr>
<tr>
<td>HI ED 810</td>
<td>Planning and Resource Management</td>
<td>Michael Dooris</td>
</tr>
<tr>
<td>HI ED 830</td>
<td>Designing Institutional Research Studies</td>
<td>John Cheslock</td>
</tr>
<tr>
<td>HI ED 840</td>
<td>Assessing Outcomes</td>
<td>J. Fredericks Volkwein</td>
</tr>
<tr>
<td>HI ED 850</td>
<td>Faculty Workload and Performance</td>
<td>John Cheslock</td>
</tr>
<tr>
<td>HI ED 860</td>
<td>Enrollment Management</td>
<td>John Cheslock</td>
</tr>
<tr>
<td>HI ED 807</td>
<td>Foundations of Academic Advising</td>
<td>Eric White</td>
</tr>
</tbody>
</table>

Additional HI ED faculty who are associated with the existing HI ED resident instruction programs may also be associated with the online M.Ed. program, contributing their expertise to course development or by guest lecturing in online courses. This is especially the case for new tenure-track faculty hires during the next two years in the Higher Education program. In addition, part-time faculty members who are practitioner-scholars in specific higher education areas may also be assigned to teach or co-teach in the M.Ed. program. These faculty members...
will have extensive leadership experience and expertise in higher education, hold appropriate academic degrees, and fulfill the requirements for Graduate Faculty Status.

**Impact on Current Offerings and Faculty Load**

Consistent with the practice of any program offered by the College of Education, faculty in the Higher Education program will oversee the online M.Ed. The residential M.Ed. program will continue in its current form as a full-time, one-year program, enrolling 12-15 students each year. The faculty envision significant synergies between the two programs, particularly with regard to the sharing of digital assets and web-casting various campus lectures and events to online students. The online M.Ed. will be supported by a full-time faculty member who also serves as coordinator of online programs, including the graduate certificates for the Higher Education program.

**Advising of Online M.Ed. in Higher Education Students: Pro-seminar and Final Capstone Portfolio Review**

A substantial amount of advising will be provided in the pro-seminar course, the capstone course, and by the Coordinator of Online HI ED Programs:

- Through individual meetings and the teaching of the pro-seminar course, the Coordinator of Online HI ED Programs will perform many key advising functions.
- Through individual meetings and the teaching of the capstone course, the Coordinator of Online HI ED Programs will be a key point of contact for students and serve as one of the two members for all capstone presentations.
- The Coordinator of Online HI ED Programs will also monitor individual student enrollment and ensure that students are making adequate progress towards M.Ed. degree completion.

In the Pro-seminar course (HI ED 490) students will formulate a program of study and area of emphasis, and develop a professional e-portfolio (e.g., resume, cover letter, career statement). Students will add to this portfolio during the course of the M.Ed. program (e.g., final papers for core courses, recorded presentations, internship reflections). The final capstone course (HI ED 596) will include a final updated e-portfolio and reflective essay summarizing the student’s academic and professional work in the M.Ed. program. The student will also make a formal presentation to the HI ED 596 faculty and one other HI ED faculty, alumnus, or professional in the field.

Other HI ED faculty members will be expected to serve as advisors for 3 students per academic year. The minimum expected engagement is an initial advising session at the beginning of the program, a mid-program meeting to discuss progress, and participation as one of the two members present for the final capstone presentation. Advising will primarily lie in the second year of the program as the student seeks to identify a career path in the final capstone course and as the student seeks to transform the work of the capstone class into a final presentation.

The above workloads could easily allow us to enroll incoming cohorts of 50 students, meeting the long-term goals outlined by the World Campus. With additional investment of faculty, larger cohorts could also be educated.

Telephone, e-mail, web conferencing, and other communication channels will be used for
advising. Students will also have access to the World Campus Student Services team, including a Help Desk to provide student and faculty technical support by telephone and/or email. The World Campus Student Services team will respond to inquiries from prospects and current students, and will register students as needed. The World Campus will also provide assistance on the course management system, making tuition payments, securing textbooks, and using the University Library system.

Projected Program Size and Marketing Plan

A specific marketing plan for the online M.Ed. and IR certificate program will be developed in collaboration with the World Campus. There will be three distinct audiences for the M.Ed. program:

1) “early career” students in the U.S. (mid to late 20s) not currently employed in higher education desiring an entry level position at a college or university;
2) “mid-career” students in the U.S. currently employed in higher education desiring advancement to a management/leadership position; and
3) international students desiring to obtain an advanced credential in the study of higher education.

A “relationship marketing” strategy will be used (e.g., developing and maintaining successful long-term relationships). The initial target will be Penn State alumni, including graduates of the IR certificate program and the Higher Education program, who might be sources for prospects and referrals.

The following specific marketing strategies are proposed:

1) a press release regarding the launch of the program, to be disseminated via live.psu.edu and professional association newsletters (ASHE, AERA, AIR, NASPA, ACPA, CASE, others);
2) a print brochure about the M.Ed. and IR certificate programs;
3) online banner ads to be placed in Chronicle of Higher Education, Inside Higher Ed, and Higheredjobs.com;
4) monthly Online Information Sessions during the first year of the program;
5) attendance at national conferences by the faculty program coordinator and/or World Campus staff (e.g., ASHE, NASPA, ACHE, SLOAN, AIR, NEAIR);
6) advertising/announcement/ad about the program in conference program; and
7) Google Search strategies.

The enrollment target for the program will be 50 new students entering the program each year.

Essential Elements of Residency

1. Element: Interaction between faculty members and students above and beyond direct instruction

Faculty in the College of Education strive to incorporate the essential elements of residency into all of their programs and courses.
• **Academic Advising:** Every student admitted to the M.Ed. in Higher Education program will be paired with an academic advisor who is a member of the graduate faculty. At the beginning of their entry into the program, students will work with their advisors to develop a professional development plan and plan of study for the program. This will be a key feature of the pro-seminar, the first course in the M.Ed. program. Students and advisors will consult at least twice a year about the students’ progress toward the requirements of M.Ed. Advisors and students will meet via a combination of email, conferencing (audio, web, or video), and telephone.

• **Academic integrity:** The M.Ed. in Higher Education will provide an orientation to the course of study and to policies for graduate students including the University’s expectations for academic integrity. Faculty will be encouraged to use software to filter documents for plagiarism.

• **Open Discussion:** Online courses will include a combination of threaded (topic) discussions via the computer and synchronous live chats. Conferencing software may be utilized for synchronous lectures and office hours that can be taped and archived for later viewing.

• **Non-class lectures and seminars:** Visiting scholars, professionals from the Higher Education Program Alumni Council (HEPAC), and higher education leaders will lead discussions in non-class guest lectures and seminars.

2. **Element: Interaction among students**

• **Collaborative work groups:** Team projects will be prescribed in some of the M.Ed. courses. Teams will use designated discussion threads, chat rooms, or other group communication technology for their team communication.

• **Peer counseling:** We will establish peer-to-peer networks so that students in the program can serve as informal counselors and mentors for other students. The e-portfolio, which will be developed by each student, will help students learn about each other and will provide an opportunity for students to contribute constructive interaction and peer mentoring.

• **Student organizations:** We will encourage students to form online special interest groups (SIGs) based on their professional goals. Students would be able to communicate via bulletin boards, web conferencing, email, and other electronic media.

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

4. **Element: Exposure to socialization in the field of study**

• **Seminars:** Small groups of peers will use computer conferencing and/or audio conferencing to discuss seminar topics introduced by outside experts or members of the group.

• **Skill-enhancement workshops:** Faculty or practicing professionals will present skill workshops via audio and/or video conferencing as well as webinars.

• **Research displays:** Students will develop multi-media “poster sessions” of their research for display via the World Wide Web.
• **Discussion with professional peers**: Students will be encouraged to participate in regional and/or national conferences and professional society meetings in their geographic areas. Additionally, faculty members will structure and facilitate online pre- and post-conference discussions.

5. **Element: Ready access to suitable academic engagement and support services**
   - **Meeting with an academic advisor or student support staff**: Faculty advisors will conduct individual academic counseling sessions via telephone or electronic mail. General policies and procedures will be posted electronically.
   - **Meeting with a career counselor**: Career counselors from Penn State Career Services and the World Campus will provide advice related to entry into or advancement in fields related to the student’s course of study via audio and/or videoconferencing. Career counseling will also be provided in the pro-seminar, the internship, and capstone courses.

6. **Element: Contribution of graduate students to the degree program, the College, and the University**:
   - **Introduction of new students**: Program or department newsletters will be disseminated traditionally as well as electronically to faculty and students. The Program will also provide opportunities for students to develop web pages that include information about the professional interests of both new and continuing students. Students will be invited to join the Higher Education Student Association (HESA).
   - **Informal seminars**: Audio and videoconferences will be conducted in both synchronous and asynchronous seminar formats to share professional experiences and promote learning exchanges.

7. **Element: Identification with Penn State**:
   Students will be provided with opportunities to interact with past students and/or alumni mentors as well as attend virtual tours of campus facilities and relevant events.

**Fiscal Responsibility for the Program**

The College of Education and the World Campus will share responsibility for ensuring the development and delivery of a fiscally viable program. The lead faculty, John Cheslock, in collaboration with the department head of Education Policy Studies, Gerry LeTendre, the Associate Dean of the College of Education for Research, Outreach, and Technology, Greg Kelly, and the World Campus Program Manager, Michelle Corby, will be the administrative liaisons in reporting and analyzing the cost-effectiveness of the program. An annual financial review will be conducted by the World Campus, and program viability and sustainability will be determined in conjunction with World Campus. The College of Education at University Park and the World Campus have mutually agreed to deliver this program under Revenue Distribution Category (RDC) 1, as per the University Task Force on Gross Revenue Sharing Models for the World Campus; Final Report, January 31, 2011. Under this RDC level, the World Campus agrees to cover the author compensation and instructional design costs for initial course development as outlined in the program plan. After that, all costs associated with authors for course revisions and additional new courses will be the responsibility of the Academic Unit. World Campus will be responsible for all costs associated with the World Campus Learning Design unit.
**Ready Access to Suitable World Campus Student Services**

In addition to the graduate engagement services already described in this proposal, students will have access to the World Campus Registrar, Student Service team, and Business and Finance Office for assistance in course registration and billing issues. World Campus will provide bursar and registrar function services including collection of tuition and fees. However, students will register through the University’s eLion system, and invoices will be generated through the University Bursar Office. Faculty will submit grades through eLion. The Outreach Help Desk will provide student and faculty technical support by telephone and/or email.

The World Campus Student Services team will respond to inquiries from prospective and current students, and will process enrollments for students who need assistance in enrolling in courses when they are unable to do so using the University’s eLion system. The World Campus “Help Desk” provides technical support to students and faculty whose system or network

**Student Aid**

Graduate assistantships are currently not available. Financial aid opportunities for part-time students with the World Campus are discussed at [http://www.worldcampus.psu.edu/tuition-and-financial-aid/financial-aid](http://www.worldcampus.psu.edu/tuition-and-financial-aid/financial-aid)

**Graduate-Level 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 gaps in previous education but not to meet requirements for an advanced degree.

**Technology Resources Prescribed by Students**

The World Campus has specified minimum system and software requirements for students enrolled in online courses offered through the World Campus. These specifications can be found at [http://www.worldcampus.psu.edu/general-technical-requirements](http://www.worldcampus.psu.edu/general-technical-requirements)

**Program Reporting**

Per Graduate Council policy, the Higher Education program will report back to the Committee on Programs and Courses three years after beginning the enrollment of online students with information to assess success and quality of the program. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.
**Table 2. Course Development Plan (M.Ed. courses and integration of existing online Institutional Research Courses)**

Course design and development work will commence Fall Semester 2012, for an anticipated approval of the M.Ed. proposal in the Spring 2013. Online program development will proceed according to the schedule below. The Institutional Research courses are also listed so that all course development is integrated.

**These courses are already online but will be significantly enhanced with rich media content for the revised IR certificate program as well as the area of emphasis and methods course for the M.Ed.**

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<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
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<th>SU13</th>
<th>FA13</th>
<th>SP 14</th>
<th>SU14</th>
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<tr>
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**DES:** Design and approval of course  
**DEV:** Development of course content  
**DEL:** Delivery of course
Appendix A: Proposed M.Ed. Revision to Graduate Bulletin (side by side comparison)

<table>
<thead>
<tr>
<th>Existing Copy in Graduate Bulletin Related to M.Ed.</th>
<th>Proposed Copy for Graduate Bulletin Related to M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Graduate Faculty</strong></td>
<td><strong>The Graduate Faculty</strong></td>
</tr>
<tr>
<td>John J. Cheslock, Ph.D. (Cornell) Associate Professor of Higher Education</td>
<td>John J. Cheslock, Ph.D. (Cornell) Associate Professor of Higher Education</td>
</tr>
<tr>
<td>Michael Dooris, Ph.D. (Penn State) Affiliate Associate Professor of Education</td>
<td>Michael Dooris, Ph.D. (Penn State) Affiliate Associate Professor of Education</td>
</tr>
<tr>
<td>Dorothy H. Evensen, Ph.D. (NYU) Professor of Education</td>
<td>Dorothy H. Evensen, Ph.D. (NYU) Professor of Education</td>
</tr>
<tr>
<td>Roger L. Geiger, Ph.D. (Michigan) Distinguished Professor of Education</td>
<td>Roger L. Geiger, Ph.D. (Michigan) Distinguished Professor of Education</td>
</tr>
<tr>
<td>Beverly Lindsay, Ph.D. (American) Professor of Education</td>
<td>Beverly Lindsay, Ph.D. (American) Professor of Education</td>
</tr>
<tr>
<td>Leticia Oseguera, Ph.D. (UCLA) Assistant Professor of Education</td>
<td>Leticia Oseguera, Ph.D. (UCLA) Assistant Professor of Education</td>
</tr>
<tr>
<td>David M. Post, Ph.D. (Chicago) Professor of Education</td>
<td>David M. Post, Ph.D. (Chicago) Professor of Education</td>
</tr>
<tr>
<td>Roger L. Williams, D.Ed. (Penn State) Affiliate Associate Professor of Education</td>
<td>Roger L. Williams, D.Ed. (Penn State) Affiliate Associate Professor of Education</td>
</tr>
</tbody>
</table>

The graduate program in Higher Education has as its goal the preparation of individuals who will pursue careers and exert leadership in postsecondary education as administrators, faculty, or researchers in the nation's colleges and universities and in a variety of public and private agencies and associations in the United States and other nations. With emphasis on the systematic study of higher education, the program builds on the scholarly and scientific disciplines offered throughout the University and applies these studies to the professional functions and responsibilities that its graduates will assume, and to the knowledge of the field of higher education. The program is concerned with four broad areas of higher education study and with three areas of special emphasis: academic programs and evaluation, organization and administration, and perspectives on higher education policy and practice.

With mounting awareness of the changes occurring in various academic and professional fields, of the need for higher education reform, and of the need for improved articulation among the various levels of education, higher education faculty cooperates with other departments.
of the University to offer a number of courses and seminars for graduate students interested in pursuing a minor in higher education.

<table>
<thead>
<tr>
<th>Students pursuing the M.Ed. must satisfy the following requirements: (30 credits for degree)</th>
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</thead>
<tbody>
<tr>
<td>Higher Education Courses (15 credits minimum; HI ED 545 (Higher Education in the U.S.) is required).</td>
</tr>
<tr>
<td>Research methods (3 credits)</td>
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<tr>
<td>Minor field or General Studies Grouping (6 credits)</td>
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<tr>
<td>Master's Paper (3 credits)</td>
</tr>
<tr>
<td>HI ED 596 (Independent Study)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.Ed. Students pursuing the M.Ed. must satisfy the following requirements: (30 credits for degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Courses with emphasis areas in Administration, Student Engagement, or Institutional Research (9 credits minimum);</td>
</tr>
<tr>
<td>Common Courses (12 credits):</td>
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<tr>
<td>• HI ED 490 (Professional Seminar) (3 credits)</td>
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<tr>
<td>• HI ED 545 (Higher Education in the U.S.) (3 credits)</td>
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<tr>
<td>• HI ED 801 (Foundations of Institutional Research) (3 credits) or HI ED 504 Research and Assessment in Higher Education (3 credits)</td>
</tr>
<tr>
<td>• HI ED 596 (Individual Studies) Culminating Experience (3 credits)</td>
</tr>
</tbody>
</table>
Higher Education (HI ED)

Program Home Page (Opens New Window)

David Baker, Graduate Coordinator
400 Rackley Building
814-863-2690
Highered@psu.edu

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

The Graduate Faculty

- Philip J. Burlingame, Ph.D. (Pittsburgh) Affiliate Assistant Professor of Education
- John J. Cheslock, Ph.D. (Cornell) Associate Professor of Higher Education
- Michael Dooris, Ph.D. (Penn State) Affiliate Associate Professor of Education
- Andrea Dowhower, Ph.D. (Ohio State) Affiliate Assistant Professor of Education
- Dorothy H. Evensen, Ph.D. (NYU) Professor of Education
- Roger L. Geiger, Ph.D. (Michigan) Distinguished Professor of Education
- Betty J. Harper, Ph.D. (Penn State) Affiliate Assistant Professor of Education
- Robert M. Hendrickson, Ed.D. (Indiana) Professor of Education
- Linda C. Higginson, D.Ed. (Penn State) Affiliate Assistant Professor of Education
- Kathy S. Jackson, Ph.D. (Texas) Affiliate Associate Professor of Education
- Stanley E. Latta, D.Ed. (Penn State) Affiliate Assistant Professor of Education
- Beverly Lindsay, Ph.D. (American) Professor of Education
- Frederick D. Loomis, Ph.D. (Penn State) Affiliate Associate Professor of Education
- Margaret A. Lorah, D.Ed. (Penn State) Affiliate Assistant Professor of Education
- Daniel Merson, Ph.D. (Penn State) Assistant Professor of Education
- Leticia Oseguera, Ph.D. (UCLA) Assistant Professor of Education
- David M. Post, Ph.D. (Chicago) Professor of Education
- Janet K. Schulenberg, Ph.D. (Penn State) Affiliate Assistant Professor of Education
- Damon Sims, J.D. (Indiana) Affiliate Associate Professor of Education
- Roger L. Williams, D.Ed. (Penn State) Affiliate Associate Professor of Education
- Liang Zhang, Ph.D. (Arizona, Cornell) Associate Professor of Education

The graduate program in Higher Education has as its goal the preparation of individuals who will pursue careers and exert leadership in postsecondary education as administrators, faculty, or researchers in the nation's colleges and universities and in a variety of public and private agencies and associations in the United States and other nations. With emphasis on the systematic study of higher education, the program builds on the scholarly and scientific disciplines offered throughout the University and applies these studies to the professional functions and responsibilities that its graduates will assume, and to the knowledge of the field of
higher education. The program is concerned with four broad areas of higher education study and with three areas of special emphasis: academic programs and evaluation, organization and administration, and perspectives on higher education policy and practice.

The Higher Education program offers the Ph.D. and D.Ed. at the doctoral level, the M.S. and M.Ed. at the master’s level, and a minor in Higher Education in residence at the University Park campus. The Higher Education program also offers the M.Ed. degree via the World Campus, as well as a graduate certificate in Institutional Research.

With mounting awareness of the changes occurring in various academic and professional fields, of the need for higher education reform, and of the need for improved articulation among the various levels of education, higher education faculty cooperates with other departments of the University on research projects, assistantships, internships, and professional development experiences to offer a number of courses and seminars for graduate students interested in pursuing a minor in higher education.

### Admission Requirements

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination accepted by the graduate program and authorized by the dean of the Graduate School, such as the Miller Analogies Test (MAT), are required for admission. At the discretion of the head of the graduate program, an applicant student may be admitted provisionally for graduate study in a program without these scores. Requirements listed here are in addition to general Graduate School Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

All 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). 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 Disciplines) and attainment of a grade of B or higher. 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.

NOTE: Candidates for all degrees must apply and be accepted before they are considered to be degree seeking.

APPLICATION DEADLINE: Candidates to the M.Ed., D.Ed., and Ph.D. may enter the program at the beginning of the fall or spring semester, or the summer session. The M.S. program only admits students for the fall semester. To allow sufficient time for processing applications, required information must be received by January 10 for international applicants and those wishing to be considered for Graduate Fellowships, or February 1 for all other applicants. Those wishing consideration for the spring semester should submit materials by September 15. Applicants should contact the program web page office for a list of additional application materials required for each program of study and specific application deadlines.

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.

Below are the general requirements for the degrees offered in the Higher Education program. Please see the program web page for more specific information.

**Ph.D. Degree Requirements.** All students pursuing a Ph.D. must satisfy the following minimum requirements:

Core Courses (15 credits)
- HI ED 548. Curriculums in Higher Education (2-3)
- HI ED 552. Administration in Higher Education (3)
- HI ED 554. History of American Higher Education (3)
- HI ED 556. Higher Education Students and Clientele (3)
- HI ED 562. Organizational Theory and Higher Education (3)

-Research Requirements: 12 credits
- HI ED 585. Research Design: Implications for Decisions in Higher Education
- HI ED 586. Qualitative Methods in Educational Research

Students choose the remaining research credits with approval of adviser (e.g., ED PSY 406 Applied Statistical Inference for the Behavioral Sciences, ED PSY 505 Statistical Applications in Educational Research, STAT 500 Applied Statistics, STAT 501 Regression Methods, R SOC 573 Methods of Survey Data Analysis)

Research Skills (12 credits)

Advanced Research Skills: 9 credits (To be determined in consultation with student’s adviser)
Advanced Research-based Courses (9 credits)
Specialization in Higher Education (additional 12 credits of Higher Education coursework)
Minor (number of credits determined by the minor area or 15 credits minimum) OR Cognate (15 credits minimum)
Dissertation Proposal Preparation
Specific D.Ed. Degree Requirements. All students pursuing a D.Ed. must satisfy the following minimum requirements:

Core Courses (15 credits)
- HI ED 548. Curriculums in Higher Education (2-3)
- HI ED 552. Administration in Higher Education (3)
- HI ED 554. History of American Higher Education (3)
- HI ED 556. Higher Education Students and Clientele (3)
- HI ED 562. Organizational Theory and Higher Education (3)

Research Requirements: 12 credits
- HI ED 585. Research Design: Implications for Decisions in Higher Education
- HI ED 586. Qualitative Methods in Educational Research
Students choose the remaining research credits with approval of adviser (e.g., ED PSY 406 Applied Statistical Inference for the Behavioral Sciences, ED PSY 505 Statistical Applications in Educational Research, STAT 500 Applied Statistics, STAT 501 Regression Methods, R SOC 573 Methods of Survey Data Analysis)

Research Skills (12 credits)
- Specialization in Higher Education (additional 12 credits of Higher Education coursework)
- Minor or General Studies Grouping (15 credits minimum)
- Internship (9 credits optional based on previous experience in higher education administration)
- Dissertation Proposal Preparation
- Dissertation (minimum of 15 credits): HI ED 600 or HI ED 610

Specific M.S. Requirements (43 credits required). All students pursuing a M.S. must satisfy the following minimum requirements:

Higher Education Courses (9 credits Prescribed):
- HI ED 545 Foundations of Higher Education and Student Affairs
- HI ED 552 Administration in Higher Education
- HI ED 560 Legal issues in Higher Education and Student Affairs

Student-Focused Courses (12 credits Prescribed):
- HI ED 556 Higher Education Students and Clientele
- HI ED 505 College Student Development
- HI ED 507 Social Justice and Helping Skills for Student Affairs Professionals
- CNED 501 Counseling Theory and Method

Research Courses (9 credits):
- HI ED 504 Research and Assessment in Student Affairs
Two additional courses from:

ED PSY 400 Introduction to Statistics in Educational Research  
ED PSY 406 Applied Statistical Inference for the Behavioral Sciences  
HI ED 586 Qualitative Methods in Educational Research

**Experiential Learning (6 credits Prescribed):**

HI ED 595 Internship in Higher Education

**Electives (3 credits):**

Students can choose from an array of courses in the College of Education (e.g., HI ED 554, The History of American Higher Education; HI ED 548, Curriculums in Higher Education; HI ED 807, Foundations of Academic Advising).

**Culminating Experience (4 credits Prescribed):**

HI ED 596 Individual Studies  
- Higher Education Coursework (9 credits)  
- Student Focused Courses (12 credits)  
- Research Skills (9 credits)  
- Experiential Learning (6 credits)  
- Elective (3 credits)  
- Culminating Experience (4 credits)

**Specific M.Ed. Requirements (for both the residential degree and online degree, 30 credits required).** All students pursuing a M.Ed. must satisfy the following minimum requirements:

HI ED 490 Professional Seminar in Higher Education (prescribed)

HI ED 545 Foundations of Higher Education and Student Affairs (prescribed)

One research course (prescribed) from:

HI ED 801 Foundations of Institutional Research  
HI ED 504 Research and Assessment in Student Affairs

**Courses in an Emphasis Area in Higher Education (9 credits)**

Students will have the opportunity to choose an emphasis area (administration, student engagement, or institutional research), to tailor a program of study to fit an intended career path, in consultation with their advisor. If the emphasis area does not fit the student’s intended career path, students may design their program of study from electives offered in Higher Education or other relevant areas in the College of Education. Students not having experience in higher education are encouraged to secure an internship in the area of professional practice.
The courses below are listed as recommended courses within a defined emphasis area. However, other Penn State online courses may be substituted with approval of the student’s advisor.

**Administration Emphasis (Choose 9 credits from the following)**
- HIED 548 Curricula in Higher Education
- HIED 552 Administration in Higher Education
- HIED 560 Legal Issues in Higher Education and Student Affairs
- HIED 810 Planning and Resource Management in Higher Education

**Student Engagement Emphasis (Choose 9 credits from the following)**
- HIED 546 College Teaching
- HIED 556 Higher Education Students and Clientele
- HIED 840 Assessing Student Outcomes and Evaluating Programs
- HIED 807 Foundations of Academic

**Institutional Research Emphasis (Choose 9 credits from the following)**
- HIED 810 Planning and Resource Management in Higher Education
- HIED 830 Designing Institutional Research Studies
- HIED 840 Assessing Student Outcomes and Evaluating Programs
- HIED 850 Analyzing Faculty Workload, Performance and Compensation
- HIED 860 Conducting Enrollment Management Studies

**Internship Elective:**
- HIED 595 Internship in Higher Education

**Additional Elective Courses in Higher Education (9 credits)**
M.Ed. in Higher Education students will have the opportunity to design their program of study by choosing from a list of elective HI ED courses’ including the option for an internship (HIED 595 Internship in Higher Education). The additional elective courses will be chosen in consultation with the student’s advisor.

**Culminating Experience in Higher Education (3 credits)**
- HIED 596 Individual Studies (prescribed)
  - Core Courses (9 credits)
  - Higher Education Coursework in an emphasis area: Administration, Student Engagement, or Institutional Research (9 credits)
  - Electives (9 credits)
  - Culminating Experience (3 credits)

---

**Joint Degree Program between The Pennsylvania State University Dickinson School of Law (J.D.) and the Higher Education Program (M.Ed., M.S., D.Ed., Ph.D.)**

**Joint Degree Program.** The Pennsylvania State University Dickinson School of Law (DSL Penn...
State Law) and the Higher Education (HI ED) Program are offering a joint degree program leading to a Juris Doctor (J.D.); and a Master of Education (M.Ed.) (residential program only), a Master of Science (M.S.), a Doctor of Education (D.Ed.), or a Doctor of Philosophy (Ph.D.) in Higher Education.

**Admission Requirements to the Joint J.D./M.Ed. Degrees**

The number of openings in the joint degree J.D./M.Ed. (residential degree only), M.S., D.Ed., or Ph.D. program will be limited to students with an outstanding academic record who have successfully completed two semesters at the Dickinson School of Penn State Law.

Applicants to the joint degree program:
1. must have been admitted to the Dickinson School of Law;
2. should have successfully completed two semesters of course work at the Dickinson School of Penn State Law with a grade-point average of 3.0;
3. must submit two letters of recommendation from the Dickinson School of Penn State Law faculty;
4. must submit a career statement.

Note: Students are eligible to start taking courses in the HI ED program after successfully completing two semesters of law school work.

**College-Specific Admission Requirements**

**DSL Penn State Law:** A bachelor's or equivalent degree from an accredited college is a prerequisite for admission; however, there is no standard prescribed undergraduate curriculum. An applicant should have acquired significant oral and written communication skills before entering law school. The following are required of applicants: a completed application form for DSL Penn State Law; submission of the results of the law school admission test (LSAT); completion of an LSDAS report; a one-page personal statement; employment records since high school; and two letters of recommendation.

**HI ED:** The following are required of all applicants: a completed application form to HI ED; a completed Graduate School application and payment of the application fee; submission of the results of the Graduate Record Examination (GRE), Miller Analogy Test (MAT), or LSAT; an official undergraduate transcript or transcripts; a personal statement; a resume; employment records since high school; and four letters of recommendation.

All 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). 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 Disciplines) and attainment of a grade of B or higher. 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.

All international applicants whose first language is not English or who have not received a baccalaureate or master’s degrees from an institution in which the language of instruction is English must take the Test of English as a Second Language (TOEFL) and submit the results of that test with the application for admission. A TOEFL score of 550 on the paper test or a score of 213 on the computer-based test, or 80 points on the new Internet-based test with a minimum of 23 points on the new speaking portion; or the International English Language Testing System (IELTS) with a minimum composite score of 6.5 is required for admission.

Residency

Students will normally spend four semesters in residence at DSL Penn State Law and as many additional semesters in residence as needed to complete the additional requirements for the pertinent HI ED degree. Ph.D. candidates must arrange the sequence of semesters to ensure that they are in residence as full-time students in the HI ED program for at least two consecutive semesters (Fall-Spring or Spring-Fall) excluding summer in a single twelve-month period. D.Ed. candidates must take at least 90 credits, of which at least 30 credits must be earned at the University Park campus.

Liaisons

The department and faculty liaisons for DSL Penn State Law shall be the Associate Dean for Academic Affairs and the student advisor will be the Associate Dean for Academic Affairs or such other faculty member(s) as may be designated by the Dean. The liaison for HI ED shall be the Professor-in-Charge (PIC) or such faculty member(s) as may be designated by the PIC.

PRESCRIBED COURSES Degree Requirements

DSL Penn State Law: See the Penn State Law web page for the most current degree requirements (http://law.psu.edu/academics/jd/first_year). All students in the J.D. program are required to take the first-year curriculum in DSL. In the second or third year, students must take CORE 934 (Professional Responsibility).

The fall curriculum for the first year consists of the following courses:

CORE COURSES (CORE)
900. Civil Procedure (4)
910. Criminal Law (3)
912. Legal Analysis, Research & Writing I (3)
925. Torts (4)

The spring curriculum of the first year consists of the following courses:
One 3-credit Elective

CORE COURSES (CORE)
903. Constitutional Law (3)
905. Contracts (4)
914. Legal Analysis, Research & Writing II (3)
920. Property (4)

HI ED: All students pursuing a Ph.D. must satisfy the following minimum requirements: Core Courses: 15 8 credits

HI ED 548. Curriculums in Higher Education (2-3)
HI ED 552. Administration in Higher Education (3)
HI ED 554. History of American Higher Education (3)
HI ED 556. Higher Education Students and Clientele (3)
HI ED 562. Organizational Theory and Higher Education (3)

Research Requirements: 12 credits
Statistics through Multivariate Analysis: AG 400(4) and R SOC 573(3) or STAT 500(3) and STAT 501(3)
HI ED 585. Research Design: Implications for Decisions in Higher Education
HI ED 586. Qualitative Methods in Educational Research
Students choose the remaining research credits with approval of adviser (e.g., ED PSY 406 Applied Statistical Inference for the Behavioral Sciences, ED PSY 505 Statistical Applications in Educational Research, STAT 500 Applied Statistics, STAT 501 Regression Methods, R SOC 573 Methods of Survey Data Analysis)

Methods
Advanced Research Skills: 9 credits (To be determined in consultation with student’s adviser)
Specialization in Higher Education: 12 credits
Cognate Minor: 15 credits (minimum)

Proposal Writing: PROPOSAL WRITING
HI ED 594 (Research Topics) (minimum of 3 credits; maximum of 9)
Ph.D. Dissertation DISSERTATION
HI ED 601 (full time) or HI ED 611 (part time)
(non-credit; for continuous registration after completion of coursework and Oral Comprehensive Exam)

HI ED: All students pursuing a D.Ed. must satisfy the following minimum requirements:
Core Courses: 15 8 credits

HIGHER EDUCATION (HI ED)
HI ED 548. Curriculums in Higher Education (2-3)
HI ED 552. Administration in Higher Education (3)
HI ED 554. History of American Higher Education (3)
HI ED 556. Higher Education Students and Clientele (3)
HI ED 562. Organizational Theory and Higher Education (3)
Research Requirements: 12 credits
Statistics through Multivariate Analysis: AG 400(4) and R SOC 573(3) or STAT 500(3) and STAT 501(3)

HIGHER EDUCATION (HI ED)

HI ED 585. Research Design (3)
HI ED 586. Qualitative Research Methods (3)
Students choose the remaining research credits with approval of adviser (e.g., ED PSY 406 Applied Statistical Inference for the Behavioral Sciences, ED PSY 505 Statistical Applications in Educational Research, STAT 500 Applied Statistics, STAT 501 Regression Methods, R SOC 573 Methods of Survey Data Analysis)

Specialization in Higher Education: 12 credits

Minor or General Studies Grouping: 15 credits (minimum)

Internship
HI ED 595 (9 credits optional based on previous experience in higher education administration)

VI. D.Ed. Thesis Research
HI ED 594 (Research Topics) (minimum of 3 credits; maximum of 9)
Dissertation
HI ED 600 (thesis research) or HI ED 610 (Thesis Research Off-Campus)

HI ED: All Students pursuing the M.Ed. must satisfy the following requirements: (30 credits for degree)

HI ED 490 Professional Seminar in Higher Education (Prescribed)
HI ED 545 Foundations of Higher Education and Student Affairs (Prescribed)

One research course (Prescribed) from:

HI ED 801 Foundations of Institutional Research
HI ED 504 Research and Assessment in Student Affairs

Courses in an Emphasis Area in Higher Education (9 credits)

Students will have to the opportunity to choose an emphasis area (administration, student engagement, or institutional research), to tailor a program of study to fit an intended career path, in consultation with their advisor. If the emphasis area does not fit the student’s intended career path, students may design their program of study from electives offered in Higher Education or other relevant areas in the College of Education. Students not having experience in higher education are encouraged to secure an internship in the area of professional practice.

The courses below are listed as recommended courses within a defined emphasis area. However, other Penn State online courses may be substituted with approval of the student’s advisor.

Administration Emphasis (Choose 9 credits from the following)
HIED 548 Curricula in Higher Education
HI ED 552 Administration in Higher Education
HI ED 560 Legal Issues in Higher Education and Student Affairs  
HI ED 810 Planning and Resource Management in Higher Education

**Student Engagement Emphasis (Choose 9 credits from the following)**
- HIED 546 College Teaching
- HI ED 556 Higher Education Students and Clientele
- HI ED 840 Assessing Student Outcomes and Evaluating Programs
- HI ED 807 Foundations of Academic

**Institutional Research Emphasis (Choose 9 credits from the following)**
- HI ED 810 Planning and Resource Management in Higher Education
- HI ED 830 Designing Institutional Research Studies
- HI ED 840 Assessing Student Outcomes and Evaluating Programs
- HI ED 850 Analyzing Faculty Workload, Performance and Compensation
- HI ED 860 Conducting Enrollment Management Studies

**Internship Elective:**
- HI ED 595 Internship in Higher Education

**Additional Elective Courses in Higher Education (9 credits)**

M.Ed. in Higher Education students will have the opportunity to design their program of study by choosing from a list of elective HI ED courses’ including the option for an internship (HI ED 595 Internship in Higher Education. The additional elective courses will be chosen in consultation with the student’s advisor.

**Culminating Experience in Higher Education (3 credits)**
- HI ED 596 Individual Studies (Prescribed)
  - Higher Education Courses (15 credits minimum; HI ED 545 (Higher Education in the U.S.) is required)
  - Research methods (3 credits)
  - Minor field or General Studies Grouping (6 credits)
  - Master's Paper (3 credits)
  - HI ED 596 (Independent Study)

**HI ED**: All Students pursuing the M.S. must satisfy the following requirements: **Higher Education Courses (9 credits Prescribed):**
- HI ED 545 Foundations of Higher Education and Student Affairs
- HI ED 552 Administration in Higher Education
- HI ED 560 Legal Issues in Higher Education and Student Affairs

**Student-Focused Courses (12 credits Prescribed):**
- HI ED 556 Higher Education Students and Clientele
- HI ED 505 College Student Development
HI ED 507 Social Justice and Helping Skills for Student Affairs Professionals  
CNED 501 Counseling Theory and Method

Research Courses (9 credits):

HI ED 504 Research and Assessment in Student Affairs

Two additional courses from:

ED PSY 400 Introduction to Statistics in Educational Research  
ED PSY 406 Applied Statistical Inference for the Behavioral Sciences  
HI ED 586 Qualitative Methods in Educational Research

Experiential Learning (6 credits Prescribed):

HI ED 595 Internship in Higher Education

Electives (3 credits):

Students can choose from an array of courses in the College of Education (e.g., HI ED 554, The History of American Higher Education; HI ED 548, Curriculums in Higher Education; HI ED 807, Foundations of Academic Advising).

Culminating Experience (4 credits Prescribed):

HI ED 596 Individual Studies

Higher Education Coursework (9 credits)
Student-Focused Courses (12 credits)
Research Skills (9 credits)
Experiential Learning (6 credits)
Elective (3 credits)
Culminating Experience (4 credits)

Interprogram Transfer Credits—INTERPROGRAM TRANSFER OF CREDITS

DSL Penn State Law: A maximum of twelve credits for HI ED course work may be transferred for credit toward the J.D. degree at DSL Penn State. Students must obtain a grade satisfactory to DSL the Penn State law school for the course work to be credited towards the J.D. degree. The following HI ED program may qualify for credit in DSL: (1) HI ED 545 (Higher Education in the United States); (2) HI ED 552 (Administration in Higher Education); (3) HI ED 560 (Legal Issues in Higher Education); (4) HI ED 546 (College Teaching) and (5) HI ED 587 (Education Policy and Politics).

HI ED: What courses may be credited will be determined by the student's degree program.
Normally a maximum of twelve credits of DSL Penn State Law course work will be counted for credit for the minimum requirements for a master's degree, subject to approval by the student's advisory committee. Normally, a maximum of 30 credits from a master's degree program will be counted for credit for the minimum requirements for a Ph.D. or D.Ed. degree.

Sequence
The sequence of courses will be determined by the students and their advisors.

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

Tuition
Students will be charged the applicable DSL Penn State Law tuition to cover the J.D. program and the applicable graduate tuition to cover the HI ED degree program. DSL Penn State Law school tuition will be paid for the semesters in which the student is registered for DSL Penn State Law courses, and graduate tuition will be paid for the semesters in which the student is registered for graduate courses. A student may take up to one course (3 credit hours) per semester in the program where the student is not primarily registered without any change in tuition, but must pay additional tuition to the program that the student is not primarily registered if he or she wishes to take additional course work pursuant to that program during the semester.

Financial Aid and Assistantships
Decisions on financial aid and assistantships will be made by each school according to that school's procedures. Generally, assistantships and financial aid granted by HI ED will not apply to time spent at DSL the Penn State Law school.

Fulfillment of Degree Requirements and Graduation
All courses in one program that will count towards meeting the requirements of the other must be completed before the awarding of either degree. Students will be required to fulfill all requirements for each degree in order to be awarded that degree, subject to the interprogram transfer of credits. With respect to HI ED program requirements for a thesis or paper, work done while at DSL Penn State Law school under the supervision of a DSL law school faculty member may be appropriate for incorporation into the thesis or paper with the approval of the HI ED degree program committee (in such cases, the committee should consider whether the credits afforded such work will be subject to the twelve credit maximum for interprogram transfers). A DSL Penn State Law faculty member must be a member of the committee).

If for some reason the student cannot complete the requirements of the J.D., the student will still be allowed to count DSL Penn State Law courses already taken toward the pertinent HI ED
degree, even if he or she is no longer in the joint degree program.

Courses Descriptions
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.
Appendix B

Letters of Support
Dr. Loomis,

I am writing to support the migration of the M.Ed. in Higher Education to the World Campus. It is evident that the program rationale and delivery are well thought out and students will have sufficient time to complete the program as stated in the proposal.

Denise G. Meister, Ph.D.
Professor of Education
Center for the Study of Higher Education
Penn State Harrisburg
W-331 Olmsted Building
Middletown, PA 17057
717-948-6539

From: "Fred Loomis" <fdl101@psu.edu>
To: dgm122@psu.edu
Sent: Monday, January 7, 2013 7:54:05 AM
Subject: Letter of Support for online M.Ed in Higher Education

Dear Dr. Meister,

I am writing at the request of Jackie Edmondson, Associate Dean of the College of Education and John Cheslock, Director of the Center for the Study of Higher Education, regarding a letter of support for the offering of our existing M.Ed. in Higher Education through the World Campus (change in location/delivery system).

I am enclosing our proposal, which was approved by the Higher Education faculty last month. Your feedback is welcomed! Our proposal is now being reviewed by our College curriculum committee and we expect to submit it to the Graduate School Graduate Council with all letters of support by March 1.

May we have your feedback and/or a letter of support by February 1?

Many thanks for your willingness to review our proposal. If you have any questions about our proposal, you may reach me anytime at the cell number below.

With best wishes,

Fred Loomis

Frederick D. Loomis, Ph.D
Associate Professor of Higher Education and Coordinator, Online Programs
Center for the Study of Higher Education
College of Education
Penn State University
405F Rackley Bldg
University Park, PA 16802
814-863-5553 (office)
215-620-2864 (cell)
Fred, this looks like a really wonderful proposal, and LPS most certainty will support the proposal as it goes through the system. Just to let you know, faculty emeritus aren't able to be compensated if they are retired.

Otherwise this looks like a strong proposal. One possible thought is the question of whether you might want to have a course on technology in higher education and whether LDT/INSYS might be able to deliver such a course for you. There are several folks who come to mind that might be really excellent at that. At any rate, if you want to pursue something like that let me know, but I don't want to put a monkey wrench in something that has already been approved by your faculty and we'd have to gin up a course proposal real quick, so this might be something to consider later in the process.

In the meantime you have my support. Great work Fred!

Ali

On Jan 6, 2013, at 5:00PM, Fred Loomis wrote:

<&M Ed HE Fin8112_19_12.dor.x>
Date: February 8, 2013

From: Philip J. Burlingame, Ph.D.
Associate Vice President for Student Affairs and
Co-Coordinator, Master's Program in Higher Education Student Affairs

To: John Cheslock, Ph.D., Associate Professor and Director
Center for the Study of Higher Education

Subject: Letter of support for online M.Ed. in higher education to be delivered in partnership with the Penn State World Campus

After reviewing the document titled Proposal for Ott-campus, Online Delivery of Master of Education in Higher Education (M.Ed - HE), I am pleased to offer this letter of support for the proposed curriculum and plan for delivery. The proposal's rationale, curriculum, and delivery method are well-crafted and the faculty listed in the proposal have nationally-recognized expertise in higher education. This program will especially appeal to working student affairs practitioners who seek a high quality and nationally ranked graduate degree program in higher education.

In my view, this proposed program will extend Penn State's excellence in higher education graduate studies to an emerging student market for online learning in the United States and around the globe.

I support and endorse this proposal to the Deans of the College of Education and Graduate School, and to the Penn State academic community at large.

Please contact me if I may provide additional information in support of this proposal.

cc: F. Loomis, D. Sims, J. Edmondson

An Equal Opportunity University
Date: February 11, 2013

From: Roger Geiger

To: Fred Loomis

Subject: Online M.Ed. in Higher Education

I am writing to offer strong support for the proposal to offer an online M.Ed. in Higher Education in partnership with World Campus. The proposal has been carefully reviewed by the Higher Education faculty who unanimously endorsed this initiative at the December 14, 2012 meeting. I believe that this proposal will allow the Higher Education program to reach new audiences and provide new opportunities for our students.

Please contact me if I can provide additional information to the College Curriculum Committee or to the Graduate Council.

Sincerely,

Roger L. Geiger
Distinguished Professor of Education, Higher Education Program

Enclosure
Date: February 11, 2013

From: John J. Cheslock, Director, Center for the Study of Higher Education

To: Fred Loomis, Director of HI Online Programs

Subject: Online M.Ed. in Higher Education

I am writing in support of the proposal for the online M.Ed. in Higher Education. I believe that Penn State is well positioned to succeed in this new initiative. Our historical strengths in the area of higher education, the soundness of the proposal, the visibility and excellence of Penn State's World Campus, and the presence of the Center for the Study of Higher Education are a combination that no other college or university can match.

As Director of the Center for the Study of Higher Education (CSI-IE), I look forward to contributing to this program's success. In addition to my personal contributions, I look forward to helping build partnerships with offices within Penn State and national professional organizations that can help support the online programs. Furthermore, I hope to connect our online programs with research activities within CSHE regarding teaching and learning, technology, and other areas so that the new M.Ed. will be an innovative and dynamic program. Our initial efforts in this area are part of a grant proposal we will soon be submitting to the Center for Online Innovation in Learning (COIL).
To: Dr. Roger Geiger  
Professor-in-Charge of Graduate Programs in Higher Education  
College of Education  

Fr: Wayne Smutz, Executive Director  
David Sylvia, DAA for Graduate Programs  

Da: February 25, 2013  

Re: Proposal for M.Ed. in Higher Education  

We are pleased to support the proposal to offer the Master of Education in Higher Education off-campus and online to students at a distance via the World Campus. The World Campus is prepared to deliver this degree in partnership with the College of Education, at Revenue Distribution Category (ROC) 1, as per the University Task Force on Gross Revenue sharing Models for the World Campus: Final Report, January 31, 2011.  

We do ask that you further consider providing the opportunity for students who complete 9 credits in one of the three "areas of professional practice" to receive a credential by formally proposing these as options. The curriculum map appears to meet the Graduate Council requirements for options so this should not impact the list of proposed courses. We understand that some faculty believe options will limit student flexibility. However, our belief is that options will add value to the program and student flexibility will be preserved. The areas of professional practice, and thus the options, are not required and therefore students will still be able to complete the required courses and any combination of electives that meet their professional goals if they so choose.  

If during the review process for the proposal by the Graduate Council there are questions or concerns to which the World Campus can help respond, please contact either of us. Thank you.  

cc: David Monk, Dean, College of Education  
John Cheslock, Associate Professor of Higher Education  
Fred Loomis, Associate Professor of Higher Education  

An Equal Opportunity University
Dear Jackie,

We support the revisions and the degree being submitted to the Graduate Council.

Thank you! Cheri

Cheryl ("Cheri") Gallagher
Assistant Dean for Academic Affairs
Penn State Law and School of International Affairs
Lewis Katz Building
University Park, PA 16802
P: 814-863-8375
cxh3@psu.edu

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Hello Dean Reilly-

We are in the process of adding an on-line component to our M.Ed. in Higher Education and changing our M.Ed. in Student Affairs to an M.S. in Higher Education with an emphasis in Student Affairs. Because these changes are reflected in the part of the bulletin pertaining to the joint Law/Hi ED degrees, we wanted your approval of the changes. The revised program information is attached. In the joint degree section, you will see that we changed the specific course requirements for each of the Hi ED degrees to general topic areas and added the M.S. degree information. If you could review the materials and forward your questions or your approval to me, that would be most helpful.

Thank you for your time and attention. Please let me know if you have questions.

Trudi

Trudi Haupt, Administrative Support Coordinator
Department of Education Policy Studies
Penn State
300 Rackley Building
814-863-0619
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: Penn State Harrisburg, The Capital College
Department or Instructional Area: Behavioral Sciences and Education

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: Training and Development
Current designation of graduate option: ___________________________
Current designation of graduate minor: ___________________________

New designation of existing graduate program (if changing): ___________________________
New designation of existing graduate option (if changing): ___________________________
New designation of existing graduate minor (if changing): ___________________________
Indicate effective semester (cannot be earlier than the first semester following approval): Fall 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Catherine Surra
Printed name
Signature
Date: 10-22-2013

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
David Witwer
Printed name
Signature
Date: 10-23-2013

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Peter Idowu
Printed name
Signature
Date: Oct 24, 2013
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Printed name: C. Andrea Cole  
Signature: [Signature]  
Date: 12/1/2014

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

Printed name: Christina M. Groeniger  
Signature: [Signature]  
Date: 2/10/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Printed name: Regina Vasbinder-Young  
Signature: [Signature]  
Date: 2/11/2014
Introduction

The Master's degree in Training and Development has been in place at Penn State Harrisburg for more than 40 years, having graduated over 400 students. The program provides a Master of Education degree with both paper and non-paper options, with the current program requiring 36 to 42 credits of academic work through core and elective courses and a required professional experience.

Faculty in the Training and Development program are primarily full-time with a small number of part-time faculty in specialized content areas. Students are mostly part-time and are employed by corporations, state and local governments, nonprofits, and other entities in the region. For example, students have been employed by Highmark Blue Shield, The Hershey Company, school districts, and various other professional organizations. There are also a growing number of full-time students, including individuals who are changing careers, former military personnel, and the like. The program has a very active Advisory Board that primarily includes alumni of the program with representatives from companies such as Metro Bank, Highmark Blue Shield, Giant Foods, and JPL Creative Evolution.

The curriculum for the Training and Development program last underwent a major revision that became effective in 2005. The intervening seven years have borne witness to a rapid rate of change in the disciplines of instructional design, instructional technology, and human resource and organizational development that are addressed by the program. In addition, during this interval a number of new competitors with the program have emerged, including local traditional offerings and an assortment of online alternatives from both nonprofit and for-profit institutions. Rapid change and burgeoning competition are not unique to the field of training and development but do demand a fresh look at the structure of the curriculum and the nature of the courses that comprise it.

Discussions with faculty, the Training and Development Advisory Board, and University administrators have led to the conclusion that the program needs to be updated to meet the current needs of our students. The faculty in this program are therefore proposing major changes to the curriculum, both in terms of individual courses and the overall program (e.g., adjusting the number of core and elective courses, changing the professional requirement, etc.). The faculty have also investigated competing programs and considered the recommendations of the most recent Penn State Harrisburg Core Council Report to determine the strengths and weaknesses of current offerings and opportunities that should be pursued through the process of curriculum revision.

The Proposed Revisions
The revised curriculum proposed here is driven by a set of integrated goals aimed at making the program both more rigorous and more marketable. To meet these aims, the faculty propose dropping all but one of the 400-level courses in the current program, and upgrading program offerings by adding a number of additional 500-level courses. These new courses are in line with the current disposition and probable future directions of the field. The specific details related to these course changes are provided through the ANGEL-based Course Submission & Consultation System.

With respect to the program core, the faculty propose increasing the number of courses required by all students by one course (from the current 18 credits to 21). The faculty also propose the elimination of several elective courses from the curriculum, rendering it more sustainable over time. The proposal also includes changes which permit students to focus their electives more closely on the training and development field, an important factor for these students and their intended professional Master's degree.

In addition, to meet the needs of working professionals who constitute the large majority of the students in the program, the faculty propose an updated and better integrated professional experience requirement as part of the program requirements. In the current program, students unable to meet the experience requirement (typically a current or previous full-time position in the training and development field) are required to enroll in a 3-credit internship whose credits are in addition to the 36-39 required credits. In the proposed program, all students will develop an ePortfolio to demonstrate their work experience and to form an online identity connected to their professional work. Students whose ePortfolios do not demonstrate the criteria for the program's experience requirement will be required to enroll in TRDEV 595 Internship (3 credits) as one of their elective selections to satisfy this requirement. The internship will also be available as an elective to students who have sufficient experience in the field, but who may wish to expand or deepen their expertise in a particular area.

The net effect of these changes is a decrease in the overall credits required for degree completion, from 36-42 (in the current program) to 33-36. This step was taken after an examination of credit norms both internal to Penn State and to the program's external competition.

With respect to external competing programs and in the context of another project, the Penn State World Campus teamed up with the College of Education at University Park in 2011 to undertake a market analysis of competing Instructional Design and Technology / Human Resource Development / Organizational Development programs in both online and traditional formats. There were 45 programs included therein, with an average overall credit requirement of 37. Adopting the format of this study, the Training and Development faculty undertook a similar analysis of six additional programs in the Harrisburg area that compete directly with the Penn State Harrisburg Training and Development program. The average credit requirement for degree completion from these local programs was 33. This yielded a combined average, across all 51 programs analyzed, of 35 credits required for degree completion. In both the internal and external
contexts, the current program requirement of 36-42 credits is disproportionate, with the proposed 33-36 credit requirement better aligning the program with its competition.

As shown in the table below, the proposed change in required credit hours can be accomplished without compromising the academic rigor and integrity of the program, while, at the same time, updating the curriculum to meet students’ needs for content and experience.

Table 1

Comparison of Current TRDEV Program with Proposed Program

<table>
<thead>
<tr>
<th></th>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>6 courses (18 credits)</td>
<td>7 courses (21 credits)</td>
</tr>
<tr>
<td>Electives</td>
<td>5 courses (paper option)</td>
<td>3 courses (paper option)</td>
</tr>
<tr>
<td></td>
<td>6 courses (non-paper option)</td>
<td>4 courses (non-paper option)</td>
</tr>
<tr>
<td></td>
<td>TRDEV and outside electives (15-18 credits)</td>
<td>TRDEV electives (9-12 credits)</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>Internship or Internship waiver (Internship - 3 credits)</td>
<td>Completion of ePortfolio</td>
</tr>
<tr>
<td>Capstone Requirement</td>
<td>TRDEV 587 (Master's Paper) or TRDEV 588 (3 credits) + add'l elective</td>
<td>TRDEV 587 (Master's Paper) or TRDEV 588 (3 credits) + add'l elective</td>
</tr>
<tr>
<td>Total Required Credits</td>
<td>36 - 42 credits</td>
<td>33 - 36 credits</td>
</tr>
</tbody>
</table>

Impact on Enrollments

The faculty believes that the revised curriculum will continue to appeal to a range of potential students from returning, working adults currently practicing in the field to undergraduates who are looking to continue directly into a graduate program. The proposed curriculum is also in alignment with the contemporary direction in which the training and development field is progressing. This approach positions the program to attract students who are interested in pursuing a particular dimension of the field and at the same time develop the flexibility across the field that will make them more attractive to employers in the marketplace.

Effects on Existing Programs

Once reviewed and approved, the current Training and Development program will need to transition seamlessly to the proposed new curriculum. In the context of advising, incumbent students will be given a choice regarding which plan of study they wish to pursue (i.e., the current curriculum or the newly approved one). Toward this end, all courses in the current curriculum will be made available for a year following the effective
implementation of the new curriculum to allow students to finish their few remaining courses if they so desire.

In addition, while there are other graduate programs within Penn State (primarily within the Learning Performance Systems Department in the College of Education at University Park) that provide similar content, the Training and Development program almost exclusively serves students who live in the Harrisburg region. While the availability of online offerings at both locations has changed the original implementation of both programs, it is unlikely that students at either location would travel several hours to take traditional courses or register for online offerings when there are high-quality offerings available at their local campus.

Graduate Bulletin

The first section below indicates the current Penn State Graduate Bulletin copy for the Training and Development program. The second section reflects the same Bulletin copy with proposed additions marked in **bold** and proposed deletions marked with strikethrough. Please also note that two 3-credit courses not listed on this page of the Bulletin are also being proposed for deletion: Basic Technology Skills (TRDEV 431) and Special Topics (TRDEV 497).

CURRENT GRADUATE BULLETIN COPY

Training and Development (TRDEV)

WILLIAM D. MILHEIM, *Coordinator*
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057
717-948-6215

Degree Conferred:

M.Ed.

The Graduate Faculty

- Doris Lee, Ph.D. (U of Texas) *Professor of Instructional Systems*
- Margaret Lohman, Ph.D. (Ohio State) *Associate Professor of Training and Development*
- Jo Tyler, Ed.D. (Columbia) *Associate Professor of Training and Development*
- William D. Milheim, Ph.D. (Kent State) *Professor of Education*

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

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

Admission Requirements

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

Applicants with low grade-point averages may be required to take the Graduate Record Examinations (GRE) or take 9 credits of course work recommended by a program faculty member and maintain a GPA of B or higher in order to be reconsidered.

Students are required to submit the following:

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

International Students

All applicants whose first language is not English or who have not received a baccalaureate degree from an institution in which the language of instruction is English must take the Test of English as a Foreign Language (TOEFL; www.toefl.org (Opens New Window)).

The test must be passed with a score of 550 (paper-based test) or 213 (computer-based test) or higher.

All students with international credentials must submit transcripts to Educational Credential Evaluators, Inc. (ECE) for a "Course by Course" academic evaluation of
transcripts and degree. An ECE application can be obtained at www.ece.org (Opens New Window).

Application Deadlines

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

Please note: Each graduate program reserves the right to set earlier deadlines than those noted above.

Degree Requirements

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

There are two options in the program: the Paper option requires the completion of a master's paper (TRDEV 587) and a total of 36 credits (excluding an internship if one is needed); the Non-Paper option does not require a master's paper, but does require Research Designs Applied to Training (TRDEV 588) and an extra elective in Training and Development for a total of 39 credits (excluding an internship if one is needed). For both the Paper and Non-Paper options, at least half of the total credits must be earned in 500-level courses.

Both options require successful completion of Instructional Methods in Training and Development (TRDEV 418), Foundations in Training and Development (TRDEV 460), Performance Analysis (TRDEV 465), Systematic Instructional Design (TRDEV 518), Technology in Training (TRDEV 531), and Educational Research Design (EDUC 586).

Prescribed (Required) Courses:

TRDEV 418: Instructional Methods in Training & Development (3 credits)
TRDEV 460: Foundations in Training & Development (3 credits)
TRDEV 465: Performance Analysis (3 credits)
TRDEV 518: Systematic Instructional Design (3 credits)
TRDEV 531: Technology in Training (3 credits)
EDUC 586: Educational Research and Design (3 credits)

Additional Courses
A. From Training and Development courses, select three courses for the Paper option or four courses for the Non-Paper option:

TRDEV 421: Presentation Skills for New Trainers (3 credits)
TRDEV 432: Video Production for Training (3 credits)
TRDEV 470: HRD Tools and Techniques (3 credits)
TRDEV 475: Career and Succession Management (3 credits)
TRDEV 505: Project Management (3 credits)
TRDEV 507: Program Evaluation (3 credits)
TRDEV 520: Learning Styles and Theories for Trainers (3 credits)
TRDEV 532: Web-Based Training (3 credits)
TRDEV 533: Distance Learning in Training (3 credits)
TRDEV 565: Implementing Training and HRD Programs (3 credits)
TRDEV 583: Issues in Training & Development (3 credits)
TRDEV 596: Individual Studies (1-3 credits)
TRDEV 597: Special Topics (3 credits)

NOTE: Two courses not listed on this page of the Bulletin are also being proposed for deletion:
TRDEV 431: Basic Technology Skills (3 credits)
TRDEV 497: Special Topics (3 credits)

B. Select two three-credit courses at the 400/500 level from programs outside Training and Development. The two courses should assist you in preparing for professional roles and responsibilities in training and development. The following courses are highly recommended:

BE SC 408: Group Facilitation and Leadership Skills (3 credits)
BE SC 468: Industrial Psychology (3 credits)
P ADM 510 or MNGMT 510: Organizational Behavior (3 credits)

Required Experience:

One of the following:

A. Holds or has held a position in training and development successfully for six months or more. Submit request for waiver for approval.

B. TRDEV 595 Internship (3 credits which are not counted in the 36 credit or 39 credit requirement)

Capstone Requirement:

Choose one of the following options:
A. TRDEV 588: Research Designs Applied to Training (3 credits - plus one additional 3-credit elective)

B. TRDEV 587: Master's Paper (3 credits)

Transfer Credits and Course Substitutions

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

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

Grade-point Average and Time Limit

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

Financial Aid

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

Courses

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

Training and Development (TRDEV)

WILLIAM D. MILHEIM, Coordinator
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057
717-948-6215

Degree Conferred:

M.Ed.

The Graduate Faculty

- Doris Lee, Ph.D. (U of Texas) Professor of Instructional Systems
- Margaret Lohman, Ph.D. (Ohio State) Associate Professor of Training and Development
- Jo Tyler, Ed.D. (Columbia) Associate Professor of Training and Development
- William D. Milheim, Ph.D. (Kent State) Professor of Education

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

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

Admission Requirements

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

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

Students are required to submit the following:

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

International Students

The language of instruction at Penn State is English. International applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the Internet-based test. The minimum composite score for the IELTS is 6.5.

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

All applicants whose first language is not English or who have not received a baccalaureate degree from an institution in which the language of instruction is English must take the Test of English as a Foreign Language (TOEFL; www.toefl.org (Opens New Window)).

The test must be passed with a score of 550 (paper-based test) or 213 (computer-based test) or higher.
All students with international credentials must submit transcripts to Educational Credential Evaluators, Inc. (ECE) for a "Course by Course" academic evaluation of transcripts and degree. An ECE application can be obtained at [www.ece.org](http://www.ece.org) (Opens New Window).

**Application Deadlines**

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

Please note: Each graduate program reserves the right to set earlier deadlines than those noted above.

**Degree Requirements**

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

There are two options in the program: Students must choose one of two capstone experiences (see details about each below). The Paper capstone experience option requires the completion of a master's paper (TRDEV 587) and a total of 36 33 credits (excluding an internship if one is needed) at the 400 level or higher, with at least 18 credits at the 500 level or higher and a minimum of 6 credits at the 500 level; the Non-Paper capstone experience option does not require a master's paper, but does require Research Designs Applied to Training (TRDEV 588) and an extra additional 3-credit elective in Training and Development for a total of 39 36 credits at the 400 level or higher, with at least 18 credits at the 500 level or higher and a minimum of 6 credits at the 500 level. (excluding an internship if one is needed). For both the Paper and Non-Paper options, at least half of the total credits must be earned in 500-level courses.

Both options require successful completion of the prescribed courses listed below. Instructional Methods in Training and Development (TRDEV 418), Foundations in Training and Development (TRDEV 460), Performance Analysis (TRDEV 465), Systematic Instructional Design (TRDEV 518), Technology in Training (TRDEV 531), and Educational Research Design (EDUC 586).

**Prescribed (Required) Courses: (21 credits):**
TRDEV 418: Instructional Methods in Training & Development (3 credits)
TRDEV 460: Foundations in Training & Development (3 credits)
TRDEV 465: Performance Analysis (3 credits)
TRDEV 503: Performance Consulting (3 credits)
TRDEV 518: Systematic Instructional Design in Training (3 credits)
TRDEV 520: Learning Styles and Theories for Trainers (3 credits)
TRDEV 531: Technology in Training (3 credits)
TRDEV 561: Facilitation Theories and Practice (3 credits)
EDUC 586: Educational Research and Design (3 credits)

Elective Courses (9-12 credits):

A. From Training and Development courses, select three courses (9 credits) for the Paper option or four courses (12 credits) for the Non-Paper option:

TRDEV 421: Presentation Skills for New Trainers (3 credits)
TRDEV 432: Video Production for Training (3 credits)
TRDEV 470: HRD Tools and Techniques (3 credits)
TRDEV 475: Career and Succession Management (3 credits)
TRDEV 505: Project Management in Training and Development (3 credits)
TRDEV 507: Program Evaluation (3 credits)
TRDEV 520: Learning Styles and Theories for Trainers (3 credits)
TRDEV 528: Instructional Systems Design Applications (3 credits)
TRDEV 530: Multiplatform Delivery (3 credits)
TRDEV 532: Web-Based Training (3 credits)
TRDEV 533: Distance Learning in Training (3 credits)
TRDEV 537: Technologies in Learning and Development (3 credits)
TRDEV 563: Strategic and Critical Human Resource Development (3 credits)
TRDEV 565: Implementing Training and HRD Development Programs (3 credits)
TRDEV 567: Instructional Leadership Theories and Development (3 credits)
TRDEV 583: Issues in Training & Development (3 credits)
TRDEV 590: Colloquium (3 credits)
TRDEV 596: Individual Studies (1-3 credits)
TRDEV 597: Special Topics (3 credits)

B. Select two three-credit courses at the 400/500 level from programs outside Training and Development. The two courses should assist you in preparing for professional roles and responsibilities in training and development. The following courses are highly recommended:

BE SC 408: Group Facilitation and Leadership Skills (3 credits)
BE SC 468: Industrial Psychology (3 credits)
P ADM 510 or MNGMT 510: Organizational Behavior (3 credits)

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

One of the following:

A. Holds or has held a position in training and development successfully for six months or more. Submit request for waiver for approval.

B. TRDEV 595 Internship (3 credits which are not counted in the 36 credit or 39 credit requirement)

Capstone Requirement (3-6 credits):

Choose one of the following capstone experiences options:

A. Master's Paper (3 credits)

TRDEV 587: Master's Paper (3)

A. TRDEV 588: Research Designs Applied to Training (3 credits—plus one additional 3-credit elective)

B. Non-Paper Experience (6 credits)

TRDEV 588: Research Designs Applied in Training (3)

and

One additional 3-credit elective as noted above

Transfer Credits and Course Substitutions

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

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

**Grade-point Average and Time Limit**

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

**Financial Aid**

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

**Courses**

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

- Letter from Alfred Warner, Director, MBA program, Penn State Behrend
- Letter from Steve Schappe, Director, School of Business Administration, Penn State Harrisburg
- Letter from Ed Taylor, Chair, Health and Professional Studies, Penn State Harrisburg
- Letter from Greg Crawford, Director, Penn State Harrisburg Library
- Letter from Ali Carr-Chellman, Department Head, Learning and Performance Systems, Penn State College of Education
- Letter from Sam Monismith, Chair, Curriculum Committee, School of Behavioral Sciences and Education, Penn State Harrisburg
- Letter from Paul F. Clark, Director, Human Resources and Employment Relations program, College of Liberal Arts
----- Original Message -----
From: "ALFRED WARNER" <agw2@psu.edu>
To: "WILLIAM DRYDEN MILHEIM" <wdm2@psu.edu>
Sent: Tuesday, June 12, 2012 2:39:36 PM
Subject: Re: Training and Development (TRDEV) M.Ed. Curriculum Revision

Dear Bill: Thanks for getting this information to me - I have no idea how I missed this the first time through. I support this proposal and your efforts to make the program more rigorous, structured, and yet more marketable to your student base. I think these changes make sense and wish you success in this.

Regards,

Al

Alfred G. Warner
Associate Professor
Director, MBA Program
Sam and Irene Black School of Business
Penn State Erie
814-898-6509
Dear Jo,

Thanks for the opportunity to informally review your proposed curricular revisions to the M.Ed. in Training and Development.

Overall, I believe the proposed restructuring is well-founded. The general shift from 400-level undergraduate courses to using 500-level graduate courses in the revised curriculum is also a move in the right direction.

Regarding some of the actual content involved in the revision, I do have comments regarding two of the proposed courses.

1. TRDEV 567  *Leadership Theories and Development*

   In the interests of identifying potential curricular redundancies or duplications, the content of this course overlaps considerably with MGMT 570 *Leadership Development*. My suggestion to help differentiate the proposed course – and to clearly target the intended audience – would be to incorporate “educational” into the title, e.g., *Educational Leadership Theories and Development*.

2. TRDEV 565  *Organization Innovation and Change* (proposed title change only; currently entitled *Implementing Training & Development Programs*)

   The proposal included only the proposed title change, so there was no accompanying information (such as the course description or syllabus) to judge the merit of this. However, given the fundamentally distinct literatures, theories, processes, etc. for implementing T&D programs and for facilitating organizational innovation and change, it is difficult to imagine how the proposed title change would reflect the current content. I would need additional information about the content of the course to judge the appropriateness of the suggested change.

I hope these comments are helpful to you during this consultative process.

Regards,

Steve

---

*Stephen P. Schappe, Ph.D.*

Director, School of Business Administration

Penn State Harrisburg

777 W. Harrisburg Pike

Middletown, PA 17057

717-948-6141

[http://hbg.psu.edu/sba](http://hbg.psu.edu/sba)
December 5, 2012

Chair Sam Monismith
BSED Curriculum Committee
Penn State University-Harrisburg
Middletown, PA 17057

Dear Dr. Monismith:

This letter is in strong support of the justification for the proposed curriculum changes to the Master’s degree in Training and Development Program at Penn State Harrisburg. The need for these changes is significant, and when implemented, they will benefit not only the program in Harrisburg, but also have a positive impact on similar Penn State graduate programs.

Historically, the Training and Development Program at Harrisburg has had a long and productive history within Capital College and in the local community. The program has very positive reputation within the workplace community by offering a relevant, contemporary and demanding graduate program of study. The Training and Development faculty are nationally recognized and offer students a cadre of scholars rarely found in most outreach campuses. Their expertise of the field alone warrants serious consideration of this proposal.

The development of the proposal justifying curriculum changes reflects due diligence by the faculty of the Training and Development Program. In preparation, they drew on the market analysis conducted in 2011 by the World Campus and the College of Education at University Park and an analysis of similar programs within the local Harrisburg area. The thoroughness of this proposal has resulted in a revised curriculum that is current and responsive to the needs of entering graduate students. By offering more 500 level courses it will appeal to the ever-increasing interest of recently graduated undergraduates. In addition, the electives are more aligned to the core mission of the degree, ever broadening the skill base for students. Furthermore, by offering a more integrated professional experience (e.g., an ePortfolio), graduates will be ahead of their peers, making them more attractive to future employers has having both the necessary content expertise and practical experience to perform their jobs.

In addition, the revised curriculum nicely complements the other graduate programs in the Health Professional Studies (HPS) Division in the School of Behavioral Sciences and Education at Penn State Harrisburg. By offering a more contemporary curriculum, students from both programs of Health Education and Adult Education will view
Training and Development as having viable electives for their programs of study. In addition, it provides a workplace learning component that is presently not available in the curriculum in the Adult Education program.

Revising the curriculum in the Training and Development program not only benefits the program and the other graduate programs in HPS, but also the other related programs in the Learning Performance Systems Department in the College in Education at University Park. As this program is enhanced, made more up to date and relevant for students, it reflects positively on other related programs. Furthermore, the concern of overlap and competition is ill founded and poorly substantiated. For over 40 years students from the local area have been applying to this program and will continue to do so, despite any similarities between programs at University Park. A program is not defined by its course work alone, just as essential is the faculty, the institution and the desire for a more regional educational experience with peers.

In closing, I strongly support the Training and Development curriculum proposal. The sooner the program can begin to implement these changes the better educational experience will be available to students at Penn State Harrisburg.

Edward W. Taylor  
Professor  
Chair, Health and Professional Studies  
Professor of Adult Education  
Penn State University-Harrisburg  
W314 Olmsted Bldg.  
Middletown, PA 17057  
717-948-6364  
etl1@psu.edu
April 13, 2012

Jo A. Tyler Ed.D.
Associate Professor and Program Coordinator
Training and Development
Penn State University Harrisburg
W314 Olmsted
777 W. Harrisburg Pike
Middletown, PA 17057

Dear Dr. Tyler:

The Penn State Harrisburg Library supports the proposed change in the curriculum for the M. Ed. in Training and Development as presented in the documentation provided to me. As you state in your justification, the field of training and development has undergone rapid change since the program’s last revision. Thus, a change in the curriculum is necessary to provide current and potential students the best educational experience necessary. Your changes also align with the suggestions provided in the Core Council’s report to Penn State Harrisburg which asked the College to strengthen our current graduate offerings through the curriculum revision process. Since the M. Ed. in Training and Development is one of the well-known and respected programs offered by the College, this revision will ensure the ongoing appeal of the program.

The changes of the program to include more 500-level courses and more core courses required of all students will strengthen the program, increasing its rigor and marketability. Since this program competes with a variety of similar programs, both within Penn State and at local universities, the changes in the program should make the program more competitive and attractive to local working adults who seek to enhance their skills. The PSH Library also supports the recommended elimination of several courses and the addition of new courses. The new courses will provide an excellent foundation in the major aspects of the field of training and development to students. The PSH Library and the University Libraries can support the new courses, and the revised curriculum, using existing resources, both print and electronic.

Sincerely,

Gregory A. Crawford, Ph.D.
Director, Penn State Harrisburg Library
351 Olmsted Drive
Middletown, PA 17057
gac2@psu.edu, 717-548-6079

As Equal Opportunity University
From: "Alison Carr-Chellman"

To: "CATHERINE ANN SURRA"

Cc: "WILLIAM DRYDEN MILHEIM" , "kyle Peck" <kpeck@psu.edu>, "Ladislaus Semali" , "cindy Fetters"

Sent: Tuesday, October 2, 2012 2:15:37 PM

Subject: TRDEV changes

Thank you for the opportunity to informally review the TRDEV curriculum change documents. I have shared those with our LPS curriculum committee for further discussion. We are encouraged by your work here in terms of updating your overall curriculum and we hope to be helpful in the review process. It is clear that the program is well organized and run. As we are all aware there's a good deal of overlap in the content between the programs in LPS and the TRDEV curriculum, as there has been historically. Therefore, formal consultation is important with all three programs (ADTED, WFED, & INSYS) as you move forward with the process. You should add the coordinators (Esther Prins ADTED, Rich Walter WFED, and Simon Hooper, INSYS) to your formal consultation process as well as our Coordinator of Graduate Studies, Kyle Peck. I anticipate that there will be a good deal of discussion and exploration of content overlap and it may be useful to have some face to face meetings with these faculty (or skype or another technology) to discuss the ways that we can deal with the overlaps that are likely to be mentioned in the formal consultation process.

Let me know if you have any additional questions or concerns.

Ali Carr-Chellman
February 1, 2013

William Mihelcic
Training and Development Program
W314 Olmsted Building
Middletown, PA 17057

The BSED Curriculum Committee has reviewed the proposed changes to the Training and Development Program curriculum. The committee supports the recommended changes.

A change was made to the Professional Experience Requirement, an emphasis was placed on 500-level courses, and an additional core course was added. These changes are consistent with the Core Council’s Report to Penn State Harrisburg. The committee also supports the elimination of several courses and the addition of the new courses. These course changes reflect the current field of training and development. Student recruitment, retention, and placement should benefit from these changes.

The committee suggests considering organizing related courses into clustered groupings. These could include areas of focus such as: Instructional Technology and Delivery, Performance Enhancement, and Leadership Facilitation. These groupings could help students pursue a more individualized course of study.

Sincerely,

[Signature]
Samuel Monismith, Chair
BSED Curriculum Committee
Hi,

I have approved all of your proposals. Good luck with the new curriculum. Paul

Paul F. Clark, Professor and Director
School of Labor and Employment Relations
Penn State University
3 Keller Bldg.
University Park, PA 16803
Ph. 814-865-0752

----- Original Message ----- 
From: "WILLIAM DRYDEN MILHEIM" <wdm2@psu.edu>
To: pfc2@psu.edu 
Sent: Saturday, September 14, 2013 8:27:53 PM 
Subject: Proposed Training and Development (TRDEV) Program Changes...

Dr. Clark:

As you may know, the graduate program in Training and Development at Penn State Harrisburg is proposing a significant change in its curriculum. As part of the consultation process related to this change, we are asking for feedback from you as the Director of the Human Resources and Employment Relations program in terms of the overall proposed program changes (described in the attached Graduate School proposal) as well as with respect to a number of courses proposed for addition or deletion as part of the ANGEL Course Submission and Consultation process (where I will soon add you as a consultant).

As you can see from the attached document and the related support letters, this proposal and these courses have already successfully gone through the consultation process with the following individuals (among others that you will see via ANGEL):

Ali Carr-Chellman, Head, Learning and Performance Systems, College of Education
Greg Crawford, Director, Penn State Harrisburg Library
Sam Monismith, Chair, Curriculum Committee, School of Behavioral Sciences and Education, Penn State Harrisburg
Steve Schappe, Director, School of Business Administration, Penn State Harrisburg
Ed Taylor, Head, Health and Professional Studies, Penn State Harrisburg
Alfred Warner, Director, MBA Program, Penn State Behrend

The proposal and courses have also been successfully reviewed and approved by the School (Department-level) and College-level Curriculum Committees at Penn State Harrisburg.

If you have any questions about the overall program proposal or the individual course proposals, please let me know. I look forward to your feedback.

Take care.

Bill Milheim...
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: 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
Counselor Education (CNED Prog. Chg.)
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 _ First semester following approval __________

SUBMITTED BY ____________________________ Date 11/15/12
In Charge of Graduate Program

NOTED BY ____________________________ Date 2/15/13
College Representative to Graduate Council Subcommittees on New and Revised Programs and Courses

APPROVED BY ____________________________ Date 7/15/13
Dean of College

RECOMMENDED BY ____________________________ Date 3/13/13
Subcommittee on New and Revised Programs and Courses

Date 3/13/13

Date 2/16/14

Date 3/11/14

NOTED BY ____________________________ Date 3/11/14
Dean of the Graduate School
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.

CN ED 589 Change:
Adjusting CN ED 589 from 1-semester hour to 3-semester hours is related to the evolution of the course. Over the past several years, this course has expanded from the study of clinical supervision research, theory, and models only to the study and application of clinical supervision. The application/experiential component of the course takes significantly more time to be invested by faculty and doctoral students for in-class and lab requirements that significantly exceed the 1 semester hour credit originally designated for this course.

This shift of two additional semester credit hours will be integrated into the overall credits required for graduation from the CN ED Ph.D. Program. The course was previously cross-listed with the CNPSY Program, but due to the closure of the Counseling Psychology Program no Counseling Psychology Doctoral students who need to take this course as part of their degree requirements will remain in the program by Fall 2013. No other discipline is impacted by this course change.

Rehabilitation Counseling (RC) Program Change:
The faculty voted to add CN ED 404 to the RC program and make CN ED 500 a required course.

CN ED 404 - program faculty want to add CN ED 404 (Group Procedures in Guidance and Counseling) to the program requirements for the Rehabilitation Counseling (RC) emphasis in the Counselor Education master’s program. Group work is an important part of counseling and a group counseling course is now required as part of the Council on Rehabilitation Education (CORE) accreditation requirements. Our program will be up for reaccreditation in 2013 and this course needs to be reflected in the required courses for us to maintain accreditation. The course is already required for other emphasis areas in counselor education. The rehabilitation counseling students will increase enrollment by 10-15 students per year.
CN ED 500 - program faculty want to add CN ED 500 (Introduction to Counseling and Development) to the program requirements for the Rehabilitation Counseling (RC) emphasis in the Counselor Education master’s program. Introductory content on counseling and human development is now required as part of the Council on Rehabilitation Education (CORE) accreditation requirements. Our program will be up for reaccreditation in 2013 and this course needs to be reflected in the required courses for us to maintain accreditation. The course is already required for other emphasis areas in counselor education. The rehabilitation counseling students will increase enrollment by 10-15 students per year.

CN ED 595G - program faculty want to reduce the required number of credits for CN ED 595G (Internship in Rehabilitation Counseling) from 9 credits to 6 credits. There are five emphases areas in the master's in Counselor Education program and the remaining four emphases require 6 credits for internship. All students in the CN ED master's degree complete the same number of internship hours (600 hours as required by accreditation) so they should all receive the same number of course credits.

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

**CN ED 589 Consultation:**
Seeking consultation from:
Kathy Bieschke, CNPSY (Response will appear in CSCS – ANGEL)
Michael Wolff, PSYCH (Response will appear in CSCS – ANGEL)
This course does not require additional consultation as it is a 2 credit hour course change for an internal program course. No other majors can take this course.

**Rehabilitation Counseling (RC) Program Change Consultation:**
Once received, please see responses from:
Dr. Mike Rovine, HD FS (attached)
Dr. Barbara Schaefer, SPSY (attached)
Consultation from RC Program Change:

From: Bobbi Robison
Subject: RC Prog. Chg. Proposal
Date: September 10, 2012 3:46:34 PM EDT
Bcc: Barbara Schaefer, Debra Miller, ROVINE MICHAEL, Brandon Hunt

To all: I am sending this as a reminder.
Thanks, Bobbi

Attached is a Rehabilitation Counseling (RC) in Counselor Education program change proposal adding 2 courses to the requirement (CN ED 404 and 500) to maintain required standards from the Council on Rehabilitation Education (CORE) accreditation. We are also reducing CN ED 595G Internship from 9 credits to 6 credits to be consistent with the other emphasis areas with similar requirements. I would appreciate it if you would look over this ever and send me a letter indicating that we consulted with you and your response.

I greatly appreciate you taking the time to do so.

Regards,
Brandon Hunt

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From: Barb Schaefer <bsas18@psu.edu>
Subject: Re: RC Prog. Chg. Proposal
Date: September 25, 2012 1:35:44 PM EDT
To: Bobbi Robison, Brandon Hunt

Hi Brandon,

These proposed changes to the Rehabilitation Counseling program appear consistent with credentialing standards in your professional domain. These changes are merited and are supported by the School Psychology program faculty.

Best regards,
Barb

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From: MICHAEL ROVINE <mr7@psu.edu>
Subject: Re: RC Prog. Chg. Proposal
Date: September 18, 2012 8:12:11 PM EDT
To: Bobbi Robison

The changes and credit reduction as described seems like a good idea.
Regards,
Mike Rovine
Counselor Education (CN ED)

Program Home Page

RICHARD HAZLER, Program Coordinator
331 Cedar Building
814-863-2415
rjh29@psu.edu

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

The Graduate Faculty

- Kathleen J. Bieschke, Ph.D. (Michigan State) Professor of Counseling Psychology
- JoLynn V. Carney, Ph.D. (Ohio) Associate Professor of Counselor Education
- Liza M. Conyers, Ph.D. (Wisconsin-Madison) Associate Professor of Rehabilitation and Human Services
- Catharina (Tineke) J. Cunning, Ph.D. (Penn State), Affiliate Assistant Professor of Counselor Education
- Lois A. Ehrmann, Ph.D. (Penn State) Adjunct Assistant Professor of Counselor Education
- Jeffrey W. Garis, Ph.D. (Penn State) Affiliate Professor of Counselor Education
- Jeffrey A. Hayes, Ph.D. (Maryland) Professor of Counseling Psychology
- Richard J. Hazler, Ph.D. (Idaho) Professor of Counselor Education
- James T. Herbert, Ph.D. (Wisconsin-Madison) Professor of Rehabilitation and Human Services
- Brandon Hunt, Ph.D. (Virginia) Professor of Rehabilitation and Human Services
- W. Terrell Jones, D.Ed. (Penn State) Affiliate Associate Professor of Counselor Education
- Margaret Lorah, D.Ed. (Penn State) Affiliate Assistant Professor of Counselor Education
- Elizabeth A. Mellin, Ph.D. (Ohio) Associate Professor of Counselor Education
- Spencer G. Niles, D.Ed. (Penn State) Distinguished Professor of Counselor Education
- Deirdre O'Sullivan, Ph.D. (Illinois, Urbana-Champaign) Assistant Professor of Rehabilitation and Human Services
- Robert M. Orndorff, Ph.D. (Penn State) Affiliate Assistant of Counselor Education
- Aaron L. Pincus, Ph.D. (British Columbia) Associate Professor of Psychology
- Jack R. Rayman, Ph.D. (Iowa) Affiliate Professor of Education and Counseling Psychology
- Jerry Trusty, Ph.D. (Mississippi State) Professor of Counselor Education
- Eric White, Ed.D. (Pennsylvania) Affiliate Assistant Professor of Education
Professional preparation is offered at the master's level for school counselors (elementary and secondary) and rehabilitation counselors. Credits required by different master's options vary from 51 to 54. Specifically, program specializations at the master's level include elementary school counseling (54 credit hours), secondary school counseling (54 credit hours), and rehabilitation counseling (51 credit hours).

The Ph.D. program prepares candidates for positions as counselor education faculty members and consists of a minimum of four academic years of graduate level preparation (including master's-level preparation), defined as eight semesters, with a minimum of 96 graduate-level credits required of all students in the program. The D.Ed. program helps students prepare to become supervisors of counseling services and requires 61 credit hours beyond the master's degree in counselor education.

**Admission Requirements**

Scores from the Graduate Record Examination (GRE) are required for admission to the Ph.D. program. Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Students with a 2.50 junior/senior average (on a scale of 4.00) and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 2.50 grade-point average may be made for students with special backgrounds, abilities, and interests. All doctoral applicants should present at least a 3.33 average in all graduate study completed prior to admission.

All doctoral applicants must have completed a master's degree in counselor education prior to admission into the Ph.D. or D.Ed. program. The master's degree must be comprised of 48 credit hours as specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Post-master's counseling experience is required for admission to the D.Ed. program.

**Degree Requirements**

All candidates are expected to exhibit, in addition to academic competence, effectiveness in interpersonal relations and in both written and oral communication. They also must provide evidence support of professional counseling activities and involvement in professional organizations. All degree options require students to participate in extensive practicum or fieldwork experience under supervision.

The Ph.D. program includes 76 credit hours beyond the master's degree in counselor education. The master's degree must be comprised of 48 credit hours as specified by CACREP. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (31 credit hours including a counseling and teaching internship), a minor field of study (15 credit hours), and empirical foundations (15 credit hours). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced coursework in research design, statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

The D.Ed. Program includes 61 credit hours beyond the master's degree in counselor education. Students in the D.Ed. program in Counselor Education must satisfy degree requirements in core counselor education courses (19 credit hours), empirical foundations (12 credit hours), and a counseling specialty area (15 credit hours) such as career guidance, administration, planning, and management in service delivery settings. D.Ed. students must complete a dissertation (15 dissertation credit hours) that is of practical significance to the delivery or administration of counseling services.
Candidacy Examination

All Ph.D./D.Ed. students are required to have a master's degree in counselor education prior to admission. After completion of 12 credits of doctoral study, which may allow the student to take the candidacy examination as early as the second semester in their doctoral program, Ph.D. and D.Ed. students may take a candidacy examination. Given the requirement that doctoral students will have a master's degree in counselor education thereby demonstrating their ability to complete graduate work successfully, the nature of the candidacy examination will include a review of the following by the student's candidacy committee: (1) the student's professional resume, (2) a statement regarding the general direction of the student's research interests and possible areas of dissertation inquiry, (3) grades from completed graduate courses, (4) proposed course of study for subsequent semesters, (5) selected graduate papers written by the student, and (6) a statement regarding the student's professional goals. In the candidacy examination, the student's candidacy committee determines the student's ability to continue in the program and to conduct doctoral research.

Comprehensive Examination

Both Ph.D. and D.Ed. candidates are required to take a written and oral comprehensive examination once their course work is completed (or when they are in their final semester of required coursework) and prior to the dissertation. The examination, prepared by the student's doctoral committee, covers all areas of the student's doctoral work. The comprehensive examination for Ph.D. students must include an assessment of the student's competence related to conducting independent and original research.

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. 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.

CORE COURSES for Counselor Education Ph.D Program:

COUNSELOR EDUCATION (CN ED)

502. Advanced Counseling Theory (3)
554. Cross-Cultural Counseling (3)
555. Career Counseling (3)
580. Foundations of Counselor Education Seminar (3)
581. Professional Issues Seminar (3)
582. Advanced Group Psychotherapy (3)
589. Seminar on Counseling Supervision (1)
595D. Supervision of Counselors (3)
595I. Teaching Internship (3)
595K. Doctoral Counseling Internship (3)
595P. Counselor Education Doctoral Practicum (3)
CORE COURSES for Counselor Education D.Ed. Program:

COUNSELOR EDUCATION (CN ED)

554. Multicultural Counseling (3)
580. Foundations: History and Trends in Counselor Education (3)
581. Professional Issues in Counselor Education (3)
589. Seminar on Counseling Supervision (1)
595D. Supervision of Counselors (3)
595P. Counselor Education Doctoral Counseling Practicum (3)
595K. Counselor Education Doctoral Counseling Internship (3)

COUNSELOR EDUCATION (CN ED) course list

Last Revised by the Department: Fall Semester 2012

Blue Sheet Item #: 41-03-116

Review Date: 11/13/2012

Faculty updated: 2/19/13
Counselor Education (CN ED)

Program Home Page

RICHARD HAZLER, Program Coordinator  BRANDON HUNT, Director of Graduate Studies
331 Cedar Building  101A Cedar Building
814-863-2415  814-865-8304
rjh29@psu.edu  cned-program@psu.edu

Degrees Conferred:

Ph.D., D.Ed., M.Ed.

The Graduate Faculty

- Kathleen J. Bieschke, Ph.D. (Michigan State) Professor of Counseling Psychology
- Julia Bryan, Ph.D. (Maryland) Associate Professor of Counselor Education
- JoLynn V. Carney, Ph.D. (Ohio) Associate Professor of Counselor Education
- Seriashia Chatters, Ph.D. (South Florida) Assistant Professor of Counselor Education
- Wendy Coduti, Ph.D. (Michigan State) Assistant Professor of Rehabilitation and Human Services
- Liza M. Conyers, Ph.D. (Wisconsin-Madison) Associate Professor of Rehabilitation and Human Services
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- Robert M. Orndorff, Ph.D. (Penn State) Affiliate Assistant of Counselor Education
- Aaron L. Pincus, Ph.D. (British Columbia) Associate Professor of Psychology
- Jack R. Raymon, Ph.D. (Iowa) Affiliate Professor of Education and Counseling Psychology
- Jerry Trusty, Ph.D. (Mississippi State) Professor of Counselor Education
- Eric White, Ed.D. (Pennsylvania) Affiliate Assistant Professor of Education

Professional preparation is offered at the master's level (M.Ed.) with emphasis areas in career counseling, clinical mental health counseling, school counseling, and rehabilitation counseling. The M.Ed. consists of 39 required credit hours plus specialization courses ranging from an additional 12 to 21 credit hours depending on the area of emphasis. All courses must be taken at the 400 level and above.

The Ph.D. program prepares candidates for positions as counselor education faculty members and consists of a minimum of four academic years of graduate level preparation (including master’s-level preparation), defined as
eight semesters, with a minimum of 96 credits at the 400 level and above required of all students in the program. The D.Ed. program helps students prepare to become supervisors of counseling services and a minimum of 91 credits at the 400 level and above is required of all students in the program.

**Admission Requirements**

Scores from the Graduate Record Examination (GRE) are required for admission to the Ph.D. program. GRE scores are not required for the M.Ed. or D.Ed. programs. Requirements listed here are in addition to general Graduate Council requirements stated in the [GENERAL INFORMATION](#) section of the *Graduate Bulletin*.

**M.Ed. applications** with a 3.0 junior/senior average (on a scale of 4.00) and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.0 grade-point average may be made for students with special backgrounds, abilities, and interests.

**Doctoral applicants** must have completed a master's degree in counselor education prior to admission into the Ph.D. or D.Ed. program. A master's degree is required for admission that must be comprised of a minimum of 48 credit hours that align with the standards of the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). All doctoral applicants should present at least a 3.33 average in all graduate study completed prior to admission. Post-master's counseling experience is required for admission to the D.Ed. program.

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.

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). 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 Disciplines) and attainment of a grade of B or higher. The minimum acceptable composite score for the IELTS is 6.5. Graduate programs may have more stringent requirements.

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.

**Degree Requirements**

All candidates are expected to exhibit, in addition to academic competence, effectiveness in interpersonal relations and in both written and oral communication. They also must provide evidence in support of professional counseling activities and involvement in professional organizations. All degree options require students to participate in extensive practicum or fieldwork experience under supervision.

The M.Ed. program includes 51 to 60 credit hours depending on the area of emphasis. This includes 39 hours of core requirements plus 12 to 21 credit hours depending on the area of emphasis. All courses must be taken at the 400 or 500 levels.

**CORE COURSES for Counselor Education M.Ed. Program:**
The Ph.D. program includes 76 credit hours beyond the master's degree in counselor education. The master's degree must be comprised of 48 credit hours as specified by CACREP. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (31 credit hours including a counseling and teaching internship), a minor field of study (15 credit hours), and empirical foundations (15 credit hours). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced coursework in research design, statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

The Ph.D. program consists of a minimum of 96 credit hours including master-level preparation in counselor education. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (36 credit hours including a counseling and teaching internship), a specialty area of study (15 credit hours), and empirical foundations (15 credit hours). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced coursework in research design, statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

CORE COURSES for Counselor Education Ph.D. Program:

COUNSELOR EDUCATION (CN ED)

502. Advanced Counseling Theory and Method (3)
554. Cross-cultural Counseling (3)
555. Career Counseling (3)
580. Foundations: History and Trends in Counselor Education Seminar (3)
581. Professional Issues in Counselor Education (3)
582. Advanced Group Psychotherapy (3)
589. Seminar on Counseling Supervision (4) (3) change
595D. Supervision of Counselors (3)
595I. Counselor Education Doctoral Teaching Internship (3)
595K. Counselor Education Doctoral Counseling Internship (3)
595P. Counselor Education Doctoral Counseling Practicum (3 credits per semester; two semesters [6 credits] are required) add
The D.Ed. Program includes 61 credit hours beyond the master's degree in counselor education. Students in the D.Ed. program in Counselor Education must satisfy degree requirements in core counselor education courses (19 credit hours), empirical foundations (12 credit hours), and a counseling specialty area (15 credit hours) such as: career guidance, administration, planning, and management in service delivery settings. D.Ed. students must complete a dissertation (15 dissertation credit hours) that is of practical significance to the delivery or administration of counseling services.

The D.Ed. Program consists of a minimum of 91 credit hours including the master-level preparation in counselor education. Students in the D.Ed. program in Counselor Education must satisfy degree requirements in core counselor education courses (21 credit hours), empirical foundations (12 credit hours), and a counseling specialty area (15 credit hours) such as: career guidance, administration, planning, and management in service delivery settings. D.Ed. students must complete a dissertation (15 dissertation credit hours) that is of practical significance to the delivery or administration of counseling services.

CORE COURSES for Counselor Education D.Ed. Program:

COUNSELOR EDUCATION (CN ED)

554. Multicultural Counseling (3)
580. Foundations: History and Trends in Counselor Education (3)
581. Professional Issues in Counselor Education (3)
589. Seminar on Counseling Supervision (4)(3) change
595D. Supervision of Counselors (3)
595P. Counselor Education Doctoral Counseling Practicum (3)
595K. Counselor Education Doctoral Counseling Internship (3)

Candidacy Examination

All Ph.D./D.Ed. students are required to have a master's degree in counselor education prior to admission. After completion of 12 credits of doctoral study, which may allow the student to take the candidacy examination as early as the second semester in their doctoral program, Ph.D. and D.Ed. students may take a candidacy examination. Given the requirement that doctoral students will have a master's degree in counselor education thereby demonstrating their ability to complete graduate work successfully, the nature of the candidacy examination will include a review of the following by the student's candidacy committee: (1) the student's professional resume, (2) a statement regarding the general direction of the student's research interests and possible areas of dissertation inquiry, (3) grades from completed graduate courses, (4) proposed course of study for subsequent semesters, (5) selected graduate papers written by the student, and (6) a statement regarding the student's professional goals. In the candidacy examination, the student's candidacy committee determines the student's ability to continue in the program and to conduct doctoral research.

Comprehensive Examination

Both Ph.D. and D.Ed. candidates are required to take a written and oral comprehensive examination once their course work is completed (or when they are in their final semester of required coursework) and prior to the dissertation. The examination, prepared by the student's doctoral committee, covers all areas of the student's doctoral work. The comprehensive examination for Ph.D. students must include an assessment of the student's competence related to conducting independent and original research.
Doctoral Committee Composition

General guidance of a doctoral candidate is the responsibility of a doctoral committee consisting of four or more active members of the Graduate Faculty, which includes at least two faculty members in the major field. The dissertation adviser must be a member of the doctoral committee. The dissertation adviser usually serves as chair, but this is not required. If the candidate is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation adviser) is a member of the Graduate Faculty in both the major and dual-title fields, and in such cases may serve as sole chair.

At least one regular member of the doctoral committee must represent a field outside the candidate’s major field of study 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.

Doctoral Dissertation and Final Oral Examination

Ph.D. and D.Ed. students should complete the writing of the dissertation and make revisions to the satisfaction of the committee chair, who is expected to ensure that the dissertation is in near final form before allowing the final oral examination (defense) to be scheduled. The student is responsible for arranging and scheduling a time (2 hours) so that all members of the committee can be present. The student must give each committee member a copy of the complete dissertation two weeks before the final oral examination. Students should not expect this to be the final version for submission to the Graduate School, as there are typically revisions after successful completion of the oral defense.

English Competence

Candidates for the Ph.D. and D.Ed. programs are required to demonstrate high-level competence in the use of English language, including reading, writing, and speaking, as part of the language. Counselor Education evaluates English language proficiency in several ways. Prior to admission all students are required to provide written goals statements and personal development statements that are evaluated by faculty as a portion of the application process. Additionally, international students must have either earned a master’s degree in the United States or supply official minimum scores for the TOEFL (total score 80 and 19 on speaking section) or IELTS (6.5 composite). Once admitted to the program and prior to gaining candidacy, students are evaluated for their reading, writing, and speaking in class assignments and as a part of their first-year portfolio evaluation. When problems are identified, individual remediation programs are developed that utilize faculty and all appropriate University resources.

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

COUNSELOR EDUCATION (CN ED) course list