2016-2017 Graduate Council
Meeting Agenda: October 19, 2016 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building

1. Minutes of the September 14, 2016, Meeting

2. Comments and Recommendations for the Good of the Graduate Community
   a) Barbara Masi – Associate Vice Provost for Learning Outcomes Assessment

3. Announcements/Remarks by the Chair – Michael Verderame, Senior Associate Dean of the Graduate School

4. Communications to Graduate Council
   a) Remarks from Barbara Korner with accompanying remarks by the Graduate School (Appendix A)

b) Reports of Standing Committees of Graduate Council
   a) Committee on Committees and Procedures – Jennifer Graham-Engeland, Chair
   b) Committee on Programs and Courses – M. Kathleen Heid, Chair

   Informational items:
   1) Graduate Council Curriculum Report, 10/12/2016 (Appendix B)
   b) Committee on Academic Standards – L. Sam Finn, Chair
   c) Committee on Fellowships and Awards – Jennifer Graham-Engeland, Chair
   d) Committee on Graduate Research – Joshua Lambert, Chair
   e) Committee on Graduate Student and Faculty Issues – Sarah Ades, Chair

c) Reports of Special Committees
   a) Graduate School’s Graduate Exhibition Committee – Daniel Morgan, Chair
   b) Special Committee on Outcomes Assessment and Program Enhancement – Michael Verderame, Senior Associate Dean of the Graduate School

d) Special Reports
   a) Graduate and Professional Student Association

e) Unfinished Business
   a) Policy Draft on M.A./M.S. Culminating Experiences and Transcript Notations (Appendix C)
   b) Discussion of the Graduate Faculty Policy

f) New Business
2016-2017 Graduate Council
Minutes of the Meeting: September 14, 2016

Graduate Council met on Wednesday, September 14, 2016 at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, chaired the meeting. Dr. Vasilatos-Younken welcomed new and returning members of Council. The minutes of the meeting of May 4, 2016 were approved.

Report from the Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. Jennifer Graham-Engeland, Chair of the Committee on Committees and Procedures. Dr. Graham-Engeland reported that the committee met over the summer to prepare membership lists for each of Graduate Council’s standing committees. To the extent possible, the committee took into account Council members’ expressed preferences, the need to provide some continuity of committee membership, and the academic unit representation of each committee. Dr. Graham-Engeland presented the Nominations for 2016–2017 Graduate Council Standing Committees (Appendix A). Dr. Graham-Engeland noted that, due to a member’s retirement, one recent revision had been made to the membership list of the Committee on Graduate Student and Faculty Issues to replace Dr. John Kelmelis, School of International Affairs, with the designated alternate, Dr. Sophia McClennen. The floor was opened for any additional nominations or changes to the rosters. There being no additional nominations or discussion, a vote was called and the nominations for the 2016-2017 standing committees were approved.

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

None.

Communications to Graduate Council

Dr. Vasilatos-Younken introduced representatives from the College of Arts and Architecture: Dr. Barbara Korner, Dean; Mr. Scott Wing, Associate Dean for Academic Affairs; and Dr. Andrew Schulz, Associate Dean for Research. Dr. Korner addressed Council in order to make the Council aware of problems that have arisen in the College of Arts and Architecture subsequent to the implementation of the Graduate Faculty Membership policy. Dr. Korner’s remarks appear at the end of the minutes. Dr. Korner’s address was followed by a substantial discussion in which several Council members supported the need to further discuss the policy.
Reports of Standing Committees of Graduate Council

Committee on Programs and Courses

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

Dr. Heid reported that the committee, which meets along with the Subcommittee on New and Revised Programs and Courses as the Joint Curricular Committee, will hold their first meeting of the academic year on September 15. Dr. Heid also presented the Graduate Council Curriculum Report, 09/7/2016 (Appendix B) as an informational item.

Dr. Heid reported that at the close of spring semester, the committee voted to present to Council a policy draft on culminating experiences for the M.A./M.S. (also known as research master’s degrees) and appropriate transcript notations (Appendix C). If approved, this policy would allow research master’s degrees to have one of three possible culminating experiences: a thesis based upon original research in the field; a scholarly paper or essay that is research-oriented; or a capstone course that includes a work product that demonstrates evidence of analytical thinking and synthesis of knowledge in the field of study. In recent years, a number of programs have proposed research master’s degrees designed to be completed in one year, with a scholarly paper as the culminating experience. In response to this trend, the Joint Curricular Committee discussed the possibility of establishing “course work only” research master’s degrees. While committee members raised a number of concerns in the course of the discussion, the committee also recognized the evolving perception of the research master’s degrees in some fields, as well as the pressure on graduate programs to remain competitive with other top institutions. Paramount among the concerns expressed by committee members were a) ensuring that employers and other institutions would be made aware of the type of culminating experience a student has completed, and b) not disadvantaging students in programs that currently offer both a thesis and a scholarly paper option, where students choosing either option receive the same credential. To ensure “truth-in-advertising” the committee also proposed adding transcript notations for students pursuing research master’s degrees which would indicate either “Thesis Completed” for the first proposed culminating experience option, or “No Thesis Requirement” for the second and third options. Dr. L. Sam Finn noted that the Committee on Academic Standards examined this policy draft at the end of the spring semester. While committee members echoed many of the same concerns expressed by the Joint Curricular Committee, the Academic Standards committee endorsed presenting the policy draft to Council for discussion. Council members were asked to disseminate the proposed policy change within their college, and discussion on this issue will resume at the October meeting of Council.

Committee on Academic Standards

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

Dr. Finn reported that the committee met for the first meeting of the academic year that morning and outlined a plan for reviewing new and existing policies with the goal of incorporating details on graduate
education benchmark learning assessments. The committee will seek to bring to Council three separate
groups of policies throughout the academic year. The first group, expected to be put before Council by
the end of fall semester, will pertain to learning assessments used for the research doctorate. This will
be followed by a group of policies pertaining to learning assessments for research master’s degrees in
the late fall or early spring semester. Lastly, in the spring semester the committee intends to present a

group of policy drafts that pertain to learning assessments for professional degree programs.

Committee on Fellowships and Awards

Dr. Vasilatos-Younken recognized Dr. Jennifer Graham-Engeland, Chair of the Committee on Fellowships
and Awards.

Dr. Graham-Engeland indicated the committee will meet for the first meeting of the academic year on
September 15. At this meeting, the committee will receive a demonstration of a new imaging system
which will be used to increase the efficiency of reviewing award nominations. The committee’s goal for
this fall will be to review the University Graduate Fellowships Awards and process.

Committee on Graduate Research

Dr. Vasilatos-Younken recognized Dr. Joshua Lambert, Chair of the Committee on Graduate Research.

Dr. Lambert reported that the Graduate Committee on Research has split into two groups. One group
serves on the Senate Committee on Research (SCoR) while the other group comprises the Graduate
Exhibition Committee. At its first meeting, SCoR laid out the priority agenda items for this academic
year. The top priorities include: creating a report on overhead costs and their impact on research;
consideration of physical plant costs associated with lab renovations; efforts to recruit a diverse
community of graduate students; and strategies to encourage greater participation between University
Park and Commonwealth Campuses in graduate education and research.

Committee on Graduate Student and Faculty Issues

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

Dr. Ades reported that the committee met for the first meeting of the academic year earlier that day.
Dr. Ades announced that this fall’s career exploration workshop will be a full-day workshop held on
Saturday, October 15. Registration is open online and there are already 150 graduate students
registered to attend. This year online students will be able to participate in the workshop thanks to
collaboration with World Campus.
Reports of Special Committees

Graduate School’s Graduate Exhibition Committee

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, Assistant Dean of the Graduate School, reporting on behalf of Dr. Linda Thornton, Chair of the Graduate Exhibition Committee.

Dr. Adair indicated the committee had nothing to report.

Special Committee on Outcomes, Assessment, and Program Enhancement

Dr. Vasilatos-Younken recognized Dr. Michael Verderame, Senior Associate Dean of the Graduate School and Chair of the Special Committee on Outcomes, Assessment, and Program Enhancement (SCOAPE).

Dr. Verderame reported that the committee met on Monday, September 12 and received an update from Barbara Masi, Associate Vice Provost for Learning Outcomes Assessment. Dr. Masi and the Department of Learning Outcomes Assessment have met with the associate deans for graduate education in the various colleges, and are now meeting with graduate programs to share resources that are available to assist them in crafting learning objectives and program assessments. The focus of SCOAPE for this academic year will be identifying strategies to move away from a culture of compliance and towards a culture which values learning assessment as a tool to improve programs and provide the best possible education to our students.

Special Reports

Graduate and Professional Student Association

Dr. Vasilatos-Younken recognized Ms. Brainne Pragg, representing the GPSA.

Ms. Pragg reported that the GPSA now functions under a revised constitution and by-laws that passed in the spring semester. Ms. Pragg also noted that GPSA acquired an additional seat on the Board of Trustees to be filled by a graduate student. Thus far this academic year the GPSA assembly has met twice. GPSA will hold its biannual Dissertation Boot Camp from Monday, October 10 to Thursday, October 14; Dissertation Boot Camp is designed to support graduate and professional students who are working on dissertations and theses by providing a quiet and supportive writing environment. Ongoing discussions at the GPSA assembly meetings thus far include: establishing a smoke-free campus, health insurance hard waivers, and improving relations with the State College community. Currently, the GPSA is considering a bill that would provide access to information about graduate assistant unionization efforts at Penn State. This bill is expected to be revisited in October.

Unfinished Business

None.
New Business

Dr. Vasilatos-Younken announced that the University Faculty Senate has formed a special committee focused on assessment of undergraduate General Education requirements. It was recommended that this special committee have a representative from Graduate Council because of the close connection between undergraduate and graduate programs, particularly in Integrated Undergraduate-Graduate programs (IUGs), the recruitment of undergraduates to graduate programs, and graduate student participation in teaching General Education courses. Council voted in support of sending a representative to this committee. Dr. Oranee Tawatnuntatchai volunteered to serve as the representative for this academic year.

Comments and Recommendations for the Good of the Graduate Community

None.

Next meeting:

Wednesday, October 19, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Thank you for this opportunity to share with you concerns of the College of Arts and Architecture faculty regarding the policy on Graduate Faculty Membership which went into effect Fall 2015. I have asked Andrew Schulz, Associate Dean for Research, and Scott Wing, Associate Dean for Academic Affairs to accompany me and assist with specific questions or added information from our College perspective.

While there were some concerns expressed when this policy was being discussed a couple of years ago, it is my job to make sure that faculty concerns are presented cogently in both administrative and shared governance contexts. I should have represented our faculty concerns more effectively to this group and to Dean Younken at that time. I apologize to her and to you for coming to you with our concerns now, after many of you wrestled long and hard with this policy. However, as we have worked within our College to adapt and deal with this new policy it has become increasingly clear that we need to make our concerns known to this group, because we feel that there are unintended consequences of this policy that are harmful to the future of the graduate arts programs on this campus. The University strategic plan has made “Advancing the Arts and Humanities” a thematic priority and it is important for this body to realize the ways in which this new policy and its implementation represent what those of us in the arts consider a setback to this university priority.

We respect the fact that this new policy was put in place to address concerns that this body felt were problematic issues within graduate education and that with the burgeoning of professional masters degrees there has been a need to clarify the difference between professional (with its implied mastery of skills and application of knowledge) and research that creates new knowledge. The College of Arts & Architecture, however, takes issue with two underlying assumptions of this new policy 1) that the definition of research underlying this policy precludes the possibility that knowledge generated through systematic and rigorous studio-based practice in the arts can be considered “research” and 2) that it removes the tradition of faculty with disciplinary expertise determining who is most qualified to teach and advise and instead, places that authority at the Graduate School.

We do not purport that these assumptions were evident and assume that if these had been articulated during discussions, many of you in this room would have questioned them. Initially, we tried our best to work within the confines of this policy and find
room for exceptions. With this policy, however, we have come to feel excluded and realized that we had to challenge the assumptions and ask you to understand them with us.

The first underlying assumption is that research and the creation of new knowledge is very narrowly defined by traditional measures and based on research methodologies of the sciences, including applied and social sciences, and the humanities. There is not room in this policy for knowledge that is generated in an arts studio to be considered research on an equal plane with forms of research in the sciences and humanities. For decades, terminal degrees in the arts and design disciplines have been deemed worthy of full graduate status, not relegated exclusively to professional status.

While the arts prevailed in this argument at Penn State (and many other research universities) decades ago through the inclusion of creative accomplishment in the promotion and tenure language, the new graduate faculty policy reinstates an old division and recalls old arguments that we thought were settled long ago. Defining research in the traditions of sciences and humanities means that practice-based research in the arts is not a legitimate means of creating new knowledge. Though any of our disciplines could provide examples, to take just one extreme one from visual arts—the philosophical assumption under this policy would dispute that Michelangelo’s art created new knowledge, that his sculptures didn’t help us understand anything different about the human condition in the world; that they are just exquisite art done by a master craftsman. Brunelleschi, Raphael and da Vinci and their experiments in linear and atmospheric perspective did not impact our way of seeing in the world. That centuries later when “Cezanne nudged aside the single point of view [of traditional perspective] in favor of multiple perspectives” that he was just playing with paint and expanding his technique and not, as some believe, was actually anticipating “what the physicists at the time were scratching their heads about: maybe space and time were not so inviolate after all.” [I must note that this Cezanne example comes from Dr. Graeme Sullivan, Director of the School of Visual Arts, an internationally known art educator who has literally written the acclaimed book on Art Practice as Research.]

While the arts have lived on the edges within research universities, at Penn State, we have felt that we have made strides as more and more faculty in different programs throughout the University are coming to acknowledge art as a valid form of research on an equal plane with scientific or humanistic research. The mission of the Graduate School expressed in its strategic plan is “to promote the highest quality graduate education that prepares interdisciplinary leaders…” (emphasis added). The arts and design faculty, however, perceive that this policy, takes us several steps backwards and does not support the University’s strategic plan to advance the arts; or the Graduate School’s priority goal of “promoting and facilitating interdisciplinary graduate education.” Quite the opposite.
The second underlying assumption challenges the role of faculty in a research university because the current policy removes disciplinary authority for determining qualifications of faculty. Instead, the policy places authority for determining qualifications in the Office of the Graduate Dean office, including the Graduate Dean as the final appeal. This is a heavy and questionable responsibility to place on an administrative office. In our experience seeking exceptions so far, the primary determinate of qualifications for teaching and research are specified degree credentials. One needs to have a Ph.D., an M.A. or an M.S. in specifically delineated fields, to be able to work with “research” degrees. We have many faculty who earned a terminal masters degrees years ago and have since developed robust and significant research agenda. Their expertise, however, doesn’t count as “research worthy” if they don’t have a specific degree credential. Again, this undercuts decades of respect for traditional terminal degrees in the arts and design areas.

What this means for us in practical terms, for example, is that a distinguished professor in ceramics (and our ceramics program is ranked 12th nationally), who also serves as the president of his professional association and who has been a Penn State laureate, could only serve on one of our art education Ph.D. committees as a “Special” member, not as a legitimate co-advisor; he could not serve on an MS committee that might be working with material science, which again would allow him to bring particular expertise. Within our architecture faculty, which has recently started a Ph.D. program, there are two faculty members, who are full professors and have been here several years. Both have been successful at obtaining significant grants from the NIH and from the Dept. of Energy. Neither has a Ph.D. and they obtained their different titled masters degrees 20 or so years ago. One can serve as a co-advisor with a Ph.D. student; the other cannot. Many of our most active research faculty, whose expertise has been sought out by other disciplines for Ph.D. committees, can only serve as a “Special member” on Ph.D. committees where there are 4 Ph.D. members. We acknowledge that this makes things much cleaner from an administrative perspective, yet we take umbrage that only Ph.D.’s can have an active research agenda and that any exceptions will be determined by a policy that does not accept artistic practice as a valid form of research. Thus, while we have responsibility for delivering quality graduate educational experiences in our disciplines, we now have severely limited authority for assigning the best qualified teachers in the classroom and as advisors for particular areas of specialty.

These philosophical assumptions—that art studio practice is not considered research and should be assigned only a professional status and that qualifications for research-focused faculty should be determined by Graduate Policy administered by the Graduate School rather than by departmental/disciplinary faculty—have led to some very difficult operational aspects as we have tried to adapt our programs to fit the mandates of this policy.
One operational issue has to do with who can teach 500 and 800 level courses. This seems to be an issue for several units outside Arts and Architecture. The arts live and work comfortably with a blend between research and practice and in many major research universities, there is evidence that other disciplines increasingly value rigorous and critical practice of the arts as a strong contributor to the research enterprise, even though you can’t always check off the usual boxes listing grants, publications, citations, etc. Not only are arts and design disciplines being recognized as valid forms of research; increasingly through funding processes and through breaking down disciplinary barriers, scientists, engineers, healthcare researchers, are seeking alliances with artists to explore big issues that impact all of us. Though many of the degrees we offer are accredited professional degrees, those accrediting bodies require that a portion of the masters level professional degrees must be devoted to research and research methodologies. Our terminal degrees typically take 60-90 graduate credit hours. And we are very intentional about bringing highly qualified artists and designers in as guest faculty to serve in specific roles. This policy, however, prohibits us from using fixed term faculty to teach 500 level classes. We have been advised to change course numbers to 800 level, that our courses should be categorized as professional education. We are already looking at this carefully and considering places where it is appropriate to reclassify some courses. Nevertheless, this categorical solution is problematic in that it produces a bifurcation of research and creative/critical practice that we resist. This policy overturns decades of tradition in the ways that arts interface throughout the university and it places us in a box labeled in a particular way that demonstrates a lack of understanding or agreement that arts research is a valid form of research. It asks the faculty in the College to relabel what they do and the way they do it and sends a strong message to new faculty and graduate students that is not true to what we do in the arts.

We believe there are valid instances when fixed term faculty who do not hold a Ph.D., but who have an active critical practice agenda that we believe creates new knowledge should be able to teach 500 level courses that “create new knowledge.” We do not wish to simply renumber our 500 level courses to accommodate this policy and we particularly resist the limitation of creative in the proposed document entitled, “Revised Graduate Course Definitions – 500 vs. 800 level courses,” which I understand is under consideration as I speak. That document exemplifies the first philosophical assumption pointed out earlier. Unlike the Graduate Faculty policy which does not include the word “creative” at all, but rather uses “research” and “scholar” to connote those worthy of “R” status, the proposal for defining 500 vs. 800 level courses uses the phrase, “creative skills” and puts it squarely in the category of “professional education.” Further, the limitations placed on teaching at the 500 level, which requires a Ph.D. and an active traditionally defined research agenda for any fixed term faculty to teach 500 level courses, means we cannot deliver the courses with the most appropriately qualified people and is causing us to reconsider teaching schedules as well as limiting who and how we can recruit faculty. For example, world-renowned cellist Yo-Yo Ma or violinist Joshua Bell would not be eligible to teach masters courses in performance,
or chamber music for strings, or a seminar in cello or violin literature, (all 500 level courses) because they would be on a visiting professorship appointment and they do not hold a doctorate. Earlier today, I met with our search consultant who is helping us identify candidates for directorship of the Palmer Museum of Art. In her meeting with faculty from the School of Visual Arts and Art History, they raised concerns about credentials versus qualifications. Though some museum directors have earned Ph.D.s, many of the most successful have masters, yet have developed areas of specialty in their careers. However, faculty are concerned that if we hire a director without a Ph.D., even though that doesn’t insure the most qualified person, the participation in our graduate programs will be limited by this new policy.

Besides the great difficulty this policy poses for us operationally through limiting who we can ask to teach 500 level classes and prohibiting co-advising on doctoral committees, another operational issue occurs in that the new categories set new boundaries around who can even work with masters programs. While there is a longer history of clearly established degrees in the visual and performing arts, MFA, MM, DFA, DMA, a wider range of degree titles have been used in the design field. This new policy creates a bifurcation between professional and research masters and limited who, among even tenure line faculty, can work with masters students. The field itself is evolving to standardize professional and post-professional degrees and we are among those programs who have in the last few years begun making such a delineation that did not exist before. We are now also offering a Ph.D. program in the design fields and are subsequently more frequently including that as a requirement in our hiring tenure line faculty. Still, to create such hard, fast policies that limit the participation of tenure-line faculty and require them to now stop and earn a Ph.D. to function as they have freely, or do a wholesale recategorization of our courses is short-sighted. One of our most research active tenured faculty, who is bringing in grant funding that supports Ph.D. students in her area of specialty, can no longer advise them, even as co-advisor. Nor can she advise MS students, because she doesn’t have the appropriate degree based on the new classifications set forth in this policy.

In closing, we recognize that our numbers are small; that there are important issues that drove this council to reformulate this policy; that we should have spoken up more and presented the issues; that we should have anticipated more clearly the philosophical and operational issues that would create such problems for us. However, on behalf of the faculty of the College of Arts & Architecture, which is committed to excellence in graduate education and which has highly ranked programs in several areas, I ask you to consider two actions:

1) That the Graduate Council be willing to work with representatives from the College of Arts & Architecture, and other units that may have similar concerns, to consider emendations to the policy.
2) That you allow us to state our concerns and objections to the proposed “Revised Graduate Course Definitions of 500 vs. 800 level courses” before acting on that proposal.

I will leave it to our College Representatives and Dean Younken to determine the appropriate protocol for any motions or assignment to committees for our consideration of these requests. Thank you for your time and consideration.
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<td><strong>For consideration regarding the Policy on Graduate Faculty Membership</strong>&lt;br&gt;Presented to the Graduate Council&lt;br&gt;September 14, 2016&lt;br&gt;Barbara O. Korner, Ph.D.&lt;br&gt;Dean, College of Arts &amp; Architecture</td>
<td><strong>Clarifications provided by the Graduate School</strong></td>
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<td><strong>1.</strong> Thank you for this opportunity to share with you concerns of the College of Arts and Architecture faculty regarding the policy on Graduate Faculty Membership which went into effect Fall 2015. I have asked Andrew Schulz, Associate Dean for Research, and Scott Wing, Associate Dean for Academic Affairs to accompany me and assist with specific questions or added information from our College perspective.</td>
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<td><strong>2.</strong> While there were some concerns expressed when this policy was being discussed a couple of years ago, it is my job to make sure that faculty concerns are presented cogently in both administrative and shared governance contexts. I should have represented our faculty concerns more effectively to this group and to Dean Younken at that time. I apologize to her and to you for coming to you with our concerns now, after many of you wrestled long and hard with this policy. However, as we have worked within our College to adapt and deal with this new policy it has become increasingly clear that we need to make our concerns known to this group, because we feel that there are unintended consequences of this policy that are harmful to the future of the graduate arts programs on this campus. The University strategic plan has made “Advancing the Arts and Humanities” a thematic priority and it is important for this body to realize the ways in which this new policy and its implementation represent what those of us in the arts consider a setback to this university priority.</td>
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<td><strong>3.</strong> We respect the fact that this new policy was put in place to address concerns that this body felt were problematic issues within graduate education and that with the burgeoning of professional masters degrees there has been a need to clarify the difference between professional (with its implied mastery of skills and application of knowledge) and research that creates new knowledge. The College of Arts &amp; Architecture, however, takes issue with two underlying assumptions of this new policy 1) that the definition of research underlying this policy precludes the possibility that knowledge generated through systematic and rigorous studio-based practice in the arts can be considered “research” and 2) that it removes the tradition of faculty with disciplinary expertise determining who is most qualified to teach and advise and instead, places that authority at the Graduate School.</td>
<td><strong>A) The Graduate School and Graduate Council recognize that research takes many forms, including “knowledge generated through systematic and rigorous studio-based practice in the arts”. Similarly there are many examples of expert application of knowledge being inseparable from research degree programs (e.g., selecting the appropriate underlying design of a clinical research experiment so that the proper statistical test can be applied to the data). However, the current approach to categorizing our graduate education efforts, identifying the proper category by the predominant feature (research vs practice), provides a workable approach to a complex problem for virtually all of our degree programs.</strong>&lt;br&gt;<strong>B) Review of nominations to the Graduate Faculty at Penn State has been a central function of the Graduate School for over 30 years. This has not changed with the implementation of this new policy.</strong></td>
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<td><strong>4.</strong> We do not purport that these assumptions were evident and assume that if these had been articulated during discussions, many of you in this room would have questioned them. Initially, we tried our best to work within the confines of this policy and find room for exceptions. With this policy, however, we have come to</td>
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<td><strong>5.</strong> The first underlying assumption is that research and the creation of new knowledge is very narrowly defined by traditional measures and based on research methodologies of the sciences, including applied and social sciences, and the humanities. There is not room in this policy for knowledge that is generated in an arts studio to be considered research on an equal plane with forms of research in the sciences and humanities. For decades, terminal degrees in the arts and design disciplines have been deemed worthy of full graduate status, not relegated exclusively to professional status.</td>
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<td><strong>C)</strong> The Graduate Council policy does not define a particular graduate program as ‘research’ vs ‘professional’ – that is done by the program at the time they submit their proposal for either a research (Ph.D., M.A., M.S.) or a professional (D.Ed., M.B.A., M.Eng, etc.) degree. For example, the most recently approved program proposal for M.Arch states:</td>
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<td>The M.Arch. program is a professional degree program focused on preparation to practice architecture for students who hold a bachelor’s degree.</td>
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<td>The M.S. in Architecture program is a research-focused degree program designed to offer students graduate level research inquiry into architecture for students who hold a professional baccalaureate or graduate degree in architecture.</td>
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<td><strong>D)</strong> Implicit in this comment is that ‘professional’ degree programs, including those involving creative practice, are somehow inferior to ‘research’ degree programs. There is no such assumption. The Graduate Council and the Graduate School recognize that each type of program has a valuable and critical, but different, role to play. Both research and professional graduate degrees have “full graduate status.”</td>
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| **6.** While the arts prevailed in this argument at Penn State (and many other research universities) decades ago through the inclusion of creative accomplishment in the promotion and tenure language, the new graduate faculty policy reinstates an old division and recalls old arguments that we thought were settled long ago. Defining research in the traditions of sciences and humanities means that practice-based research in the arts is not a legitimate means of creating new knowledge. Though any of our disciplines could provide examples, to take just one extreme one from visual arts—the philosophical assumption under this policy would dispute that Michelangelo’s art created new knowledge, that his sculptures didn’t help us understand anything different about the human condition in the world; that they are just exquisite art done by a master craftsman. Brunelleschi, Raphael and da Vinci and their experiments in linear and atmospheric perspective did not impact our way of seeing in the world. That centuries later when “Cezanne nudged aside the single point of view [of traditional perspective] in favor of multiple perspectives” that he was just playing with paint and expanding his technique and not, as some believe, was actually anticipating “what the physicists at the time were scratching their heads about: maybe space and time were not so inviolate after all.” [I must note that this Cezanne example comes from Dr. Graeme Sullivan, Director of the School of Visual Arts, an internationally known art educator who has literally written the |
acclaimed book on Art Practice as Research.] While the arts have lived on the edges within research universities, at Penn State, we have felt that we have made strides as more and more faculty in different programs throughout the University are coming to acknowledge art as a valid form of research on an equal plane with scientific or humanistic research. The mission of the Graduate School expressed in its strategic plan is “to promote the highest quality graduate education that prepares interdisciplinary leaders...” (emphasis added). The arts and design faculty, however, perceive that this policy, takes us several steps backwards and does not support the University’s strategic plan to advance the arts; or the Graduate School’s priority goal of “promoting and facilitating interdisciplinary graduate education.” Quite the opposite.

7. **The second underlying assumption challenges the role of faculty in a research university because the current policy removes disciplinary authority for determining qualifications of faculty.** Instead, the policy places authority for determining qualifications in the Office of the Graduate Dean office, including the Graduate Dean as the final appeal. This is a heavy and questionable responsibility to place on an administrative office. **In our experience seeking exceptions so far, the primary determinate of qualifications for teaching and research are specified degree credentials.** One needs to have a Ph.D., an M.A. or an M.S. in specifically

E] The new policy actually defers to disciplinary authority for determining the qualifications of the faculty when they have that privilege. In the case where the faculty has explicit review of faculty qualifications (i.e., for tenure line faculty members) the new policy defers to the faculty: for example, tenure-line faculty members with a research doctorate are assumed to have been vetted by the disciplinary faculty, and no review of scholarly activity is conducted. In addition, tenure-line Category P members of the Graduate Faculty automatically have the privilege of teaching 500-level research courses regardless of the graduate degree they hold (a doctoral degree is not required). This is based on the assumption that disciplinary faculty are best positioned to make decisions about tenure-line faculty.

F] This is not the case. **All nominations to the Graduate Faculty (other than tenure line faculty members whom the policy assumes have been vetted by the faculty), are reviewed for both appropriate credentials AND “a record of scholarly achievement and an active program of research/scholarly activity, appropriate to the field” (Category R) or an appropriate degree and “professional experience relevant to the professional master’s degree program field” (Category P).** Nominations to Category R have been declined based on lack of appropriate degree, or lack of “scholarly achievement and an active program of research/scholarly activity”.

G] In fact, the requirements for Category R membership state that the faculty member must hold a doctoral degree. **Current Category R members of the Graduate Faculty hold a variety of doctoral degrees (Ph.D., D.Ed., M.D., J.D., etc.). The policy does NOT explicitly delineate the field of the faculty member’s degree, simply that the faculty member must have a record of scholarly achievement and an active program of scholarly research relevant to the graduate program in which they will participate.**
<table>
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<td>delineated fields, to be able to work with “research” degrees. We have many faculty who earned a terminal masters degrees years ago and have since developed robust and significant research agenda. Their expertise, however, doesn’t count as “research worthy” if they don’t have a specific degree credential. Again, this undercuts decades of respect for traditional terminal degrees in the arts and design areas.</td>
<td>The policy established by Council requires a doctoral degree to participate in research degree programs because the vast majority of our research degree programs offer the Ph.D. (94 out of 117). Council determined that Ph.D. education should be overseen by someone with a doctoral degree (and relevant experience). We note that the Graduate School has already granted exceptions to this policy in the College of Arts and Architecture, allowing faculty members with an M.ARCH. to serve as dissertation advisers for Ph.D. students in Architecture. These exceptions were based on the historical traditions of some master’s degree programs that have focused on research even though the degree awarded was not a traditional research master’s degree (i.e., M.A. or M.S.), and were granted in recognition of the fact that while this policy serves the overwhelming majority of research degree programs well, it did create some challenges for the Ph.D. in Architecture.</td>
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| 8. What this means for us in practical terms, for example, is that a distinguished professor in ceramics (and our ceramics program is ranked 12th nationally), who also serves as the president of his professional association and who has been a Penn State laureate, could only serve on one of our art education Ph.D. committees as a “Special” member, not as a legitimate co-advisor; he could not serve on an MS committee that might be working with material science, which again would allow him to bring particular expertise. Within our architecture faculty, which has recently started a Ph.D. program, there are two faculty members, who are full professors and have been here several years. Both have been successful at obtaining significant grants from the NIH and from the Dept. of Energy. Neither has a Ph.D. and they obtained their different titled masters degrees 20 or so years ago. One can serve as a co-advisor with a Ph.D. student; the other cannot. Many of our most active research faculty, whose expertise has been sought out by other disciplines for Ph.D. committees, can only serve as a “Special member” on Ph.D. committees where there are 4 Ph.D. members. We acknowledge that this makes things much cleaner from an administrative perspective, yet we take umbrage that only Ph.D.’s can have an active research agenda and that any exceptions will be determined by a policy that does not accept artistic practice as a valid form of research. Thus, while we have responsibility for delivering quality graduate educational experiences in our disciplines, we now have severely limited authority for assigning the best qualified teachers in the classroom and as advisors for particular areas of specialty. | |

| 9. These philosophical assumptions--that art studio practice is not considered research and should be assigned only a professional status and that qualifications for research-focused faculty should be determined by Graduate Policy administered by the Graduate School rather than by departmental/disciplinary faculty--have led to some very difficult operational aspects as we have tried to adapt our programs to fit the mandates of this policy. | |
10. One operational issue has to do with who can teach 500 and 800 level courses. This seems to be an issue for several units outside Arts and Architecture. The arts live and work comfortably with a blend between research and practice and in many major research universities, there is evidence that other disciplines increasingly value rigorous and critical practice of the arts as a strong contributor to the research enterprise, even though you can’t always check off the usual boxes listing grants, publications, citations, etc. Not only are arts and design disciplines being recognized as valid forms of research; increasingly through funding processes and through breaking down disciplinary barriers, scientists, engineers, healthcare researchers, are seeking alliances with artists to explore big issues that impact all of us. Though many of the degrees we offer are accredited professional degrees, those accrediting bodies require that a portion of the masters level professional degrees must be devoted to research and research methodologies. Our terminal degrees typically take 60-90 graduate credit hours. And we are very intentional about bringing highly qualified artists and designers in as guest faculty to serve in specific roles. This policy, however, prohibits us from using fixed term faculty to teach 500 level classes. We have been advised to change course numbers to 800 level, that our courses should be categorized as professional education. We are already looking at this carefully and considering places where it is appropriate to reclassify some courses. Nevertheless, this categorical solution is problematic in that it produces a bifurcation of research and creative/critical practice that we resist. This policy overturns decades of tradition in the ways that arts interface throughout the university and it places us in a box labeled in a particular way that demonstrates a lack of understanding or agreement that arts research is a valid form of research. It asks the faculty in the College to relabel what they do and the way they do it and sends a strong message to new faculty and graduate students that is not true to what we do in the arts.

11. The Graduate School has never suggested wholesale re-categorization of all 500-level courses to 800-level courses for any graduate program. However, there are many existing courses that clearly should be renumbered to match the definitions in Graduate Council’s policy on course numbering. Graduate programs are encouraged to review their course lists and submit course change proposals in cases where the course numbers do not match up with these definitions.

12. We believe there are valid instances when fixed term faculty who do not hold a Ph.D., but who have an active critical practice agenda that we believe creates new knowledge should be able to teach 500 level courses that “create new knowledge.” We do not wish to simply renumber our 500 level courses to accommodate this policy and we particularly resist the limitation of creative in the proposed document entitled, “Revised Graduate Course Definitions – 500 vs. 800 level courses,” which I understand is under consideration as I speak. That document exemplifies the first philosophical assumption pointed out earlier. Unlike the Graduate Faculty policy which does not include the word “creative” at all, but rather uses “research” and “scholar” to connote those worthy of “R” status, the proposal for defining 500 vs. 800 level courses uses the phrase, “creative skills” and puts it squarely in the category of “professional education.”
Further, the limitations placed on teaching at the 500 level, which requires a Ph.D. and an active traditionally defined research agenda for any fixed term faculty to teach 500 level courses, means we cannot deliver the courses with the most appropriately qualified people and is causing us to reconsider teaching schedules as well as limiting who and how we can recruit faculty. For example, world-renowned cellist Yo-Yo Ma or violinist Joshua Bell would not be eligible to teach masters courses in performance, or chamber music for strings, or a seminar in cello or violin literature, (all 500 level courses) because they would be on a visiting professorship appointment and they do not hold a doctorate. Earlier today, I met with our search consultant who is helping us identify candidates for directorship of the Palmer Museum of Art. In her meeting with faculty from the School of Visual Arts and Art History, they raised concerns about credentials versus qualifications. Though some museum directors have earned Ph.D.s, many of the most successful have masters, yet have developed areas of specialty in their careers. However, faculty are concerned that if we hire a director without a Ph.D., even though that doesn’t insure the most qualified person, the participation in our graduate programs will be limited by this new policy. Besides the great difficulty this policy poses for us operationally through limiting who we can ask to teach 500 level classes and prohibiting co-advising on doctoral committees, another operational issue occurs in that the new categories set new boundaries around who can even work with masters programs. While there is a longer history of clearly established degrees in the visual and performing arts, MFA, MM, DFA, DMA, a wider range of degree titles have been used in the design field. This new policy creates a bifurcation between professional and research masters and limited who, among even tenure line faculty, can work with masters students. The field itself is evolving to standardize professional and post-professional degrees and we are among those programs who have in the last few years begun making such a delineation that did not exist before. We are now also offering a Ph.D. program in the design fields and are subsequently more frequently including that as a requirement in our hiring tenure line faculty. Still, to create such hard, fast policies that limit the participation of tenure-line faculty and require them to now stop and earn a Ph.D. to function as they have freely, or do a wholesale recategorization of our courses is short-sighted. One of our most research active tenured faculty, who is bringing in grant funding that supports Ph.D. students in her area of specialty, can no longer advise them, even as co-advisor. Nor can she advise M.S students, because she doesn’t have the appropriate degree based on the new classifications set forth in this policy. In closing, we recognize that our numbers are small; that there are important issues that drove this council to reformulate this policy; that we should have spoken up sooner and presented the issues; that we should have anticipated more clearly the philosophical and operational issues that would create such
problems for us. However, on behalf of the faculty of the College of Arts & Architecture, which is committed to excellence in graduate education and which has highly ranked programs in several areas, I ask you to consider two actions:

| 15. | 1) That the Graduate Council be willing to work with representatives from the College of Arts & Architecture, and other units that may have similar concerns, to consider emendations to the policy. |
| 16. | 2) That you allow us to state our concerns and objections to the proposed “Revised Graduate Course Definitions of 500 vs. 800 level courses” before acting on that proposal. |

J) The draft document clarifying the definitions of 500- vs 800-level courses was distributed to Graduate Council’s Joint Curricular Committee (JCC) in early September with the explicit request that it be shared widely with committee members’ home college faculty to solicit feedback; the JCC includes a representative from the College of Arts and Architecture who was in attendance for this meeting. This expectation was reiterated at the regular JCC meeting later in September. The document was also brought to the attention of the full Graduate Council at its September meeting, again with the explicit request that it should be shared with Council members’ home college faculty for feedback; there are 3 representatives from the College of Arts and Architecture on Graduate Council, 2 of which were present for this announcement. Finally, it was shared at the September meeting of the Advisory Committee for Graduate Education (the associate deans for graduate education from across the University), once again with the explicit request for feedback; the associate dean for graduate education in the College of Arts and Architecture was present at this meeting. We welcome feedback from every program in the college of Arts and Architecture, as we do from every college.

| 17. | I will leave it to our College Representatives and Dean Younken to determine the appropriate protocol for any motions or assignment to committees for our consideration of these requests. Thank you for your time and consideration. |
Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate curricular proposals approved through the Graduate Council curricular review process, is published 12 times each calendar year.

Questions/comments regarding the GCCR or its contents may be directed to the Director of Graduate Education Administration.

October 12, 2016

Graduate Degree Programs

CHANGE

Business Administration – extend M.B.A. degree program to the Navy Yard (Penn State Great Valley), page 8

History – discontinue offering dual-title with Classics and Ancient Mediterranean Studies (College of the Liberal Arts), page 39

Psychology of Leadership at Work – change name to Psychology of Leadership (College of the Liberal Arts), page 54

Public Administration – changes to Ph.D. degree requirements (Penn State Harrisburg), page 78

Graduate Courses

ADD

BADM 28
Negotiations
NEGOTIATIONS (3)
Negotiating is an essential task of management. Successful managers bargain, negotiate, and resolve disputes with bosses, co-workers, subordinates, suppliers, customers, competitors, and other stakeholders. Effective negotiation can improve an individual’s own outcomes as well as those of the other parties involved. Ineffective negotiation not only hurts the negotiator’s ability to get “things done” but can also lead to poorly constructed or failed agreements in which everybody loses. The goals of this course are to improve students’ negotiating skills. In this course, students will learn the theory and practice of negotiation. Course readings, discussions, and exams are designed to develop the theoretical foundation that is needed to understand the principles of effective (and ineffective) approaches to negotiations. Students will practice what they have learned by taking part in negotiation exercises and simulations.
PROPOSED START: SP2017
BADM 834  
Portfolio Management  
PORTFOLIO MGMT (3)  
The course is designed to expand the student’s knowledge of the broad field of financial and investment analysis. The student will examine the basic tools of asset valuation and inputs for portfolio management. Security Analysis requires a thorough understanding of financial statement analysis, quantitative techniques, and economics. The major objectives of this course are to gain a working knowledge of the fundamentals of portfolio management - including creating an investment policy statement, asset allocation, optimal portfolio selection, and analyzing equity, debt, and alternative assets. The student will also have the opportunity to apply those principles to the management of their own (virtual) $100,000 investment portfolio. This course expects students to be familiar with the fundamental finance concepts and practices, either through successful completion of an undergraduate finance course or equivalent professional training.  
PROPOSED START: SP2017

BADM 841  
Principles of Applied Project Management  
APPLD PROJECT MGMT (3)  
This course is a problem-based course in the application of project management processes, methods, techniques, and tools needed to manage projects in a modern business environment. The course covers the fundamental project management principles associated with initiating, planning, executing, controlling, and closing projects. Project charters, schedules, resource assignment matrices, and communication, risk, and quality control plans are all tools that can enhance effective project management and which are covered in the course. This course assumes that project management in the modern organization is a complex team-based activity, where application of effective leadership and team management principles are critical and where various types of technologies (including project management software as well as software to support group collaboration) are an inherent part of the project management process. This course also acknowledges that project management involves both the use of resources from within the firm, as well as contracted from outside the organization.  
PROPOSED START: SP2017

CIPA 502  
Theories of Crime  
THEORIES OF CRIME (3)  
This course provides a survey of social science theories of criminal behavior at the individual and group levels.  
PROPOSED START: SP2017

CSD 852  
Lab in Augmentative and Alternative Communication Technologies  
AAC TECH LAB (3)  
This course provides in-depth, applied consideration of Augmentative and Alternative Communication and Assistive Technology. It builds knowledge and skills in the areas of system design and the interplay between person and technology; maximizing participation through understanding of barriers and supports at multiple levels; and training and supporting all stakeholders. Students will engage in (a) hands on learning of assistive and AAC technologies that support communication and participation
across all environments; (b) discussions of research related to use of assistive and AAC technology to enhance communication and curriculum outcomes for individuals with disabilities; and (c) problem-based learning through case studies in order to apply their knowledge and skills.

PROPOSED START: SP2017

ENGL 535
Studies in Jewish American Literature
JEWISH AMER LIT (3)
This course offers students a working analytical familiarity with the history of Jewish writing in the United States (in North American context) and with both the history and the current state of professional study of it. Attention will be paid both to dominant and alternative narratives of this literature.
Major historical topics include the earliest, pre-19th century Jewish writers in America; 19th century Jewish American writers; writers of the great Ashkenazi immigration wave of 1881-1924; interwar proletarian and modernist writers; postwar writers of assimilation; the mainstreaming of Jewish American literature in the 1950s and 1960s; post-“breakthrough” Jewish American writers; and 21st-century Jewish American literature and the new immigration. The course analyzes the development of the professional field of Jewish American literary study, including its prehistory and origins in Wissenschaft-based historicism; the professionalization of the field in the Viet Nam era; the growing dominance of so-called New Jewish Cultural Studies of the ‘80s and ‘90s; and new theoretical approaches of the first decades of the 21st century.
Finally, the course examines the key debates and faultlines in the field today, including the divide between historicist and critical approaches; differences between English Department-based and Jewish Studies-based Jewish American literary study; the situation of Jewish American literary study vis-à-vis Americanist literary study and English Department-based literary study more generally; Cultural Studies based approaches to the field vs. Literary Studies-based approaches; Comparativist approaches vs. non Comparativist approaches; the move toward interdisciplinarity; and the ongoing struggle to theorize the field.

PROPOSED START: SP2017

ENGL 557
Authors and Artists
AUTHORS & ARTISTS (3)
This course explores formal and historical links between literature and art in modernist movements.

PROPOSED START: SP2017

HPA 854
Population Health and Quality Management in Health Services Organizations
POP HLTH & QUAL MG (3)
This course is designed to provide students with the requisite knowledge and skills for leading quality improvement, population health management, and patient safety efforts to create high reliability health care organizations that improve the overall health of the communities served. The various perspectives on the challenges of providing safe and reliable health services are covered, along with standards and report cards currently used to assess and make transparent indicators of quality.
Operational approaches to quality improvement adapted from within health care and other industries are examined and practiced, using the student’s unique organizational situation. Students will employ currently used analytic tools to investigate quality-related systems problems and to identify potential solutions that will improve the health of the population they serve and their communities. The course
will provide students with practice in dealing with both cognitive and affective aspects of patient safety, quality improvement, population health, and high reliability concepts. The course is structured to assist the student in selecting and analyzing an internal organizational quality improvement or population health issue.

**PROPOSED START: SP2017**

**MCIBS 589**  
Colloquium in Bioinformatics and Genomics  
**COLLOQUIUM IN BG (1-2)**  
Colloquium in Bioinformatics and Genomics will be based on seminars by faculty, students, and outside speakers in the area of bioinformatics and genomics. Students will attend weekly seminars and listen to various faculty talks on broad research topics. Students will additionally meet either on a weekly (fall semester) or a bimonthly (spring semester) basis and review and discuss the talks attended.

**PROPOSED START: SP2017**

**PHS 864**  
TCORS Tobacco-Related Biomarkers  
**TCORS TOB-REL BIOM (2)**  
Provides knowledge and skills associated with using biomarkers in tobacco research and regulation.

**PROPOSED START: SP2017**

**CHANGE**

**OLD**

**CSD 595A**  
Speech/Language Intervention  
**SP/LANG INTERVENTN (1-3)**  
Instruction in and application of therapy procedures, including a weekly class and direct therapeutic intervention with individuals across the lifespan.

**APPROVED START: SP2006**

**NEW**

**CSD 895A**  
Speech/Language Intervention  
**SP/LANG INTERVENTN (1-3)**  
This course introduces graduate students to clinical practice across the lifespan, with individuals with a variety of communication disabilities. It includes a weekly class lecture, providing instruction in and application of therapy procedures. Topics covered include clinical teaching, and activities to enhance teaching and learning. Students also learn appropriate methods of data collection and writing clinical objectives and intervention plans. This course is the in-house means of developing clinical knowledge and skills and accruing practicum hours. The number of clinical hours assigned each semester depends on the number of credits being taken
as well as the number and types of hours that need to be accrued to meet certification requirements. The graduate student will attend one weekly meeting with each supervisor with whom a client is assigned.

PROPOSED START: SP2017

OLD
HLS 575
U.S. Homeland Security Law
U.S. HLS LAW (3)
Analysis of Constitutional provisions, legislative enactments, executive directives and judicial decisions relating to homeland security.
APPROVED START: SP2015

NEW
HLS 875
U.S. HLS LAW (3)
This course assesses the controlling authorities that pertain to homeland security, from the U.S. Constitution to major federal statutes, court decisions, and executive directives. Beyond an analysis of the universal relevance of law to homeland security, specific issues are considered in detail, based on their relationship to U.S. vital national interests. The course also emphasizes the compelling standard that government organizations, as well as the professional practitioner, perform competently in all situations. It provides current and future homeland security practitioners with established knowledge and methodologies in the field of the study of U.S. homeland security law, as applied to practice. It focuses on the essential role that law plays in providing practical solutions for homeland security problems across all preparedness capabilities, from prevention and protection to response and recovery. Beyond application of knowledge from the many dimensions of homeland security law in the context of providing pragmatic solutions for professionals, the course is designed to stimulate critical thinking and improve students' leadership attributes in order to support them in becoming accomplished practitioners, while reaffirming their commitment to the de facto and de jure requirement to preserve fundamental rights and freedoms.
PROPOSED START: SP2017

OLD
PHS 582
Biostatistical Methods in Clinical Trials
BIOST CLIN TRIALS (3)
This is an in-depth course on biostatistical methods in the design and analysis of randomized and controlled clinical trials. The course provides foundational information regarding the principles behind randomized and controlled clinical trials and then delves into topics that are specific to clinical trials. Study designs determine how the data are analyzed and how to avoid/minimize clinical biases, so study designs are investigated: (a) Phase I-IV trials, (b) non-inferiority designs, (c) factorial designs, and (d) crossover designs. Next, sample size calculations are investigated to optimize precision, and the biostatistical and logistical aspects
of randomization methods are described. Adaptive designs can provide more efficient approaches, especially two-stage approaches. Adaptive designs are investigated for Phase II-III clinical trials. Many clinical trials invoke time-to-event outcomes, so survival analysis methods are covered in detail. Systematic reviews and meta-analyses consist of summarizing and analyzing the data across a set of independent clinical trials. In particular, fixed-effects and random-effects models for meta-analyses are explored. The final topic is medical diagnostic testing, in which clinical researchers try to identify new testing procedures for distinguishing between healthy and diseased individuals.

PREREQUISITES: STAT 512 and STAT 514
APPROVED START: SU2015

NEW

PHS 582
Biostatistical Methods in Clinical Trials
BIOST CLIN TRIALS (3)
This is an in-depth course on biostatistical methods in the design and analysis of randomized and controlled clinical trials. The course provides foundational information regarding the principles behind randomized and controlled clinical trials and then delves into topics that are specific to clinical trials. Study designs determine how the data are analyzed and how to avoid/minimize clinical biases, so study designs are investigated: (a) Phase I-IV trials, (b) non-inferiority designs, (c) factorial designs, and (d) crossover designs. Next, sample size calculations are investigated to optimize precision, and the biostatistical and logistical aspects of randomization methods are described. Adaptive designs can provide more efficient approaches, especially two-stage approaches. Adaptive designs are investigated for Phase II-III clinical trials. Many clinical trials invoke time-to-event outcomes, so survival analysis methods are covered in detail. Systematic reviews and meta-analyses consist of summarizing and analyzing the data across a set of independent clinical trials. In particular, fixed-effects and random-effects models for meta-analyses are explored. The final topic is medical diagnostic testing, in which clinical researchers try to identify new testing procedures for distinguishing between healthy and diseased individuals.

RECOMMENDED PREPERATION: Ph.D. Biostatistics candidates must have completed a Master’s degree that includes at least four graduate level Statistics courses. Dr.P.H. candidates must have completed a graduate (e.g., master’s) or advanced professional (e.g., MD) degree. Dr.P.H. candidates may also be required to successfully complete PHS 520, a core Biostatistics course, in their first semester. The background knowledge of these candidates provides sufficient preparation for PHS 582.

PROPOSED START: SP2017

OLD

PHSIO 571
Animal Physiology
ANIMAL PHYSIOL (3)
Mammalian cardiovascular, respiratory, renal, and gastrointestinal systems.
APPROVED START: SU1985
NEW
PHSIO 571
Integrative and Cellular Mammalian Physiology I
INTEG CELL PHYSIO (3)
This course in Cellular and Integrative Mammalian Physiology covers all major aspects of physiology. A special emphasis will be placed on how cellular aspects of physiology are integrated with organ and systems physiology. It is designed for students that either major in Physiology or are interested in integrating physiology concepts into their education. An in depth presentation of membrane biophysics, muscle dynamics, cardiovascular and circulatory regulation, respiratory and renal function, as well as acid base balance are addressed.
PROPOSED START: SP2017
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: School of Graduate Professional Studies (Great Valley)
Department or Instructional Area: Management Division

New Graduate Program, Option, or Minor: □ Add

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

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

Existing Graduate Program Option, or Minor: □ Change □ Drop

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

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

Brief description of the change (if not noted above): Off Campus Delivery of Existing MBA Program

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

Submitted by Graduate Program Head

Sagnika Sen
Printed name
Date: 08/17/2016
Signature

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

David Russell
Printed name
Date: 08/17/16
Signature

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

James A. Nemes
Printed name
Date: 08/17/16
Signature
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole  
Printed name:  
Signature:  
Date: 10/12/2016

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

On Behalf of M. Kathleen Heid  
Printed name:  
Signature:  
Date: 10/12/2016

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken  
Printed name:  
Signature:  
Date: 10/12/2016
Proposal for Off-Campus Delivery of Existing Penn State Great Valley Master of Business Administration Program

Dr. James A. Nemes
Chancellor and Chief Academic Officer
Dr. Sagnika Sen
Professor in Charge, Master of Business Administration
Penn State Great Valley School of Graduate Professional Studies

October 12, 2016
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A. Justification Statement

1. Program Goals
In recent years, representatives from companies in the Navy Yard, a fast growing urban corporate park near downtown Philadelphia, have expressed a strong interest in having an opportunity for their employees to pursue a Penn State Master of Business Administration (M.B.A.) degree program. The Navy Yard is a major regional business campus, it is home to more than 12,000 employees and 152 companies in the office, industrial, manufacturing, and research and development sectors. Although it is feasible for working professionals from this campus to travel to Penn State Great Valley, the campus is more than 30 miles west from downtown Philadelphia area, making it unlikely that many would choose to commute this distance. In order to address this need, Penn State Great Valley proposes to deliver its AACSB accredited M.B.A program at the Navy Yard. Penn State does have classroom facilities in the Navy Yard. The program would be delivered in a cohort fashion allowing students to complete the degree program in 2-1/2 years. Courses would be offered using a hybrid mode of delivery with approximately 50% of content delivered online and the other 50% through face-to-face instruction. It is expected that graduate faculty from Great Valley will travel to the Navy Yard location at least seven times for each course offering.

2. Needs Assessment
In order to assess the potential demand for such a program, a survey was administered to potential students using local industry contacts in Fall 2015. Given a description of the proposed program, quite a few of the respondents said they were either very likely or somewhat likely to apply. We have informed prospective students of our plans to offer the program starting in Fall 2017, pending Graduate Council approval. Letters of support from several of the region’s employers are contained in Appendix A. Employers have been told of our desire to begin offering the program starting Fall 2017 pending Graduate Council Approval.

3. Unit’s Ability to Offer a Quality Program in an Off-Campus Environment
The Master of Business Administration degree program has been offered by Penn State Great Valley as a resident program since 1998; the current proposal is to offer the same program at the Philadelphia Navy Yard. The program received AACSB accreditation in 2006 and accreditation was reaffirmed in 2016. The proposed program is identical to the program at Great Valley, except that a reduced set of elective courses
will be offered to match the skills needs at the Navy Yard Corporate Park. A tentative list and schedule of
courses to be offered at the Navy Yard is provided in Table 1. All course work will be taught in residence at
the Navy Yard.

Table 1 Tentative Course List and Schedule for M.B.A Program Delivered on the
Penn State Navy Yard Campus

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I 2017</td>
<td>MGMT 501 Behavioral Science in Business</td>
</tr>
<tr>
<td>Fall II 2017</td>
<td>ACCTG 511 Financial and Managerial Accounting</td>
</tr>
<tr>
<td>Spring I 2018</td>
<td>OPMGT 510 Operations Management</td>
</tr>
<tr>
<td>Spring II 2018</td>
<td>MKTG 500 Marketing Management</td>
</tr>
<tr>
<td>Summer I 2018</td>
<td>BUSAD 545 Negotiation Strategies</td>
</tr>
<tr>
<td>Summer II 2018</td>
<td>BUSAD 542 Global Intercultural Management</td>
</tr>
<tr>
<td>Fall I 2018</td>
<td>BUSAD 523 Prices and Markets</td>
</tr>
<tr>
<td>Fall II 2018</td>
<td>FIN 531 Financial Management</td>
</tr>
<tr>
<td>Spring I 2019</td>
<td>BUSAD 537 Management Information Systems</td>
</tr>
<tr>
<td>Spring II 2019</td>
<td>BUSAD 551 Business, Ethics and Society</td>
</tr>
<tr>
<td>Summer I 2019</td>
<td>Open Elective</td>
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<tr>
<td>Summer II 2019</td>
<td>Open Elective</td>
</tr>
<tr>
<td>Fall I 2019</td>
<td>MGMT 541 Human Resource Management</td>
</tr>
<tr>
<td>Fall II 2019</td>
<td>MGMT 571 Strategic Management</td>
</tr>
<tr>
<td>Spring I 2020</td>
<td>Open Elective</td>
</tr>
</tbody>
</table>

Open electives will be determined based on students’ background and interests. A list of current electives is
shown in Table 2. The program will be delivered in a fixed format, using a cohort approach in which students
progress through the courses in the program together. The approach is similar to the Graduate Council-
approved off-campus offering of the Penn State Great Valley M.B.A. program at PJM Interconnection, which
is a local company in the Malvern area. Three cohorts have been successfully launched and finished at PJM
Interconnection using this format.

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

Courses will be taught by Penn State Great Valley Graduate Faculty “on load” with the exception of summer courses, which will be taught for additional compensation. Courses will be offered in the blended face-to-face and online format. Faculty will travel to the Navy Yard for at least seven face-to-face classes. The rest of the course will be delivered online in asynchronous fashion.

The student population expected at the Navy Yard is similar to that at Great Valley. The vast majority of students will be working adults with an average age above 30. Great Valley faculty have considerable experience with this type of adult learner. Great Valley faculty also have experience in the development and delivery of courses in a hybrid format, which have been used extensively at the Great Valley campus over the last several years. Currently, most of the Great Valley M.B.A. courses are delivered in a hybrid format, where 20% to 50% of content is delivered online. To aid the development of hybrid courses, instructional design support is available.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCTG 512</td>
<td>Financial Accounting Theory and Reporting Problems</td>
</tr>
<tr>
<td>ACCTG 524</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>BUSAD 501</td>
<td>Statistical Analysis for Managerial Decision Making</td>
</tr>
<tr>
<td>BUSAD 511</td>
<td>New Ventures I</td>
</tr>
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<td>BUSAD 519</td>
<td>Developing Creative High Performance Organizations</td>
</tr>
<tr>
<td>BUSAD 522</td>
<td>New Ventures II</td>
</tr>
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<td>BUSAD 525</td>
<td>Quantitative Methods in Finance</td>
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<tr>
<td>BUSAD 526</td>
<td>Advanced Corporate Finance</td>
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<td>BUSAD 527</td>
<td>Fixed Income Securities</td>
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<td>BUSAD 530</td>
<td>Biotechnology and Health Industry Overview</td>
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<tr>
<td>BUSAD 534</td>
<td>Ethical Dimensions of Management in the Biotechnology and Health Industry</td>
</tr>
<tr>
<td>BUSAD 537</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>BUSAD 542</td>
<td>Global Intercultural Management</td>
</tr>
<tr>
<td>BUSAD 545</td>
<td>Negotiation Strategies</td>
</tr>
<tr>
<td>BUSAD 551</td>
<td>Business Ethics and Society</td>
</tr>
<tr>
<td>BUSAD 555</td>
<td>Full Range Leadership Development</td>
</tr>
<tr>
<td>BUSAD 556</td>
<td>Diversity Leadership</td>
</tr>
<tr>
<td>BUSAD 558</td>
<td>Knowledge Management</td>
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<tr>
<td>BUSAD 559</td>
<td>Career Management</td>
</tr>
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<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>BUSAD 576</td>
<td>Ethical Issues in Information Technology</td>
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<tr>
<td>BUSAD 578</td>
<td>Managing Business Processes</td>
</tr>
<tr>
<td>BUSAD 582</td>
<td>Social Entrepreneurship &amp; Community Leadership</td>
</tr>
<tr>
<td>BUSAD 802</td>
<td>Cornerstones of Sustainability</td>
</tr>
<tr>
<td>BUSAD 809</td>
<td>Triple Bottom Line Accounting</td>
</tr>
<tr>
<td>BUSAD 824</td>
<td>Finance and Investment for Sustainable Growth</td>
</tr>
<tr>
<td>BUSAD 835</td>
<td>Commercialization of Biopharmaceuticals</td>
</tr>
<tr>
<td>BUSAD 879</td>
<td>Sustainable Supply Chain Management</td>
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<tr>
<td>FIN 505</td>
<td>Multinational Managerial Finance</td>
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<tr>
<td>FIN 506</td>
<td>Portfolio Theory and Practice</td>
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<tr>
<td>FIN 508</td>
<td>Analysis of Financial Markets</td>
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<td>FIN 513</td>
<td>Speculative Markets</td>
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<td>HPA 836</td>
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<td>HRER 516</td>
<td>Labor Market Analysis</td>
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<td>HRER 816</td>
<td>Labor Market Analysis</td>
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<tr>
<td>HRER 800</td>
<td>International and Comparative Employment Relations</td>
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<td>IB 500</td>
<td>International Business Management</td>
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<tr>
<td>LEAD 562</td>
<td>Strategic Leadership</td>
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<tr>
<td>MGMT 507</td>
<td>Positive Organizational Behavior and Wellbeing</td>
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<tr>
<td>MGMT 523</td>
<td>Organizational Change: Theory and Practice</td>
</tr>
<tr>
<td>MGMT 541</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>MGMT 571</td>
<td>Strategic Management</td>
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<tr>
<td>MGMT 573</td>
<td>Corporate Innovative Strategies</td>
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<tr>
<td>MKTG 518</td>
<td>Global Marketing</td>
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<tr>
<td>MNGMT 897</td>
<td>Special Topics: Sustainable Marketing</td>
</tr>
<tr>
<td>SYSEN 507</td>
<td>Systems Thinking</td>
</tr>
<tr>
<td>PHIL 597</td>
<td>Ethical Dimensions of Leadership</td>
</tr>
</tbody>
</table>

4. **Size of Program and Duration**
   The projected enrollment for the first cohort at the Navy Yard is expected to be 15 students. With Graduate Council approval to offer the program, greater opportunity for marketing and recruiting exists, such that enrollments for subsequent cohorts would be expected to reach 20-25 students. We anticipate starting a new cohort each Fall in coming years. Potential student demand will be assessed each year through attendance at information sessions prior to commitment to further cohorts.

5. **Impact on Existing Programs**
   Given the more than 30-mile distance to the Great Valley campus from the Navy Yard, the impact on the Great Valley MBA program is expected to be minimal. While feasible for students to travel that distance, our
own demographics show very few students outside a 25-mile radius from either their work or home address. Rather, the proposed program would allow students who come to work at the Navy Yard the opportunity to pursue a Penn State, AACSB-accredited, M.B.A. degree.

The Smeal College of Business has offered the Executive Master of Business Administration as a weekend program in the downtown Philadelphia area since 2002. The program is geared toward managers who typically have 10 or more years of experience; thus the target audience is significantly different than the audience the Great Valley M.B.A. program is intended for. The proposal to deliver the Great Valley M.B.A. program at the Navy Yard should therefore have minimal impact on the Executive M.B.A.

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

The delivery of the existing Great Valley M.B.A program at the Navy Yard will be promoted in that corporate park, primarily through PIDC (Philadelphia Industrial Development Corporation), the entity that owns and manages the Navy Yard industrial Park and Penn State’s corporate contacts. Prospective students will be invited to information sessions where program details will be provided and where it will be explicitly stated that the program being delivered is the existing M.B.A. program from Great Valley, offered weekday evenings. Students interested in a more flexible, fully-online, program will be directed to Penn State’s iMBA program. Students possessing substantial work experience and interested in an executive style weekend program will be directed toward the Smeal College Executive Master of Business Administration program in Philadelphia.

6. Fiscal Responsibility

Financial responsibility for the program remains with Penn State Great Valley. Classroom facilities and related technology support is already available in the Penn State Navy Yard location.
B. Graduate Degree Programs Bulletin Listing

Business Administration (BUSAD)

Program Home Page

JAMES A. NEMES, Chancellor and Chief Academic Officer
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
610-648-3335

KAREN DUHALA, Director of Management Programs
School of Graduate Professional Studies
Penn State Great Valley, Management Division
610-648-3229

Sagnika Sen, Professor in Charge
School of Graduate Professional Studies
Penn State Great Valley, Management Division
610-648-3229

Degree Conferred:

M.B.A.

The Graduate Faculty

The Program
The Penn State Great Valley M.B.A. is a general business degree program emphasizing development of the planning and problem-solving skills crucial in middle and upper management in the public, private, and nonprofit sectors. Nearly all students are working professionals who bring a wealth of experience and knowledge to the classroom. Required research may be conducted in Penn State Great Valley's Library and
Computer Center, which provide local research support as well as access to the library and computer resources of the entire Penn State system.

The M.B.A. program is geared toward the needs of part-time students who are employed full-time. Courses in the program, which are offered at the Penn State Great Valley campus, Penn State Berks campus, and at the Navy Yard in Philadelphia, are scheduled for the convenience of adult learners, in the evening or on Saturday. Online and blended formats are also available.

**Admission Requirements**
Requirements listed here are in addition to the Graduate School requirements stated in the [GENERAL INFORMATION](#) section of the [Graduate Bulletin](#). Applicants apply for admission to the program via the [Graduate School application for admission](#).

Scores from the Graduate Management Admission Test (GMAT) are required for admission. Applicants should have had at least one year of quantitative analysis or statistics.

Admission decisions are based on the quality of the applicant's credentials in relation to those of other applicants. Evaluation criteria include professional and academic accomplishments, GMAT scores, two recommendations, and a personal statement that provides indications of future academic and professional potential.

Application filing dates: Penn State Great Valley's M.B.A. program has a rolling admission policy. New students may start classes in fall, spring, or summer sessions.

**Degree Requirements**
Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the [Graduate Bulletin](#).

Prior to enrolling in M.B.A. program requirements, students entering the program are expected to meet preprogram requirements that build a foundation for quantitative analysis as described below.

*Quantitative Skills Requirement: Prior to enrolling in their M.B.A. course work, students must demonstrate competence in quantitative skills. This requirement must be satisfied in one of two ways:*
1. Completion of two sequential undergraduate courses in applied statistics or one graduate introductory course in applied statistics at a regionally accredited institution of higher education with a minimum grade of B, within the seven years prior to being enrolled at Penn State Great Valley. Syllabi for the courses must be provided.

OR

1. Satisfactory completion of BUSAD 501 Statistical Analysis for Managerial Decision Making (3) at Penn State Great Valley. This requirement must be satisfied by the first semester or summer session of the student's matriculation prior to enrolling in M.B.A. degree courses, and completed with a grade of B or higher. Successful completion of this course will result in 3 graduate credits, but these credits will not count toward the degree requirements for the M.B.A. degree.

Students who need to take BUSAD 501 to fulfill the Quantitative Skills Requirements will be admitted on a one-year provisional basis.

A minimum of 45 credits of course work at the 400, 500, and 800 level is required, including 18 credits of Foundation Courses, 15 Credits of Essential Courses, 9 credits of Elective Courses, and a 3-credit Capstone Course. Students may petition to have up to 15 credits of the required Foundation Courses waived in accordance with the course exemption guidelines for the M.B.A. program, in which case the total credits required for the degree may be reduced in an equivalent manner, down to the base minimum of 30 credits. To be eligible for exemption from a single foundation course, students must have completed at least two equivalent undergraduate courses with a grade of B or higher, no more than seven years prior to admission to the M.B.A. program. At the Management Division Head's discretion, a competency exam may be required to receive certain course exemptions. Time limits may be waived by the M.B.A. program on the basis of post-graduate training or current and relevant work experience. If a waiver is not granted, students must complete all Foundation Courses prior to starting advanced course work.

All entering students are required to take MGMT 501; exemptions will not be granted.

**Foundation Courses** (18 credits) provide an overview of key business processes and functional areas of organizations. These are: MGMT 501 Behavioral Science in Business (3 cr.), ACCTG 511 Financial and Managerial Accounting (3 cr.), FIN 531 Financial Management (3 cr.), BUSAD 523 Prices and Markets (3 cr.), MKTG 500 Marketing Management (3 cr.), and OPMGT 510 Operations Management (3 cr.).
Essential Courses (15 credits) build necessary competencies for effective managerial practice, knowledge of key elements of contemporary business, and ethical decision making. They include one course in each of the following categories: Ethics, Global, Interpersonal Dynamics, Organizational and Industry Contexts, and Managing Technology. A list of courses that will satisfy these requirements is maintained by the program office.

Elective Courses (9 credits) provide an opportunity for students to pursue their interests and develop distinctive competencies by pursuing advanced courses offered or approved by the Management Division. A list of approved elective courses is maintained by the graduate program office.

Capstone Course (3 credits): All students must complete a Capstone course that provides students with an opportunity to strategically integrate and apply what they have learned in their course work. MGMT 571 Strategic Management (3 cr.) is the capstone course for the M.B.A.

Student Aid
There are a limited number of scholarships, fellowships, and graduate assistantships available. For more information on these, contact the Office of Student Aid at Penn State Great Valley. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Most 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 that may be available to you, contact the Office of Student Aid at Penn State Great Valley, 610-648-3311.

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.

ACCOUNTING (ACCTG) course list
BUSINESS ADMINISTRATION (B A) course list
BUSINESS ADMINISTRATION (BUSAD) course list
BUSINESS LAW (B LAW) course list
C. Essential Elements of Residency

1. Interaction Between Faculty and Students Beyond Direct Instruction
The Professor in Charge for the M.B.A program, Dr. Sagnika Sen and the Director of Management Programs, Dr. Karen Duhala, will serve as the program coordinators for the off-campus initiative and will work with students on all administrative matters associated with the degree program. Students attending courses at the Navy Yard will also be invited to the same division activities as the Great Valley students, including the Management Research Showcase, a monthly series of seminars delivered by Great Valley faculty. Although driving to Malvern on a regular basis is not convenient for many of these students, occasional trips are feasible. Career advice, where sought, will be offered through the academic advisor as well as through Great Valley Enrolled Student Services. As is the case for the Great Valley students, much of this advising can be conducted by phone, email, or in person.

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

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

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

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

4. Exposure to and Socialization in the Field of Study
Students enrolled in the Navy Yard program will have the same experience in terms of their professional exposure. As mentioned earlier, they will be invited to the Management Research Showcase, a monthly series of seminars delivered by Great Valley faculty. Students will also earn one Professional Development Unit for each of the courses in the MBA program and may utilize those credits to participate in the various professional workshops and continuing education classes offered at Penn State Great Valley.

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

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

7. Identification with Penn State
One of the advantages of offering this program at the Navy Yard is that students will have a strong Penn
State attachment by virtue of the fact that classes will be held in Penn State owned buildings and classrooms
at the Navy Yard rather than a rented corporate space. Students will receive the same notices of Division
events and activities as students at the Great Valley campus and will certainly be encouraged to attend.

D. Program Operation and Maintenance

1. Program Coordination
Overall responsibility for administration of the off campus program, including responsibility for admissions,
will reside in the Management Division at Penn State Great Valley with support from the Academic Affairs
Office. Individual responsibilities are as follows:
Dr. James A. Nemes, Chancellor and Chief Academic Officer, is the Program Head.
Dr. Karen Duhala, Director of Management Programs, is the Academic Advisor.
Dr. Sagnika Sen, Professor-in-Charge, M.B.A program, is responsible for admissions recommendations.

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

3. Available Facilities
Courses will be held in the evening at the Penn State building in Navy Yard. Technology support will be
provided both at the Great Valley and Navy Yard.
4. Technological Resources Needed by Students
As is the case for students at Great Valley M.B.A. students at the Navy Yard will be expected to possess or have access to personal computers and a broadband Internet connection and a working knowledge of office software, including, Word, Excel, and PowerPoint.

E. Written Responses Indicating Consultation with Other Units Affected by the Proposed Program
Written responses indicating consultation with other units are identified below. Responses are included in Appendix B.

<table>
<thead>
<tr>
<th>Unit Consulted</th>
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<tbody>
<tr>
<td>Penn State Libraries</td>
<td>Support</td>
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<td>Chancellor, Penn State Great Valley</td>
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</tr>
<tr>
<td>Director, School of Business Administration, Penn State Harrisburg</td>
<td>Support</td>
</tr>
<tr>
<td>Director of Academic Affairs, World Campus</td>
<td>Support with comments. Comments noted and incorporated.</td>
</tr>
<tr>
<td>Program Chair, iMBA, Behrend College</td>
<td>Support</td>
</tr>
<tr>
<td>Director, School of Business, Behrend College</td>
<td>Support</td>
</tr>
<tr>
<td>Faculty Director, M.B.A. Programs, Smeal College of Business</td>
<td>Concerns noted-response included. Added paragraph on impact.</td>
</tr>
</tbody>
</table>

F. Program Quality
The off-campus program will incorporate several mechanisms for assessing program quality. The Professor in Charge for the M.B.A program, Dr. Sagnika Sen, will meet with program students once each semester to provide program information and solicit feedback as well as provide students the opportunity to raise any questions or concerns.

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

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

Per Graduate Council policy, the academic unit will report back to the Committee on Programs and Courses three years after the initial enrollment of the first cohort of students with information to assess success and quality of the program. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.
APPENDIX A: Support from Local Employers
March 2, 2016

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

Dr. Nemes:

I am writing this letter in support of Penn State Great Valley expanding its course offerings at The Navy Yard in Philadelphia. Offering your AACSB Accredited MBA program at the newest Penn State Building will add tremendous value to the existing programs here and further extend Penn State's growing brand and presence at The Navy Yard.

Having Penn State's highly regarded MBA at The Navy Yard will be a major amenity for existing Navy Yard employees and employers, and will be a major asset in drawing more investment and job growth to the campus. We also foresee the neighboring Philadelphia and regional community taking advantage of the conveniently located program.

As The Navy Yard continues to grow as a major regional employment center, we look forward to the continued growth of Penn State's presence and programs.

Sincerely,

John Grady
President
Throughout the years, the Naval Surface Warfare Center, Philadelphia Division, has collaborated with Pennsylvania State University on many successful initiatives. Our engineering professionals are attracted to the flexible, convenient, and affordable graduate education options that Penn State offers. The MS in Systems Engineering aligns with the Division’s work in research and development, test and evaluation, and in-service engineering for Navy ships. The Cyber Security Certificate Program complements NSWCPL as the lead organization providing cybersecurity for all ship systems. The Project Management Certificate Program, now in its third year at NSWCPL, has become a popular education option for our technical and administrative employees.

NSWCPL is committed to the personal and professional growth of its workforce. The Great Valley MBA Program would offer another opportunity to nurture the talent and expertise of our employees and improve the products, services and support we provide to the Fleet. We support this initiative and look forward to working with Penn State in the future.

Sincerely,

Roseann Santini
NSWC Philadelphia Division
Workforce Development Branch
January 11, 2016

Jay Polakoff, CSM, CSPO
Director of Professional Programs
School of Graduate Professional Studies
Penn State Great Valley

Dear Jay:

I have been asked by a few of my employees about some accommodations for pursuing their MBA degrees. It made me wonder if PSU offered MBA classes here in the Navy Yard, then it would be less time for everyone involved... student/worker and employer.

It would be a great benefit to Lux Products Corporation for my current and future staff to know that a respected and accredited MBA program could be pursued right where they work.

Sincerely,

Robert S. Munin
President

RSM/w
February 1, 2016

Jay Polakoff, CSM, CSPO
Director of Professional Programs
School of Graduate Professional Studies
Penn State Great Valley

Dear Jay:

I am writing this letter in support of Penn State Great Valley expanding its campus at the Philadelphia Navy Yard. Our understanding is that PSGV is adding an MBA program and this will definitely add value to the Philadelphia Navy Yard’s program.

Our employee's here at WuXi AppTec would definitely look at this as an opportunity to further their education and my organization definitely feels this would be an opportunity for professional growth for many. The location is great as the Philadelphia Navy Yard continues to grow. My organization has over 300 employees currently and we are in the process of opening 2 additional buildings which will increase our total # of employee's significantly.

If you have any questions or need any additional information please contact me directly at 215-218-5562 or Caryn.Fischetti@wuxiappte.com.

Kind Regards,

Caryn Fischetti
SR HR Business Partner
APPENDIX B: Evidence of Consultation
July 20, 2016

On behalf of the Office of the Vice President for Commonwealth Campuses, I am pleased to lend my support for Penn State Great Valley School of Graduate Professional Studies’ proposal to offer its Master of Business Administration (MBA) program in the Philadelphia Navy Yard, beginning fall 2017 semester. The Navy Yard, located six miles south of downtown Philadelphia, is home to more than 150 businesses employing more than 12,000 workers. A number of companies have requested access to a Penn State MBA at the Navy Yard, and Great Valley, with an established presence there, has responded. I am confident that the School will offer a high-quality and well-subscribed program at the site. The MBA will be the School’s fourth graduate program offered at the Navy Yard, complementing its master’s degrees in Engineering Management, Systems Engineering, and Software Engineering.

For more than 50 years Penn State Great Valley has offered graduate professional degrees in business and engineering, to working professionals pursuing their studies on a part-time basis. The School received its initial AACSB accreditation in 2006 and earlier this year had its accreditation approved for another five years. Currently it offers its MBA program on its campus in Malvern, at PJM Interconnection in the King of Prussia area, and on the Penn State Berks campus. Great Valley has also participated in the University consortia delivering the iMBA through the World Campus. Its faculty is experienced in delivering courses in face-to-face, online, and hybrid formats. As proposed, the program will admit students in cohorts and deliver the curriculum using a hybrid model; the School has had prior success with other programs delivered in this way and has the added advantage of tapping the expertise of instructional designers situated at the campus.

Great Valley anticipates that its initial cohort of MBA students at the Navy Yard will be about 15 students and eventually increase to 25 students. I concur, that the School should be able to cover the necessary classes with its existing faculty teaching on-load and will not be required to hire additional full-time instructors. The Smeal College of Business offers an Executive MBA in downtown Philadelphia with a targeted audience of professionals with advanced management experience; Great Valley’s MBA is intended for employees earlier in the career and should not affect Smeal enrollments.

The University has made a commitment to build a presence at the Navy Yard, and has invested in facilities there to accomplish the objective. Among other initiatives, including research and entrepreneurial activity, academic programs have drawn increasing interest. Great Valley’s willingness to extend its MBA to serve the growing number of working professionals in companies located at the Navy Yard will advance the University’s commitment. For all the reasons cited, I support the proposal.

Sincerely,

Madlyn L. Hanes
Vice President for Commonwealth Campuses
Thanks Jim

Brian H. Cameron | Associate Dean for Professional Graduate Programs | Smeal College of Business | The Pennsylvania State University | University Park, PA 16802 | Phone: 814-863-1460 | Email: bcameron@smeal.psu.edu

From: JAMES A NEMES [mailto:jan16@psu.edu]
Sent: Thursday, August 4, 2016 11:26 AM
To: Brian Cameron
Subject: RE: Off-Campus Delivery of MBA

Thanks Brian. A Monday through Thursday schedule is what we typically follow.

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu

From: Brian Cameron [mailto:bcameron@smeal.psu.edu]
Sent: Thursday, August 04, 2016 11:14 AM
To: JAMES A NEMES <jan16@psu.edu>
Subject: RE: Off-Campus Delivery of MBA

Hi Jim

I spoke with Chuck and we have no issues with the proposal and wish you the best of luck.

One question – will these classes be done during the week as they are in your current part-time MBA program?

Best regards,

Brian
Hi Brian,

I hope all is well. I've attached for your consultation our long overdue proposal for off-campus delivery of our MBA at the Philadelphia Navy Yard, where we currently also deliver our Systems Engineering and Software Engineering Programs. I'd like to get this on the Grad Council docket for the start of the semester so if I could get your comments or concurrence by August 15th that would be great.

Thanks,

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu
Ralph,

Ash and I support the program proposal – we have no concerns.

Greg

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

Greg and Ash,

Please review the attached consultation request from Great Valley for their MBA at the Philadelphia Navy Yard. Appreciate if you send your response directly to Jim by August 15 and copy me and Mary in.

Thank you.

Ralph

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Hi Ralph,

I hope all is well. With the changes you have going on there I wasn’t quite sure who else to send this to, but I’ve attached for your consultation a proposal for off-campus delivery of our MBA at the Philadelphia Navy Yard, where we currently also deliver our Systems Engineering and Software Engineering Programs. I’d like to get this on the Grad Council docket for the start of the semester so if I could get your comments or concurrence by August 15th that would be great. The other thing is that I guess technically Behrend is still home of the iMBA so was wondering if you could include that in the response. In the past I would have sent separate requests for consult to Ash and the
head of the resident program at Behrend.

Let me know if you have any questions.

Thanks,

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu
Hi Jim,

Thanks for the opportunity to review your proposal to deliver Great Valley's MBA at the Philadelphia Navy Yard. I've shared this with Oranee Tawatnunitchai, our MBA Director, and she and I are in agreement that this is a timely proposal that will help you further your mission.

We're pleased to support the proposal and your efforts.

Regards,
Steve

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

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Hi Steve,

I hope all is well. I've attached for your consultation a proposal for off-campus delivery of our MBA at the Philadelphia Navy Yard, where we currently also deliver our Systems Engineering and Software Engineering Programs. I'd like to get this on the Grad Council docket for the start of the semester so if I could get your comments or concurrence by August 15th that would be great.

Thanks,

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: College of Liberal Arts
Department or Instructional Area: History

New Graduate Program, Option, or Minor: □ Add
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

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

Existing Graduate Program Option, or Minor: □ Change □ Drop

Current designation of graduate program:
Current designation of graduate option: HIST-CAMS Dual Title
Current designation of graduate minor:

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

Brief description of the change (if not noted above): Dropping HIST-CAMS Dual-title Program/Partnership

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

Submitted by Graduate Program Head

David G. Atwill
Printed name
Signature
Date: 04/29/16

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

LISA NELSON
Printed name
Signature
Date: 8/23/16

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

ELE Silver
Printed name
Signature
Date: 8/1/16
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 10/12/2016

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

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 10/12/2016

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 10/12/2016
To:      Curriculum Coordinator  
         University Faculty Senate,  
         101 Kern, Graduate Building  

From:   David Atwill, Director of Graduate Studies, Department of History  
Re:     HIST-CAMS Dual Title Degree  
Date:   April 29, 2016

The History Department wishes to sever its relation as a dual title partner with Classics and Ancient Mediterranean Studies (CAMS). Over the past five years, in response to the downturn in tenure track jobs, the department changed its strategic posture by trimming the number of admissions and targeting only four areas of emphasis. In the process, Ancient History became a casualty of this change. Because we no longer admit students in this area, there is no need to continue a dual title degree with CAMS.

Cc:     William Blair  
         Michael Kulikowski  
         Mark Munn
To: The Graduate Council Joint Curricular Committee

From: Mark Munn, Head, Department of CAMS

Re: CAMS dual-title degree

Date: April 28, 2016

As a result of the strategic re-assessment of graduate fields and the consequent decision taken by the Department of History not to admit graduate students for study in the area of ancient history, the Department of Classics and Ancient Mediterranean Studies (CAMS) concedes that there is no basis for continuing the dual-title degree partnership between CAMS and History.
History (HIST)

Program Home Page

MICHAEL KULIKOWSKI, Head of the Department
DAVID ATWILL, Director of Graduate Studies
108 Weaver Building
814-865-1367

Degrees Conferred:

Ph.D., M.A.
Dual-Title Ph.D. in History and African American and Diaspora Studies
Dual-Title Ph.D. in History and Asian Studies
Dual-Title Ph.D. and M.A. in History and Women's Studies
Integrated B.A. in History/M.A. in History

The Graduate Faculty

The Program

Graduate instruction at the master's and doctoral degree level is offered in the following areas: United States (19th and 20th century), Europe (Medieval, Early Modern and Modern), Asia (Late Imperial and 20th century), and Latin America (Colonial and Modern). Only students focusing their course of study on the department's four primary areas of strength (Latin America, Early Modern Global, 19th-century United States, and Late Imperial and Republican China) are admitted into the graduate program. Courses in all other areas are offered on a regular basis and encouraged as secondary areas of focus.

Admission Requirements

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

Applicants to the doctoral program must hold or be near completion of the master's degree (or its equivalent); all others will be considered for admission to the master's program, even if it is their ultimate intention to pursue a doctoral degree at Penn State.

To be considered for admission, applicants must submit a completed online Graduate School application and payment of the application fee. In addition, applicants must submit official transcripts from all post-secondary institutions attended that show (1) substantial course work in history, (2) a minimum GPA of 3.50 (on a 4.0 scale), (3) at least three semesters of college-level work in a foreign language (additional language training appropriate to the fields in which the
applicant proposes to work may also be required for admission) and (4) where applicable, a minimum GPA of 3.50 for all graduate work previously undertaken. Each applicant must submit the scores of the Graduate Record Examination (GRE) taken within five years previous to the date of application; the general examination scores are mandatory, the history examination is optional. Successful applicants typically have minimum scores of 160 (or 650 old scoring) on the verbal and quantitative sections, and 5.0 on the analytical writing section of the general examination.

The Department of History further requires all applicants to submit directly to the department a statement of intent outlining their proposed fields of study and career goals, as well as a sample of their written work (undergraduate history thesis, master's thesis, seminar paper, or equivalent research paper) as evidence of their historical research and writing skills. Three letters of recommendation are required; it is strongly preferred that at least two of them be from historians.

**Integrated Undergraduate-Graduate Bachelor/Master’s Degree Admission Requirements**

In addition to the admission requirements noted above, admission to the History IUG will be based upon students’ having:

1. completed at least one 400-level history course in a primary area of interest (with a B grade or higher) and attained a minimum GPA of 3.5 in all courses.
2. completed at least 60 credits (but no more than 100 credits).
3. submitted a proposed program plan directly to the Department of History’s Director of Graduate Studies prior to the fall application deadline. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the History graduate program for the Master of Arts degree. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree.

**Master's Degree Requirements**

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

Candidates for the M.A. degree must earn a minimum of 36 credits of course work that can be counted towards a graduate degree, of which 12 credits will be in the student's primary area and 6 credits in one secondary area. At least 30 credits must be at the 500 level, with no more than 6
credits of HIST 596. The only required course is HIST 500 - Theory, Method and the Practice of History. Course work offered by outside departments may be scheduled as part of the student’s program with approval of the student’s academic committee and the Director of Graduate Studies. In some cases, students may be required to take additional credits in order to make up deficiencies in foreign language skills and/or undergraduate course work.

Reading proficiency in at least one foreign language must be demonstrated no later than the beginning of the second year of residence.

Students are required to convene two separate, formal meetings with their advisers and master’s committees: Committee Formation Meeting and the Master's oral examination. The convening of the student’s master’s committee must take place no later than the end of the first year in the master’s program. Every student should, in consultation with the permanent adviser, select at least two other members of the Graduate Faculty to serve on their master's committee (for a minimum total of three faculty members). There must be faculty representation of each of the students' two fields (selected from the department's list of officially recognized fields). At this first meeting there should be a discussion and approval of the general program plan (seminars, courses and other requirements)

Students must hold a Master’s oral examination. The examination consists of an oral defense of two research papers written while in the M.A. program in two department- defined fields of study (e.g., 19th century US and Modern Europe). The research papers must be of a length, substance, and quality that the committee deems to be of journal article-caliber. Students must submit the papers to the committee a minimum of two weeks prior to the oral examinations; the papers then must be orally presented and successfully defended before the committee in the M.A. examination. Submission and defense of these two research papers constitutes the culminating experience for the Master of Arts degree.

**Integrated Undergraduate-Graduate Bachelor/Master’s Degree Requirements**

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.A. in History are listed in the **Undergraduate Bulletin**. Degree requirements for the M.A. degree are listed in the Master’s Degree Requirements section above. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. Courses at the 400 and 500-level that can be double counted include HIST 453, HIST 454, HIST 463, HIST 514, HIST 515, HIST 516, HIST 544, HIST 545, HIST 546, and HIST 580.

History IUG students should compose their master’s committee and convene a committee meeting with all members present in the semester immediately following admission to the IUG (typically the sixth semester). At this first meeting there should be a discussion and approval of the general program plan (seminars, courses, and other requirements)
If students accepted into the IUG program are unable to complete the M.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**Doctoral Degree Requirements**

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

CREDIT & COURSE REQUIREMENTS: Candidates for the Ph.D. degree in History must complete at least 27 credits of graduate-level work at the 500-600 level (with no more than one HIST 596 per academic year), of which 12 credits will be in the student's primary area and 6 credits each in two secondary areas. The only required course is HIST 500 - Theory, Method and the Practice of History. The remainder of a student's doctoral program, including foreign language requirements, should be determined in consultation with the doctoral committee. Course work offered by outside departments may be scheduled as part of the student's program with approval of the student's doctoral committee and the Director of Graduate Studies.

FOREIGN LANGUAGE REQUIREMENTS: Reading proficiency in at least one foreign language must be demonstrated no later than the third semester of residency (not including summer semester).

ENGLISH COMPETENCE: A candidate for the degree of Doctor of Philosophy in History is required to demonstrate high-level competence in the use of the English language, including reading, writing, and speaking. At the end of the first year of enrollment all students who are non-native speakers of English must submit a portfolio which includes at least two pieces of written work from every seminar. In addition, the Director of Graduate Studies will solicit evaluations from their adviser(s) and seminar instructors in order to identify any deficiencies. Students with any identified deficiencies will be directed into appropriate remedial activities. The deficiencies must be met before the candidacy examination. Competence must be formally attested by the program before the doctoral comprehensive examination is scheduled. International students should note that passage of the minimal TOEFL or IELTS requirement does not demonstrate the level of competence expected of a Ph.D. from Penn State.

DOCTORAL COMMITTEE COMPOSITION: By the end of the first year in the doctoral program, every student should, in consultation with the permanent adviser, select at least two other members of the Graduate Faculty to serve on their doctoral committee. Doctoral committees for History Ph.D. candidates must meet all Graduate Council requirements.

Only those faculty who have been approved and designated by the Graduate School as members of the Graduate Faculty in History can serve as representatives of the three primary and secondary fields on any doctoral committee. The list of History Graduate Faculty is available online.

CANDIDACY: The candidacy examination may be taken after the completion of at least 18 credits of acceptable graduate work at Penn State and must be taken within three semesters.
(excluding summer sessions) of entry into the doctoral program. Following successful passage of the candidacy exam, a program plan will be submitted to the Departments of History and the participating program after consultation with members of the student's doctoral committee.

FORMAL MEETINGS: Students are required to convene two separate, formal meetings with their advisers and doctoral committees for: 1) a discussion and approval of the general program plan (seminars, courses and other requirements) and 2) their Ph.D. comprehensive examinations.

DOCTORAL DISSERTATION DEFENSE: Upon the researching, writing, and completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense). The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Dual-Title Ph.D. in History and African American and Diaspora Studies

Admission Requirements

Students must apply and be admitted to the graduate program in History and The Graduate School before they can apply for admission to the dual-title degree program. After admission to History, students must apply for admission to and meet the admissions requirements of the African American and Diaspora Studies dual-title program. Refer to the Admissions Requirements section of the African American and Diaspora Studies Bulletin page. Doctoral students must be admitted into the dual-title degree program in African American and Diaspora Studies prior to obtaining candidacy in their home department.

Ph.D. Degree

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in History, listed above. In addition, students pursuing the dual-title Ph.D. in History and African American and Diaspora Studies must complete the degree requirements for the dual-title Ph.D. in African American and Diaspora Studies, listed on the African American and Diaspora Studies Bulletin page.

Candidacy

The candidacy committee must include at least one member of the African American and Diaspora Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

The dual-title field must be fully integrated into the candidacy exam for the doctoral program. In addition, candidates for the dual-title Ph.D. in African American and Diaspora Studies will be required to present to their committee a portfolio of work in African American and Diaspora Studies which includes a statement of the student’s interdisciplinary research interests, a program
plan, and samples of writing that indicate the student’s interest in questions taken up by scholars of African American and Diaspora Studies.

**Doctoral Committee Composition**

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

**Comprehensive Exams**

The African American and Diaspora Studies Graduate Faculty member on the student’s committee is responsible for developing and administering the African American and Diaspora Studies portion of the student’s comprehensive exams. The exam must incorporate written and oral components in African American and Diaspora Studies based on the student’s thematic or regional area of interest and specialization in African American and Diaspora Studies. The African American and Diaspora Studies portion of the exam will include the following components: broad history of the field, contemporary theory and debates, and either sexual and gender politics or a topic related to the student’s specific area of interest.

**Dissertation**

Ph.D. candidates must complete a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both History and African American and Diaspora Studies. In order to earn the dual-title Ph.D. degree, the dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

**Dual-Title Ph.D. in History and Asian Studies**

Graduate students with research and educational interests in international education may apply to the dual-title Ph.D. in History and Asian Studies. The goal of the dual-title Ph.D. in History and Asian Studies is to enable graduate students from History to acquire the knowledge and skills of their major area of specialization in History while at the same time gaining the perspective of Asian Studies.

In order to prepare graduate students for the competitive job market, this program provides them with a solid disciplinary foundation that will allow them to compete for the best jobs in their field. For such students, the dual-title Ph.D. in History and Asian Studies will add value to their degree and their status as candidates. It will produce excellent historians who are experts in Asian Studies as well. The dual-title degree in History and Asian Studies will build curricular
bridges beyond the student’s major field so as to provide a unique training regime for the global scholar.

Additional details of the dual degree program are available on the Asian Studies Bulletin page.

**Admission Requirements**

Students must apply and be admitted to the graduate program in History and The Graduate School before they can apply for admission to the dual-title degree program. After admission to History, students must apply for admission to and meet the admissions requirements of the Asian Studies dual-title program. Refer to the Admission Requirements section of the Asian Studies Bulletin page. Doctoral students must be admitted into the dual-title degree program in Asian Studies prior to obtaining candidacy in their home department.

**Ph.D. Degree Requirements**

The doctoral degree in History and Asian Studies is awarded only to students who are admitted to the History doctoral program and subsequently admitted to the dual-title in Asian Studies. To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in History, listed above. In addition, students pursuing the dual-title Ph.D. in History and Asian Studies must complete the degree requirements for the dual-title Ph.D. in Asian Studies, listed on the Asian Studies Bulletin page. The minimum course requirements for the dual-title Ph.D. degree in History and Asian Studies are as follows:

- HIST 580 (Pre-Modern China) and HIST 581 (Late Imperial and Modern China)
- ASIA 501 and 502 (the required proseminar sequence in Asian Studies).
- An additional three credits in an Asia-related course (400-level and above) in Asian Studies or in any department other than History.

**Foreign Language Requirements**

All-skills proficiency in one Asian language and two years' college study (or equivalent knowledge) of another Asian language, or alternative proficiency appropriate to the student's field.

**Candidacy**

There will be a single candidacy examination, containing elements of both History and Asian Studies. The candidacy committee must include at least one member of the Asian Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.
In order to be admitted to doctoral candidacy in the dual-title degree program, students must meet the Ph.D. candidacy requirements specified by the History department. In addition, the student will be required to present a portfolio of work in Asian Studies to their committee. Such a portfolio would minimally include a statement of the student's interdisciplinary research interests and a program plan.

**Doctoral Committee Composition**

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

**Comprehensive Exams**

The Asian Studies affiliated faculty member on the student's committee is responsible for ensuring that Asian Studies content constitutes a portion of the student's comprehensive exams. The Asian Studies' content will focus on the following areas: theory, methodology, transnationalism, and interdisciplinary material related to the student's discipline.

**Dissertation**

Ph.D. candidates must complete a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both History and Asian Studies. In order to earn the dual-title Ph.D. degree, the dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

**Dual-Title Graduate Degree in History and Women's Studies**

Dual-title degrees in History and Women's Studies foster interdisciplinary scholarly work that is grounded in historical study, research, and teaching. A dual-title program will enhance the intellectual rigor and breadth of graduate work through core courses in feminist theory and methodologies; by exposure to a range of interdisciplinary approaches to scholarship that focuses on the intersections of gender, sexuality, race, ethnicity, nation, and citizenship; and by offering students a pedagogical framework that encourages an interdisciplinary approach to teaching.

**Admission Requirements**

Students must apply and be admitted to the graduate program in History and The Graduate School before they can apply for admission to the dual-title degree program. After admission to
History, students must apply for admission to and meet the admissions requirements of the Women’s Studies dual-title program. Refer to the Admission Requirements section of the Women's Studies Bulletin page. Doctoral students must be admitted into the dual-title degree program in Women’s Studies prior to obtaining candidacy in their home department.

**M.A. Degree**

To qualify for the dual-title degree, students must satisfy the degree requirements for the M.A. in History, listed above. In addition, students pursuing the dual-title M.A. in History and Women’s Studies must complete the degree requirements for the dual-title M.A. in Women’s Studies, listed on the Women's Studies Bulletin page.

For the dual-title M.A., a minimum of one member of the master’s committee will be a member of the Graduate Faculty in Women's Studies.

**Ph.D. Degree**

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in History, listed above. In addition, students pursuing the dual-title Ph.D. in History and Women’s Studies must complete the degree requirements for the dual-title Ph.D. in Women’s Studies, listed on the Women's Studies Bulletin page.

**Candidacy**

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

In order to be admitted to doctoral candidacy in the dual-title degree program, students must meet the Ph.D. candidacy requirements specified by the History department. In addition, the student will be required to present a portfolio of work in Women's Studies to their committee. Such a portfolio would include a statement of the student's interdisciplinary research interests, a program plan, and samples of writing that indicate the student's work in Women's Studies.

**Doctoral Committee Composition**

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

The Women's Studies affiliated faculty members on the student's doctoral committee are responsible for ensuring that Women's Studies content constitutes a portion of the student's comprehensive exams. The Women Studies' content will focus on the following areas: feminist theory, feminist methodology, global feminism, and feminist studies.

Dissertation

Ph.D. candidates must complete a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both History and Women’s Studies. In order to earn the dual-title Ph.D. degree, the dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

Other Relevant Information

The Director of Graduate Studies, who supervises the overall graduate program in history and maintains student records, will assign newly admitted graduate students to advisers on the basis of each student's expressed area of interest. Advisers provide assistance in planning courses of study, guidance in choosing scholarly papers and dissertation topics, direction in conducting research, and career counseling. Students who serve as graduate assistants will be given a variety of experiences as they assist different professors, ranging from paper-grading and administering exams, to preparing and delivering occasional lectures, to conducting review or discussion sections for large lecture courses. Advanced doctoral students may hold lecturerships while working on their dissertations; lecturers have complete instructional responsibility for one or two sections of an undergraduate course in their area of specialization.

Student Aid

Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

In addition to the fellowships, graduate assistantships, and other forms of financial aid described in the STUDENT AID section of the Graduate Bulletin, the following awards typically have been available to graduate students in this program:

JAMES HAMILTON HARTZELL AND LUCRETIA IRVINE BOYD HARTZELL HISTORY AWARD
A $200 to $300 award made annually to a graduate student in the Department of History whose field of interest is Pennsylvania history.
JAMES LANDING FELLOWSHIP AND THE WARREN HASSLER FELLOWSHIP FOR STUDY IN THE CIVIL WAR
Each fellowship is available each year to doctoral candidates who are working on their dissertations. The award consists of a stipend that earns the successful candidate one semester of release time for research and writing. No tuition waiver is offered.

HILL FELLOWSHIPS FOR STUDY IN HISTORY
Awarded annually by the Department of History to doctoral candidates who are working on their dissertations. The amount of the award varies, but it generally supports one semester free of duties.

EDWIN ERLE SPARKS FELLOWSHIP IN THE HUMANITIES
One fellowship is available each year to doctoral candidates in the Department of History who are working on their dissertations.

MARK AND LUCY MACMILLAN STITZER AWARD
Awarded by the Department of History each year to support graduate student travel for the purpose of research. The number and value of these awards depends on the quality of proposals received, the level of funding required by each meritorious project, and the funds available in the endowment. Preference is given to request for doctoral dissertation research.

THE E-TU ZEN SUN AWARD FOR OUTSTANDING TEACHING BY A GRADUATE ASSISTANT
One award is made each year to recognize excellence in teaching by a History graduate assistant in the conduct of discussion sections, review sessions, or lecture presentations. The value of the award varies depending on funds available, but it is normally about $500.

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

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Liberal Arts
Department or Instructional Area: Psychology

New Graduate Program, Option, or Minor: □ Add

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

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

Existing Graduate Program Option, or Minor: □ Change □ Drop

Current designation of graduate program: Psychology of Leadership at Work
Current designation of graduate option: 
Current designation of graduate minor: 

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

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

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

Submitted by Graduate Program Head
Melvin M. Mark
Printed name
Signature
Date: 6/29/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
HUB NELSON
Printed name
Signature
Date: 8/23/2016

Approved by College/School Dean/Chancellor (or Designee):
ELIA SILVER
Printed name
Signature
Date: 8/1/16
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole  
Printed name  Signature  Date: 10/12/2016

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

On Behalf of M. Kathleen Heid  
Printed name  Signature  Date: 10/12/2016

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken  
Printed name  Signature  Date: 10/12/2016
MEMORANDUM FOR: THE GRADUATE SCHOOL

DATE: 28 JUN 2016

SUBJECT: PROGRAM CHANGE PROPOSAL

1. The purpose of this proposal is to request a name change for the Master’s of Professional Studies Program titled the “Psychology of Leadership at Work.” I would like to formally request that the title be shortened to the “Psychology of Leadership.” There are no other changes being requested to the program.

2. The primary purpose for the requested change is to more accurately describe the degree program. This program takes a psychological-based approach to leadership and examines leadership at the personal, interpersonal, and team levels. Leadership, by definition, is an applied function. It is about action. Having the “at Work” portion of the title is confusing to potential students as it makes it sound like the degree only addresses aspects of leadership and how they apply to the workplace. While the program certainly covers the workplace and related dynamics, the leadership education that is provided through the program can be applied to all aspects of the student’s life (to include understanding who they are as a leader) as well as across multiple domains like non-profit organizations, volunteer work, the government sector, and even in their personal lives. The “at Work” designation results in many potential applicants contacting the program asking questions about the scope of the program. A change of title to the “Psychology of Leadership” takes into account the inherently applied nature of leadership and more accurately represents the scope of the program.

3. If I can provide any more information or background, I can be reached at (814) 867-6164 or drl192@psu.edu

Douglas R. Lindsay
Professor of Practice & MPS Program Director
Psychology of Leadership

Melvin M. Mark, Head of the Department of Psychology
Department office: 140 Moore Building
814-865-9514

Degree Conferred

Master of Professional Studies (MPS)

The Graduate Faculty

College of the Liberal Arts

- James L. Farr, Ph.D. (Maryland) Professor Emeritus of Psychology
- Alicia A. Grandey, Ph.D. (Colorado State) Associate Professor of Psychology
- Sam Hunter, Ph.D. (U. Oklahoma) Assistant Professor of Psychology
- Rick R. Jacobs, Ph.D. (U. California, Berkeley) Professor of Psychology
- Kisha Jones, Ph.D. (U. Illinois) Assistant Professor of Psychology
- James LeBreton, Ph.D. (U. Tennessee) Professor of Psychology
- Douglas Lindsay, Ph.D. (Penn State) Professor of Practice & MPS Program Director
- Susan Mohammed, Ph.D. (Ohio State) Associate Professor of Psychology
- Melvin M. Mark, Ph.D. (Northwestern) Department Head and Professor of Psychology

Penn State Great Valley School of Graduate Professional Studies

- Janice L. Drechslin, Ph.D. (Wayne State) Professor of Health Policy and Administration
- Denise Potosky, Ph.D. (Rutgers) Professor of Management and Organization
- John Sosik, Ph.D. (SUNY Binghamton) Professor of Management and Organization

Master of Professional Studies in Psychology of Leadership

The MPS degree in Psychology of Leadership is a 33-credit program of study for individuals who are in the early and middle stages of their organizational careers, currently in or aspiring to managerial positions. The content of the program will be appropriate for such individuals employed in a wide range of functional specialties and industry sectors, including public agencies.

The MPS degree in Psychology of Leadership at Work examines the nature and role of leadership across varied organizational settings. Leadership is broadly defined as the process of influencing others (individually or collectively) in organizational settings. Program content rather exposes the student to a broad range of psychological theory, research, and application related to leading others in work organizations of all types. Courses address how effective leadership can enhance the motivation and performance of individual employees and work teams.
and are designed to facilitate the solving of complex human issues within diverse organizational settings.

**Admission Requirements**

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

**Educational Background**

Students who do not have a GPA of at least 3.0 will be considered on a case-by-case basis depending on the quality of their overall application. Applicants who are still completing their baccalaureate requirements at the time of application may be admitted to the Graduate School provisionally, pending the awarding of the baccalaureate degree. Students are also expected to have a minimum of two years of full-time work experience prior to admission.

**Core Application Packet**

- Completed official online Graduate School application and payment of nonrefundable application fee.
- Statement of purpose: a 2-3 page essay articulating career and educational goals that demonstrates the student’s written communication skills.
- A current vita or resume.
- Three letters of recommendation that attest to the student’s readiness for graduate study and document the requisite minimum of two years of work experience. Letters must be submitted through the online application. Within the online application you will be asked to enter the names and email addresses of three individuals who will be providing your recommendation. Those individuals will receive a note via email asking them to complete a brief form that will serve as your recommendation. Please inform all recommenders they must submit the form in order for your application to be complete.
- Official transcripts from all post-secondary institutions attended.

**Degree Requirements**

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

Total required credits for the MPS: 33 credits at the 400, 500, or 800 level; at least 27 must be at the 500 or 800 level, with at least 6 at the 500 level. Students must complete 9 credits of required courses and a 3-credit capstone course that serves as the culminating experience. Students choose the remaining 21 credits from a list of approved electives maintained by the program office.
**Required courses:** (9 credits, plus the 3-credit capstone course described below)

- PSY 532. Psychological Foundations of Leadership
- PSY 533. Ethics and Leadership: Psychological and Social Processes
- PSY 539. Foundations of Behavior, Motivation, and Attitudes at Work

**Culminating Experience:** (3 credits)

- PSY 894. Capstone Experience

The culminating experience provides students with an opportunity to apply their knowledge of the psychological theories and principles concerning leadership to an applied research project. The choice of research project topic and exact form (e.g., conceptual analysis, review of multiple cases in an organization) will be mutually determined by the instructor and each student. A written paper based on the applied project is required and must contain project description, analysis, and interpretation of its findings, as well as a review of relevant published literature.

**Student Aid**

World Campus students in graduate degree programs may be eligible for financial aid. Refer to the Tuition and Financial Aid section of the World Campus website for more information.

**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.

Last Revised by the Department: Fall 2016

Blue Sheet Item #: 42-07-000

Review Date: 10/10/2016
Douglas R. Lindsay, PhD  
Professor of Practice & Director of Masters of Professional Studies  
The Pennsylvania State University  
631 Moore Building  
814-867-6164  
Dr Lindsay's Webpage  
E-mail: drl192@psu.edu

From: "William Rothwell" <wjr9@psu.edu>  
To: "Brian Cameron" <bcameron@smeal.psu.edu>, "PAUL CLARK" <pfc2@psu.edu>, "DOUGLAS RAY LINDSAY" <drl192@psu.edu>  
Cc: "Avis Kunz" <alm2@psu.edu>, "Paul Clark" <pclark@la.psu.edu>, "JAMES A NEMES" <jan16@psu.edu>, ame17@psu.edu, "Wesley Donahue" <wed105@psu.edu>  
Sent: Tuesday, July 12, 2016 12:00:03 PM  
Subject: RE: Coordination on Proposed Name Change for MPS Program

Doug:

Workforce Education and Development in the College of Education also supports the proposed name change.

William J. Rothwell  
Professor-in-Charge  
Workforce Education & Development

From: Brian Cameron [bcameron@smeal.psu.edu]  
Sent: Tuesday, July 12, 2016 9:22 AM  
To: PAUL CLARK; DOUGLAS RAY LINDSAY  
Cc: Avis Kunz; Paul Clark; JAMES A NEMES; ame17@psu.edu; William Rothwell  
Subject: RE: Coordination on Proposed Name Change for MPS Program

Doug

The Smeal College of Business supports the proposed name change as well.

Best regards,
To: BRIDGET HALL <mba14@psu.edu>
Cc: DOUGLAS RAY LINDSAY
     <drl192@psu.edu>

Concur E-mail # 2 for change package.

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay’s Webpage
E-mail: drl192@psu.edu

From: "Brian Cameron" <bcameron@smeal.psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "DOUGLAS RAY LINDSAY"
     <drl192@psu.edu>
Cc: "Avis Kunz" <alm2@psu.edu>, "Paul Clark" <pclark@la.psu.edu>,
    "JAMES A NEMES" <jan16@psu.edu>, ame17@psu.edu, wjr9@psu.edu
Sent: Tuesday, July 12, 2016 9:22:30 AM
Subject: RE: Coordination on Proposed Name Change for MPS Program

Doug

The Smeal College of Business supports the proposed name change as well.

Best regards,

Brian

Brian H. Cameron | Associate Dean for Professional Master’s Programs | Smeal College of Business | The Pennsylvania State University | University Park, PA 16802 | Phone: 814-863-1460 | Email: bcameron@smeal.psu.edu

From: PAUL CLARK [mailto:pfc2@psu.edu]
Sent: Friday, July 8, 2016 3:57 AM
To: DOUGLAS RAY LINDSAY
Cc: Avis Kunz; Paul Clark; JAMES A NEMES; Brian Cameron; ame17@psu.edu; wjr9@psu.edu
Subject: Re: Coordination on Proposed Name Change for MPS Program

https://ucs.psu.edu/zimbra/h/printmessage?id=C:80274&tz=America/New_York   7/12/2016
From: DOUGLAS RAY LINDSAY <drl192@psu.edu>

Subject: Fwd: Coordination on Proposed Name Change for MPS Program

To: BRIDGET HALL <mba14@psu.edu>

Cc: DOUGLAS RAY LINDSAY <drl192@psu.edu>

Concur E-mail # 3 for change package.

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay's Webpage
E-mail: drl192@psu.edu

----- Forwarded Message -----
From: "JAMES A NEMES" <jan16@psu.edu>
To: "DOUGLAS RAY LINDSAY" <drl192@psu.edu>
Sent: Sunday, July 10, 2016 8:50:32 AM
Subject: Re: Coordination on Proposed Name Change for MPS Program

Doug,
Great Valley supports the change.
Jim

Sent from my iPad

> On Jul 7, 2016, at 2:38 PM, DOUGLAS RAY LINDSAY

https://ucs.psu.edu/zimbra/h/printmessage?id=C:80274&tz=America/New_York
To: BRIDGET HALL <mba14@psu.edu>
Cc: DOUGLAS RAY LINDSAY
    <drl192@psu.edu>

Concur E-mail # 4 for change package.

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay's Webpage
E-mail: drl192@psu.edu

From: "PAUL CLARK" <pfc2@psu.edu>
To: "DOUGLAS RAY LINDSAY" <drl192@psu.edu>
Cc: "Avis Kunz" <alm2@psu.edu>, "Paul Clark" <pclark@la.psu.edu>,
    "JAMES A NEMES" <jan16@psu.edu>, "Brian Cameron"
    <bcameron@smeal.psu.edu>, ame17@psu.edu, wjr9@psu.edu
Sent: Friday, July 8, 2016 3:57:19 AM
Subject: Re: Coordination on Proposed Name Change for MPS Program

Doug,

The School of LER supports your proposed name change. The change makes
sense and I think your program will benefit as a result.

Best, Paul

Paul F. Clark, Professor and Director

School of Labor and Employment Relations

Penn State University
5th Floor, Keller Bldg.

University Park, PA 16802

Ph. 814-865-0752

https://ucs.psu.edu/zimbra/h/printmessage?id=C:80274&tz=America/New_York 7/12/2016
Fwd: Coordination on Proposed Name Change for MPS Program

From: DOUGLAS RAY LINDSAY <drl192@psu.edu>
To: BRIDGET HALL <mba14@psu.edu>
Cc: DOUGLAS RAY LINDSAY <drl192@psu.edu>

Concur E-mail # 5 for change package.

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay's Webpage
E-mail: drl192@psu.edu

----- Forwarded Message ----- 
From: "Andrew M. Erdman" <ame17@engr.psu.edu>
To: "DOUGLAS RAY LINDSAY" <drl192@psu.edu>, "Paul Clark" <pclark@la.psu.edu>, "JAMES A NEMES" <jan16@psu.edu>, "Brian Cameron" <bcameron@smeal.psu.edu>, "ANDREW ERDMAN" <AME17@psu.edu>, wjr9@psu.edu
Cc: "Avis Kunz" <alm2@psu.edu>, "TERESA LANG" <TCLI133@psu.edu>, "Meg H. Handley" <mhh11@engr.psu.edu>, "Sven Bilen" <SBilen@engr.psu.edu>
Sent: Thursday, July 7, 2016 4:23:10 PM
Subject: RE: Coordination on Proposed Name Change for MPS Program

Doug,
Re: Coordination on Proposed Name Change for MPS Program

From: Oranee Tawatnuntachai <oxt4@psu.edu>  Thu, Sep 22, 2016 01:39 PM
Subject: Re: Coordination on Proposed Name Change for MPS Program
To: DOUGLAS RAY LINDSAY <drl192@psu.edu>

Dear Doug,

The rationale to change the title makes sense. We have no objection of the change.

Regards,
Oranee

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

----- Original Message -----
From: "DOUGLAS RAY LINDSAY" <drl192@psu.edu>
To: "Oranee Tawatnuntachai" <oxt4@psu.edu>, "ALFRED WARNER" <agw2@psu.edu>
Cc: "DOUGLAS RAY LINDSAY" <drl192@psu.edu>
Sent: Thursday, September 22, 2016 2:48:21 PM
Subject: Coordination on Proposed Name Change for MPS Program

Dear Colleagues:

By way of this email, I am seeking your consultation on a proposed name change for the MPS Psychology of Leadership at Work. What I would like to do is shorten the name from the "Psychology of Leadership at Work" to the "Psychology of Leadership". Since the program has been implemented, we find that the "at Work" portion of the program name is confusing and doesn't add any explanatory value to the program. We are not changing any of the parameters of the program or the program content/focus. Attached, you will find a brief memo providing a little more context for the name change.
We originally coordinated with several programs prior to submitting to the Graduate Council Joint Curricular Committee. We received endorsement from those programs. After their review, the Committee has given us tentative approval to change the name, but asked that we coordinate with your program as well. Therefore, what I am requesting is coordination on the proposed name change via an e-mail back to me with your concurrence or comments.

Please let me know if you have any questions or concerns.

Basic Program Info: http://www.worldcampus.psu.edu/degrees-and-certificates/psychology-leadership-at-work-masters/overview

Thank you.

Doug

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay's Webpage
E-mail: drl192@psu.edu

Re: Coordination on Proposed Name Change for MPS Program

From: Al Warner <alfredgwarner@gmail.com>           Thu, Sep 22, 2016 01:48 PM
Subject: Re: Coordination on Proposed Name Change for MPS Program
To: DOUGLAS RAY LINDSAY <drl192@psu.edu>

Doug - I am fine with this. Good luck!

Al

On Thu, Sep 22, 2016 at 2:48 PM, DOUGLAS RAY LINDSAY <drl192@psu.edu> wrote:

Dear Colleagues:

By way of this email, I am seeking your consultation on a proposed name change for the MPS Psychology of Leadership at Work. What I would like to do is shorten the name from the "Psychology of Leadership at Work" to the "Psychology of Leadership". Since the program has been implemented, we find that the "at Work" portion of the program name is confusing and doesn't add any explanatory value to the program. We are not changing any of the parameters of the program or the program content/focus. Attached, you will find a brief memo providing a little more context for the name change.

We originally coordinated with several programs prior to submitting to the Graduate Council Joint Curricular Committee. We received endorsement from those programs. After their review, the Committee has given us tentative approval to change the name, but asked that we coordinate with your program as well. Therefore, what I am requesting is coordination on the proposed name change via an e-mail back to me with your concurrence or comments.

Please let me know if you have any questions or concerns.

Basic Program Info: http://www.worldcampus.psu.edu/degrees-and-certificates/psychology-leadership-at-work-masters/overview

Thank you.

Doug

Douglas R. Lindsay, PhD
Professor of Practice & Director of Masters of Professional Studies
The Pennsylvania State University
631 Moore Building
814-867-6164
Dr Lindsay's Webpage
E-mail: dri192@psu.edu

---

Alfred G. Warner
Associate Professor
Academic Director, MBA Program
Black School of Business
Penn State Erie
agw2@psu.edu
814-898-6509
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Capital College / School of Public Affairs
Department or Instructional Area: PhD Program in Public Administration

New Graduate Program, Option, or Minor: [ ] Add
Designation of new graduate program: ______________________________________
Classification of Instructional Programs (CIP) Code: _____________
Designation of new graduate option: ______________________________________
Designation of new graduate minor: ______________________________________

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

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop
Current designation of graduate program: PhD Program in Public Administration
Current designation of graduate option: ______________________________________
Current designation of graduate minor: ______________________________________

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

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

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

Submitted by Graduate Program Head
Patricia de Lancer Julnes ___________________________ Date: 11/30/15
Printed name Signature

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Janet Duck ___________________________ Date: 12/3/15
Printed name Signature

Approved by College/School Dean/Chancellor (or Designee):
Peter Dieken ___________________________ Date: Dec. 3, 2015
Printed name Signature
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole  
Printed name  
Signature  
Date: 10/12/2016

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

On Behalf of M. Kathleen Heid  
Printed name  
Signature  
Date: 10/12/2016

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken  
Printed name  
Signature  
Date: 10/12/2016
PROPOSED REVISIONS IN THE PHD PROGRAM IN PUBLIC ADMINISTRATION

A. SUMMARY

The following proposed changes were adopted by the PhD program’s faculty members at their meeting on April 13, 2015 and they were approved by the faculty members of the School of Public Affairs at their meeting on April 30, 2015. The program’s faculty members decided that revisions were needed in two areas in the program’s description in the university’s official bulletin: the time requirement for taking PhD foundation courses and the PADM 600 dissertation credit requirement. The proposed changes and their justifications are presented below.

B. JUSTIFICATION FOR PROPOSED CHANGES IN THE PROGRAM

Time Requirement for Taking PhD Foundation Courses

The program’s faculty members observed that the current requirement that all students will complete the foundation courses in their first year of study is unnecessarily more restrictive than the Graduate School rule that they have to take the examination within three semesters (excluding summer sessions) of entry into the doctoral program. Eliminating the first year requirement would not change the program’s basic structure, but it would allow more flexibility particularly for those students who are required to take program’s prerequisite courses in addition to the foundation courses before taking their candidacy examinations.

PADM 600 Dissertation Credit Requirement

The program’s faculty members observed that the current requirement that all students must enroll in minimum 18 dissertation credit hours create an unnecessary financial burden on some students and this requirement is not necessary for others. This requirement is redundant for students who have assistantships from Penn State University; they have to enroll in 9 credits (full-time study) each semester while they have their assistantships. These students typically complete this 18 dissertation (PADM 600) credit requirement in one academic year, while working as assistants. So the requirement is redundant for them. For those students who do not have assistantships and/or those who are part-time students this 18 credit requirement creates an unnecessary financial burden.

Penn State University does not require that all students must enroll in a certain number of dissertation credits and it allows students to enroll in non-credit SUBJ 601, which is cheaper than SUBJ 600, during their dissertation works. The faculty members of our program observed that the more stringent requirement of our program (that all students must enroll in at least 18 credits of PADM 600) could potentially create unnecessary financial burden on some of our students.
C. CURRENT AND NEW PROGRAM REQUIREMENTS  
(ONLY THE SECTIONS WHERE REVISIONS ARE PROPOSED)

<table>
<thead>
<tr>
<th>PhD foundation courses</th>
<th>CURRENT (GRADUATE BULLETIN)</th>
<th>NEW (PROPOSED)</th>
</tr>
</thead>
</table>
|                        | [http://bulletins.psu.edu/graduate/programs/P/GRAD%20P%20ADM](http://bulletins.psu.edu/graduate/programs/P/GRAD%20P%20ADM) | “Foundations of public administration: All the students in the program will be required to take the following foundational courses in the first year of their studies and before they are eligible to take the candidacy examination.  

PADM 570. Scope and Methods (3 credits):  
PADM 571. Seminar in Organizational Theory (3 credits)  
PADM 573. Research and Theory in Public Policy and Governance (3 credits)  
PADM 574. Research and Theory in Public Management (3 credits)  
PADM 557. Federalism and Intergovernmental Relations (3 credits)” |

| Degree Requirements | Students progress through the following phases and take the required courses indicated as part of their study for the Ph.D. A student must successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these courses, a student must take five 3-credit foundation courses, four 3-credit research methods courses, and five 3-credit specialization area courses. In addition to these 42 course credits, students must take a minimum of 18 research credits as P ADM 600 (or an equivalent combination of P ADM 600 and P ADM 601, as approved in advance by the head of the program in compliance with Graduate Council policy regarding SUBJ 601). Students are also required to pass a candidacy examination and a comprehensive examination and to prepare and defend a dissertation. |

| Degree Requirements | Students progress through the following phases and take the required courses indicated as part of their study for the Ph.D. A student must successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these courses, a student must take five 3-credit foundation courses, four 3-credit research methods courses, and five 3-credit specialization area courses. In addition to these 42 course credits, students must take research credits as P ADM 600 (or an equivalent combination of P ADM 600 and P ADM 601, as approved in advance by the head of the program in compliance with Graduate Council policy regarding SUBJ 601). Students are also required to pass a candidacy examination and a comprehensive examination and to prepare and defend a dissertation. |

<table>
<thead>
<tr>
<th>PADM 600 dissertation credit requirement</th>
<th>Degree Requirements</th>
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E. PROPOSED BULLETIN DESCRIPTIONS (ENTIRE TEXT)
(Proposed changes in the “Degree Requirements” section of the “PhD Program” subsection (first and fifth paragraphs) are highlighted with strike-outs and bold letters.)

Public Administration (P ADM)

www.hbg.psu.edu

STEVEN PETERSON, Coordinator, email: sap12@psu.edu
GOKTUG MORCOL, Coordinator, email: gxm27@psu.edu

Penn State Harrisburg
777 W. Harrisburg Pike
W-160 Olmsted Building
Middletown, PA 17057

Degrees Conferred:

M.P.A., Ph.D.

The Graduate Faculty

M.P.A. Program

The Master of Public Administration (M.P.A.) program is intended for those with career interests in public management, health and human services, government, and other public service and nonprofit organizations. The curriculum blends theoretical and applied concepts and assures “real-world” experiences for the novice administrator. In addition, it requires that students devote attention to general professional development. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

FULL-TIME OR PART-TIME--Students may begin the program in any semester. Three courses (or 9 credits) per semester are considered a normal course load for full-time students. Part-time students typically take one or two 3-credit courses each semester and one or two courses during the summer session to maintain steady progress toward the degree. The program, including an internship in a public agency or nonprofit organization for those without three years of managerial, supervisory, or professional experience, requires eighteen to twenty-four months of full-time study, or three to five years on a part-time basis.

Admission Requirements

Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission. Applicants who are still completing their baccalaureate requirements at the time of application may be provisionally admitted to the Graduate School conditional on the awarding of the baccalaureate degree.
Admission to the MPA program is based on clear suitability for the program as demonstrated by the application as a whole, including the following: a completed application with the application fee; official transcripts from all post-secondary institutions attended; a statement of career and educational goals; a successful undergraduate record with a grade-point average of 3.00 (either as the cumulative GPA or for the last 60 hours of relevant course work); satisfactory scores on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Law School Admission Test (LSAT) if the GPA is less than 3.0; and recommendations from three references.

Degree Requirements

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

The M.P.A. degree program requires a minimum of 39 credits—18 credits in core courses, 15 credits in electives, 3 credits for the research project that serves as the culminating experience for the degree, and a 3 credit internship. The 3-credit internship may be waived at the discretion of the program for students who have at least two years of full-time relevant work experience that consists of supervisory, managerial, or professional work, or who gain this experience while enrolled in the program. Students for whom the internship requirement is waived can complete the program with a minimum of 36 credits. Up to 6 credits of 400-level courses may be taken as electives, with the approval of an adviser.

REQUIRED CORE COURSES (18 credits)

P ADM 500 (3), P ADM 502 (3), P ADM 503 (3), P ADM 505 (3), P ADM 507 (3), P ADM 510 (3)

ELECTIVE CONCENTRATION AREA (15 credits)

With the faculty adviser's approval, a student selects 15 credits of electives from a list of approved electives maintained by the program office.

RESEARCH PROJECT (3 credits)

P ADM 594

INTERNSHIP IN PUBLIC ADMINISTRATION (3 credits)

P ADM 595

Ph.D. Program

The mission of the PhD program in Public Administration is to provide advanced graduate education in theory and research in the field to prepare students for academic, research, and advanced professional careers in public administration.

Each student is expected to graduate with:

1. Research experience working with public administration faculty
2. Experience in presentation of scholarly papers and posters at national and regional conferences
3. Experience in developing, authoring, or co-authoring with a faculty member, and submitting at least one article for a refereed publication
4. Teaching experience at the college/university level

Application and Requirements for Admission

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

Individuals with superior academic records and a strong interest in careers emphasizing research and scholarship are encouraged to apply to the program. The program typically admits a Ph.D. cohort of full-time students to begin each fall semester.

Admission to the Ph.D. program is based on the applicant's undergraduate and graduate academic records, standardized test scores, letters of reference, and the compatibility of their backgrounds and interests with those of the program faculty members, as expressed in the applicant's statement of goals and research interests. All applicants must have completed a master's degree. A completed master of public administration (M.P.A.) degree is preferred, but students with master's degrees in related areas (political science, public policy, economics, sociology, anthropology, social work, business management, and health administration, for example) or Juris Doctorate degrees (law) will also be considered.

Application Deadlines: There are two deadlines for applications for the fall semester of the following academic year: January 15 and March 15 of each year. For those applicants seeking research or teaching assistantships, the deadline to submit all application materials is January 15. Late applications may be considered if assistantships are still available. Applicants who wish to finance their education with their own funds or other sources (foreign governments that fund international students for Ph.D. studies in the United States and other funding agencies, such as Fulbright commissions) must submit all application materials by March 15.

Application Package: A complete application must include:

1. A completed online Graduate School application
2. Payment of a non-refundable application fee
3. Official Graduate Record Examination scores (verbal, quantitative, and analytical) taken within the five years prior to the date of application
4. A resume that includes work experience, volunteer activities, academic and professional honors, honorary societies, extracurricular activities, offices held, any publications and other significant activities
5. A statement of goals and research interests, including evidence of research aptitude and interest as well as "fit" with the faculty interests in the Ph.D. program at Penn State Harrisburg. The candidate should make the case why this Ph.D. program at Penn State Harrisburg would be a good fit for him/her
6. A writing sample that reflects the applicant's background in conducting academic research and potential to conduct academic research in the future
7. At least three letters of recommendation, preferably from faculty members who can comment upon the applicant's potential as a doctoral student
8. Official transcripts from all post-secondary institutions attended.

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

**Degree Requirements**

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

A Ph.D. student must first successfully complete the **prerequisite courses** specified by the program to make up for deficiencies, if any exist. After these are completed, a student must take a minimum of 42 credits: **five 3-credit foundation courses, four 3-credit research methods courses, and five 3-credit specialization area courses.** All doctoral students must pass a candidacy examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Prerequisite courses and provisional admission:** Applicants who do not have the necessary background, but otherwise meet the criteria for admission may be admitted provisionally and must make up any deficiencies in graduate courses in public administration noted in the letter of acceptance. Students who must make up deficiencies are considered to be provisionally admitted into the program.

Provisionally admitted students are required to take some or all of the following prerequisite courses: PADM 500 (Public Organization and Management), PADM 507 (Introduction to Public Policy Analysis), and PADM 510 (Organization Behavior). In consultation with the program faculty members, the coordinator of the Ph.D. program makes the decisions on which prerequisite courses each student should be required to take.

A student may remain in this temporary classification for a period of no longer than two semesters following admission. Upon successful completion of the prerequisite courses noted in the letter (with at least a 3.5 grade-point average), the student will be removed from provisional status and be regularly enrolled. The provisional status must be removed before a student takes his/her candidacy exam.

**Foundations of public administration:** All the students in the program will be required to take the following foundational courses before they are eligible to take the candidacy examination:

- PADM 570. Scope and Methods (3 credits)
- PADM 571. Seminar in Organizational Theory (3 credits)
- PADM 573. Research and Theory in Public Policy and Governance (3 credits)
- PADM 574. Research and Theory in Public Management (3 credits)
- PADM 557. Federalism and Intergovernmental Relations (3 credits)

**Specialization area courses:** In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of
Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are nonprofit administration, organizational management and leadership, public finance and budgeting, public management, public policy analysis, and state and local government administration.

Research methods courses: Students are required to take four 3-credit research methods courses. The following two research methods courses are required for all Public Administration Ph.D. students:

PADM 503. Research Methods (3 credits)
PADM 575. Advanced Research Design (3 credits)

Students also will select two in-depth 3-credit research methods courses on the basis of their research interests (quantitative, qualitative, or mixed methods), suitability of the courses in preparing students for their dissertation studies, and the availability of the courses.

Students may find suitable courses in the Ph.D. program in Public Administration or other graduate programs at Penn State. These two in-depth methods courses should be approved in advance by the student’s doctoral committee. A student’s committee may also allow him/her to take in-depth methods courses that are offered by other universities or research institutions, if the equivalent courses cannot be found within Penn State, if the equivalency of these courses to 3-credit graduate-level courses offered at Penn State can be verified by Graduate Enrollment Services, and if the costs of taking these courses can be covered by the student or another arrangement can be made to cover the costs.

Candidacy examination: Only students who complete the required courses in the Foundations of Public Administration successfully, with a minimum 3.5 GPA, may take the candidacy examination. The candidacy examination will cover topics about the intellectual history and enduring questions in the field. Many of these subjects are covered in the required foundational doctoral courses; they include such topics as public administration and democratic theory, public organizations and management, and constitutional and legal foundations. The exam is written and graded by the Public Administration graduate faculty.

Comprehensive Examination: Upon successful completion of the specialization courses and research methods courses, with a minimum 3.5 GPA, a doctoral candidate takes a comprehensive written and oral examination. Comprehensive examinations are administered by the student’s doctoral committee. In comprehensive examinations students are tested about the contents of their specialization areas and they will be required to propose a research design on a relevant topic.

Dissertation: After passing the comprehensive examination, a student must work with his or her adviser and doctoral committee to develop a full dissertation proposal within three months of the exam. Once the doctoral committee approves the full proposal, dissertation research can begin. Students will be required to conduct their dissertation research and write and defend their dissertations in accordance with Graduate Council policy and as agreed on by their doctoral committees.

Grade Point Average and Time Limit

7
Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the candidacy examination. The Ph.D. Program in Public Administration requires that students have at least a 3.50 grade-point average in order to graduate. Joint Degree with Penn State Dickinson Law (J.D./M.P.A.)

JEREMY F. PLANT, Program Coordinator
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057-4898
717-948-6050
www.hbg.psu.edu

Degrees Conferred:

J.D./M.P.A.

Penn State Dickinson Law and the School of Public Affairs, Penn State Harrisburg, the Capital College, offer a joint degree program leading to the degrees of Juris Doctor, granted by Penn State Dickinson Law, and Master of Public Administration, granted by Penn State Harrisburg.

Admission Requirements

In order to be admitted to the program, students must first be admitted to Penn State Dickinson Law under its regular admission procedures. Subsequently, the student must be recommended for admission to the M.P.A. program by Penn State Dickinson Law, and must apply for admission to the M.P.A. degree program as described in the Admission Requirements section above. Penn State Harrisburg will make independent admissions decisions as to all joint degree applicants.

Admissions requirements and applications for Penn State Dickinson Law are available at the Admissions & Aid section of its website.

Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the J.D. program are listed on the Penn State Dickinson Law website. Degree requirements for the M.P.A. degree are listed in the Degree Requirements section above.

A maximum of 9 credits of Penn State Dickinson Law course work may be double-counted for credit toward the M.P.A. degree at Penn State Harrisburg, subject to program approval based on relevance to the M.P.A. degree.

A maximum of 9 credits of M.P.A. course work with a grade of B or better may be double-counted for credit toward the J.D. degree at Penn State Dickinson Law, subject to approval by Penn State Dickinson Law.
A student in the joint degree program can graduate with one degree prior to completing the other, if all requirements for that degree have been completed. Students must earn at least a 3.0 grade-point average to be eligible for the M.P.A. degree. If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.P.A. degree if all the M.P.A. degree requirements have been satisfied.

**Student Aid**

Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. Qualified Ph.D. students will be supported with 9-month merit-based research or teaching assistantships. The assistantship granted to a student may be renewed at the end of each academic year, based on the student’s academic performance in the program. While these are not guaranteed, funding opportunities may also be available for admitted students during the summer semesters. Such opportunities may include, but are not limited to, teaching and involvement in faculty-sponsored research. Students may also apply for other financial aid programs through the University’s Office of Student Aid.

In addition, the program faculty may admit to the program qualified full-time students who will finance their educations with scholarships from sources outside Penn State or with personal funds. These sources may include foreign governments that fund international students for Ph.D. studies in the United States and other funding agencies, such as Fulbright commissions.

**Courses**

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

**PUBLIC ADMINISTRATION (P ADM) course list**


D. WRITTEN RESPONSES FROM AFFECTED DEPARTMENTS

Table of Consultations with Other Graduate Program Coordinators and a School Director

<table>
<thead>
<tr>
<th>Name</th>
<th>School, Department, or Program</th>
<th>Date Contacted</th>
<th>Date Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon Bronner</td>
<td>American Studies, School of Humanities</td>
<td>October 11, 2015</td>
<td>October 12, 2015</td>
</tr>
<tr>
<td>James A. Piazza</td>
<td>Political Science, University Park</td>
<td>October 1, 2015</td>
<td>October 9, 2015</td>
</tr>
<tr>
<td>Elizabeth Tisdell</td>
<td>Adult Education, School of Behavioral Science and Education</td>
<td>October 1, 2015</td>
<td>October 9, 2015</td>
</tr>
</tbody>
</table>
Re: Request for consultation: Revisions in PhD program in public administration

From: SIMON J. BRONNER
<sjb2@psu.edu>

Mon, Oct 12, 2015 09:12 AM

Subject: Re: Request for consultation:
Revisions in PhD program in public administration

To: gxm27 <gxm27@psu.edu>

Reply To: Simon J. Bronner
<sbronner@psu.edu>

As chair of the American Studies doctoral program, I am in support of the proposed changes to the PADMIN doctoral requirements because they will bring the program's requirements more in line with our own and Graduate School policies.

Sincerely,

Simon Bronner

From: "gxm27" <gxm27@psu.edu>
To: "Simon J. Bronner" <sbronner@psu.edu>
Sent: Sunday, October 11, 2015 12:48:10 PM
Subject: Re: Request for consultation: Revisions in PhD program in public administration

Dear Simon,

I have received support letters for the PhD in public administration program changes. Would you write a letter also? The revised version is attached.

Goktug

Goktug Morcol
School of Public Affairs
Penn State Harrisburg
Webpage: http://www.personal.psu.edu/gxm27/
October 9, 2015

Professor Gök tü g Morcöl
School of Public Affairs
The Pennsylvania State University Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

Dear Professor Morcöl,

It is my pleasure to review and to provide a letter of support for the plan of proposed changes to the Ph.D. program in Public Administration at Penn State Harrisburg. I received the proposal on September 25 and have had the chance to review it. The suggested changes sound reasonable to me and the rationale for their implementation is compelling.

There are two main proposed changes:

First, that the requirement that students take their foundational courses in the first year of their studies (before they take the candidacy exam) be simply changed to a requirement that students take their foundational courses before they take their candidacy exam. This proposed change lends crucial flexibility to the students in your program and it is consistent with the graduate school policy requiring the candidacy exam be held within the first three semesters a student is enrolled in a doctoral program. This change should not disrupt the normal progress of students through the program while providing students with a bit more lee-way in terms of scheduling classes.

Second, that the requirement that students be enrolled in a minimum of 18 research credits (PADM 600) while working on their dissertations be removed. This is a reasonable change for several reasons. First, the current 18 research credit requirement is significantly in excess of graduate school minimum requirements. Second, it will also provide needed flexibility for students at this stage in the program. Third, it will help relieve the financial burden currently affecting students in the program. This last point is particularly compelling to me in that students in the Public Administration Ph.D. program are not provided graduate assistantships with tuition waivers.

In summary, I am pleased to lend my support to these proposed changes. Please do not hesitate to contact me if you have any questions.

Best regards,

James A. Piazza
Associate Professor
Director of Graduate Studies
Department of Political Science
The Pennsylvania State University
October 9, 2015

To Whom It May Concern:

I am writing to indicate my total support for the changes proposed to the PhD program in Public Administration. I agree that the program needs to be revised in the ways proposed to meet the needs of PhD students in the program. The proposed changes preserve the academic rigor of the program, while allowing for greater flexibility making it potentially financially less burdensome for some students. As the program coordinator for the Doctoral Program in Adult Education and from having served on the Graduate Council at University Park for four years, I believe in supporting changes that maintain or increase academic rigor and give students greater flexibility in meeting their academic goals. Please feel free to contact me if you have further questions about my support of these changes either via phone at 717-579-8835, or via email at ejt11@psu.edu.

Most sincerely,

Elizabeth J. Tisdell, EdD
Professor of Adult Education
Adult Education Doctoral Program Coordinator

Penn State University—Harrisburg
Graduate Council Committee on Programs and Courses

Policy Draft on M.A. and M.S. Degree Culminating Experiences and Transcript Notations

For the research master’s degrees, the Master of Science (M.S.) and Master of Arts (M.A.), the alternatives for the culminating experience are:

1) a thesis based upon original research in the field;
2) a scholarly paper or essay that is research-oriented; or
3) a capstone course that includes a work product which demonstrates evidence of analytical thinking and synthesis of knowledge in the field of study.

In the case of the thesis-based alternative, a transcript notation will be applied that states “Thesis Completed.”

In the case of the scholarly paper/essay or capstone course alternatives, a transcript notation will be applied that states “No Thesis Requirement.”