2017-2018 Graduate Council
Meeting Agenda: December 13, 2017 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building

1. Minutes of the November 15, 2017, Meeting (2 minutes)
2. Communications to Graduate Council (1 minute)
3. Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (10 minutes)
4. Reports of Standing Committees of Graduate Council (60 minutes)
   a) Committee on Committees and Procedures – Daniel Morgan, Chair (5 minute)
   b) Committee on Academic Standards – L. Sam Finn, Chair (10 minutes)
   c) Committee on Programs and Courses – M. Kathleen Heid, Chair (5 minutes)
      1. Informational Item - Graduate Council Curriculum Report, 12/6/2017 (Appendix A)
   d) Committee on Fellowships and Awards – Jose Mendez, Chair (5 minutes)
   e) Committee on Graduate Research – Siela Maximova, Chair (10 minutes)
   f) Committee on Graduate Student and Faculty Issues – Sarah Ades, Chair (25 minutes)
      1. Informational Item - Graduate Student Advising Guidelines (Appendix B)
5. Reports of Special Committees (5 minutes)
   a) Graduate School’s Graduate Exhibition Committee – Daniel Morgan, Chair (5 minutes)
6. Special Reports (5 minutes)
   a) Graduate and Professional Student Association (5 minutes)
7. Unfinished Business (2 minutes)
8. New Business (3 minutes)
9. Comments and Recommendations for the Good of the Graduate Community (2 minutes)
Graduate Council met on Wednesday, November 15, 2017 at 3:30 p.m. in 102 Kern Graduate Building, Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School chaired the meeting. The minutes of the October 18, 2017 meeting were approved.

Communications to Graduate Council
None.

Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School
Dr. Michael Verderame, Senior Associate Dean, provided an update on the search for an Associate Dean of Graduate Student Affairs. Dr. Verderame announced the search committee reviewed the materials of applicants, and have initiated preliminary interviews. The search committee has one remaining preliminary interview to conduct, and will then recommend to the Dean a short list of candidates for in-person interviews.

Dr. Vasilatos-Younken announced Dr. Stephanie Preston is serving as Interim Associate Dean for Graduate Student Affairs. Faculty and student questions related to student affairs issues should be directed to Dr. Preston until the position is permanently filled.

Dr. Vasilatos-Younken shared information on the proposed federal tax reform bill and the potentially catastrophic negative effects it could have on graduate students across the country, and graduate assistants in particular. Some of the proposed changes in the U.S. House of Representatives bill include elimination of both the tax deduction for student loan interest and the exemption for tuition remission as a non-taxable benefit. Almost all graduate assistants at Universities similar to Penn State are given total or partial tuition remission. Penn State’s graduate assistantship tuition rate is $17,660, which currently is not taxed at the federal level. The estimated total effect of these proposed changes would increase the average graduate assistant’s federal tax burden, though how it would affect individual students may differ depending upon their circumstances. The current version of the U.S. Senate tax reform bill does not include those proposed changes, but it has not been finalized. The Graduate School has shared information with graduate students about contacting their congressional representatives to express their opinions about the proposed legislation, and Dr. Vasilatos-Younken urged Council members to do the same.

Reports of Standing Committees of Graduate Council

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

Dr. Morgan indicated the committee had nothing to report.

Committee on Academic Standards
Dr. Vasilatos-Younken recognized Dr. L. Sam Finn, Chair of the Committee on Academic Standards.
Dr. Finn reported the committee met earlier that day and continued work on reviewing the existing policies related to the research doctorate. The Committee’s review of the policy related to dissertation committee formation, composition, and review is almost complete, and it began to review the policy on dissertation committee responsibilities. The Committee intends to present the reviewed policies and its recommendations to Council in the Spring semester.

Committee on Programs and Courses

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

Dr. Heid presented the Graduate Council Curriculum Report, 11/1/2017 (Appendix A) as an informational item.

Dr. Heid reported the committee has a fairly low number of proposals to review this month, and plans to resume discussion on the essential characteristics of a research master’s degree with the goal of determining if those characteristics can be effectively maintained in an online delivery format. Based on the results of this discussion, the committee will next consider what policy guidelines to put in place to ensure these characteristics are maintained across all research master’s degrees.

Dr. Vasilatos-Younken updated Council on the University’s effort to implement a new web bulletin system, CourseLeaf. Migration from the current Bulletin to CourseLeaf recently began for the Undergraduate Bulletin, with plans to proceed to the Graduate Bulletin in 2018. The chairs of the Web Bulleting Steering Committee have offered to present an update to Graduate Council in early spring. This will provide Council members the opportunity to give feedback in advance of development of the new Graduate Bulletin.

Committee on Fellowships and Awards

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

Dr. Mendez reported the committee discussed the process for the Graduate Student and Faculty Recognition Awards and decided to extend the deadline for review of applications to January 5, 2018.

Committee on Graduate Research

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

Dr. Luhman indicated the Senate committee on Research, Scholarship, and Creative Activity had not met since the last Council meeting and he had nothing to report.

Committee on Graduate Student and Faculty Issues

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

Dr. Ades reported the committee met earlier that day and discussed the recommendations for revisions to the Graduate Student Advising Guidelines (Appendix B) provided by Council members at the October meeting. Based on Council members’ suggestions, the document has been retitled “Best Practices in Graduate Education: Fostering Successful Interactions among Faculty, Administrators, and Graduate Students.” The committee will distribute the draft along with an explanatory cover letter and request for feedback to all graduate program heads, administrators for graduate education, and members of Council. The deadline for feedback will be December 11 so the committee can review the feedback at its
next meeting, with the goal of bringing the draft back to Council for a vote at the January Council meeting.

**Reports of Special Committees**

**Graduate School's Graduate Exhibition Committee**

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

Dr. Morgan reported the committee met earlier that day. The committee discussed how to increase public attendance at Exhibition events, and ultimately decided to maintain the same schedule of events as last year. Registration opens December 1 for both student participants and judges. Dr. Morgan reminded Council that, due to the construction project currently underway on Esber Recital Hall, the performance option will be held in Eisenhower Auditorium.

**Special Reports**

**Graduate and Professional Student Association**

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

Ms. Yang reported the GPSA is currently holding its second Graduate Writing Boot Camp this academic year, with an estimated forty to fifty participants. The GPSA also held its annual Thanksgiving food drive. Last year, GPSA collected more than 400 baskets to distribute and, although the final count for this year has not been confirmed, it appears to have been just as successful.

**Unfinished Business**

None.

**New Business**

None.

**Comments and Recommendations for the Good of the Graduate Community**

None.

**Next meeting:**

Wednesday, December 13, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
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.

December 6, 2017

Graduate Degree Programs

NEW

Accounting – create a new graduate program offering the M.P.Acc. in residence (Penn State Great Valley), page 8

CHANGE

Enterprise Architecture – change program name to Enterprise Architecture and Business Transformation (College of Information Sciences and Technology), page 31

Graduate Courses

ADD

ACCTG 566
Corporate Disclosure in the Capital Markets
CORP DISCLOSURE (3)
ACCTG 566 provides a broad perspective of accounting that spans beyond the Generally Accepted Accounting Principles (GAAP) by exploring the role of financial accounting (and more broadly, corporate disclosure) in the capital markets. This includes discussions about (i) how accounting information flows in the capital markets and why it is so crucial to a well-functioning economy, (ii) key capital market stakeholders, their incentives, and their relation with corporate disclosure, (iii) various disclosure types and venues and their decision usefulness, (iv) the role of corporate governance in ensuring the provision of useful accounting information, (v) earnings management types, incentives, and settings, (vi) the standard setting process, and (vii) the role of emerging technologies in shaping corporate communications with the market. The course will also expose students to the history of accounting to provide insight into how and why accounting has morphed into its current state. Finally, throughout the course, there will be discussion and tie-ins to academic research on capital markets with an emphasis on corporate disclosure research.
PREREQUISITES: ACCTG 472, BA 840
PROPSED START: SU2018
ACCTG 831
Advanced Auditing
ADV AUDITING (3)
The goal of this course is to advance knowledge in contemporary issues in auditing and in auditing research and case analysis. The focus includes implementing the auditing principles, standards, procedures, and practices, and applying them in case analysis. Topics comprise integrated auditing of financial statements and internal controls; continuous auditing; assurance services on nonfinancial information; auditing of computer-based systems; emphasis on auditing software and computer auditing techniques used to evaluate accounting systems controls and test accounting data integrity; forensic accounting and fraud detection; and the nature and use of expert systems in accounting with emphasis on their use as an audit tool.
PREREQUISITES: BLAW 444, ACCTG 873, ACCT 550, ACCTG 806, ACCTG 803
PROPOSED START: SU2019

AMST 541
Ethnography of Technology and Media in the United States
ETHNO TECH & MEDIA (3)
Applied widely across the humanities and social sciences, ethnographic approaches to the study of culture encompass a wide variety of qualitative research methods that range from intimate personal interviews to participation in large group events. This seminar presents a detailed study of how the integration of technologies into the fabric of everyday life in the United State has both enabled the creation of new cultural forms and redefined existing social and cultural life. Students will engage with foundational and emerging works that apply the theories and methods of ethnography to the close study of technology and media use and culture, as well as works that demonstrate how emerging technologies may be applied in ethnographic research. In addition to presenting the relevant literature, this seminar will provide students with rigorous training in the requisite skills and concepts that define ethnographic practice, and offer opportunities for students to apply these skills and concepts to produce significant field research. Examples of technological forms considered could include video games, 3D printing and maker technologies, genetic technologies, mobile phones and devices, and a variety of internet technologies.
PROPOSED START: SU2018

AMST 562
Topics in Religion and American Culture
TOPICS REL & AM CU (3)
Contrary to notions about the secularization of American society, a large number of Americans continue to report that religion plays an important role in their everyday lives. At the same time, changing demographic, political, and cultural environments in the United States have contributed to a massive reorganization of the American religious landscape since 1970. Thus religion, it seems, is a timely issue in the study of American culture, one which will doubtless open up new avenues of American Studies research in the future. This seminar is a detailed study of aspects of religious history and culture in the United States. It will offer students an overview of the current engagement of American Studies with the study of religion and ask students to consider new pathways in this research for the future.
PROPOSED START: SU2018

BA 809
Strategic Business Architecture
STRAT BUS ARCH (3)
BA 809 focuses on the development and application of business architecture as a holistic discipline that produces a common understanding of the organization that is used to align strategic objectives and tactical initiatives. Business architecture bridges the gap between a company’s strategy and its successful execution. A business architecture approach that delivers business value to the enterprise produces several things:
• An articulation of the strategic requirements of the enterprise
• Models of the future state which illustrate what the enterprise should look like across multiple business viewpoints in support of the business strategy
• A road map of the change initiatives required to reach that future state
• The requirements, principles, standards, and guidelines that will steer the implementation of change initiatives
The primary purpose of describing the business architecture of an enterprise is to improve the effectiveness or efficiency of the business itself. This includes innovations in the structure of an organization, the centralization or federation of business processes, the quality and timeliness of business information, and ensuring that money spent at the project level is in support of the strategic objectives of the larger enterprise. The course also develops additional capabilities for communicating, explaining, and justifying decisions relating to business architecture.

PROPOSED START: SP2019

BA 888
Strategic Leading and Identity
STRAT LEAD IDENT (3)
The course takes a unique approach to strategic leadership that emphasizes identity issues that are critical to understanding individual and collective processes in organizational life. Students will learn about their own leadership as it relates to their identity and others’ identities. It will provide practical and experiential exposure to classic and contemporary leadership frameworks that can be applied in a diverse range of professional environments and business settings. Students will assess their own leadership strengths and development areas, create an individual leadership development plan, apply that plan as part of the course, and complete a reflection paper upon executing the plan. The course provides an opportunity to apply and integrate the knowledge and skills they developed throughout their education and their careers.
The course will include an individual leadership style multi-rater assessment. Students will self-assess and receive feedback from others on their leadership behaviors, and will develop a plan for individual leadership development. The course will also include opportunities for students to focus on self-awareness as a leader and building leadership skills (e.g., active listening, giving/receiving feedback, mindfulness).

PROPOSED START: SU2018

EMGT 820
Environmental Law and Policy
ENVIRON LAW & POL (3)
This course provides a broad exploration of the basic legal principles, regimes, and issues related to environmental protection and natural resource management. Part 1 of the course gives students an overview of how the U.S. legal system works and relevant principles of constitutional and common law. Part 1 also reviews the fundamentals of environmental law and policy. After building this foundation, part 2 of the course focuses primarily on federal statutes, including the National Environmental Policy Act, the Clean Water Act, the Endangered Species Act, Superfund, and the Clean
Air Act. Part 3 uses case studies to illustrate how these laws fit together, and how they also relate to state and international issues. In addition to learning about foundational legal principles, students will learn the core principles of environmental law and regulation, and how they are changing over time. They will also better understand how federal, state, and even international environmental laws and policies fit together through the use of case studies to help illustrate key points.

### EMGT 830
**Ecosystem Management, Planning, and Economics**
ECOSYS MGMT ECON (3)
Making decisions as an ecosystem manager requires knowledge of economics, planning, and finance. The course provides students with a solid understanding of the key finance, planning, and economic principles needed to manage a variety of natural resources and ecosystems. The first part of the course discusses cost benefit analysis from a financial perspective. Cost benefit analysis is fundamental to making decisions in ecosystem management. The module covers topics such as time value of money, discounting, inflation, risk, appraisal, and taxes, and culminates in understanding the criteria to make investment decisions with limited budgets.

The second part provides students with an understanding of planning processes and tools for developing management plans for natural resources systems. This part focuses on the unique aspects of managing ecosystems, including biodiversity management and dealing with multiple stakeholders and multiple competing objectives. Students are given an overview of the use of models and decision support systems for aiding in the exploration and evaluation of large numbers of management alternatives within complex social and biological systems.

The third part provides an overview of ecosystem economic concepts and principles in a market economy. Importantly, it discusses the common issue of markets not working (failures) especially in natural resources and ecosystems. This last part of the course begins by discussing how the market should work and the critical importance of well-defined property rights. Then market failures such as pollution and other externalities are discussed. In this context, it is important to value many of the non-market goods and services, which is the next topic discussed. Innovative valuation methods of ecosystem benefits such as recreation and biodiversity are described. Finally, a series of applications and case studies of various ecosystem resources including carbon pricing, bioenergy, water quality, and food is provided.

### PSYC 573
**Career Counseling: Research, Assessment, and Intervention**
CAREER COUNSELING (3)
This course is designed to acquaint students with the knowledge of career counseling theories, assessments, and methods based in psychological research, acquaint students with the use of empirically-supported career assessment instruments, increase knowledge to work with clients of different ages, races, ethnicities, socioeconomic classes, and genders, and discuss current issues, trends, and ethics in the field of career assessment and counseling. Students will learn about commonly used psychological theories that are applied to career assessment, including trait-oriented theories, social learning and cognitive theories, developmental theories, person-in-environment theories, career counseling-specific models, and integrative theories. Students will learn the process of assessing clients' vocational and professional interests through the use of both formal assessment instruments and interviews. Assessment techniques will include structured interviews, standardized
assessment, psychological inventories, self-assessment, computerized assessment, case conceptualization, and report writing. Developmental considerations, as well as issues of cultural sensitivity and gender will be discussed. Approaches to integrating this information into career advising and/or psychotherapy will be explored. By the end of the course, students will demonstrate an understanding of the major theories of career development; be able to explain the structure of occupations, and individual and societal issues in career development, including multicultural and gender issues; summarize the relationships among personality, occupational choices, and occupational success; identify the major sources of career and educational information available through the Internet, computer-based guidance systems, and printed materials; administer and interpret printed and computer-based assessments of career interests, beliefs, and values; integrate career development theory and assessment results with empirically-supported career counseling interventions; and describe the professional process of career assessment and advising, as integrated into psychological services.

PROPOSED START: SU2018

WMNST 522
Gender and Sexuality
GENDER & SEXUALITY (3)
This course offers students an interdisciplinary overview of the complex topics of gender and sexuality. Employing various theoretical and disciplinary perspectives including feminist and queer theory, historical and sociological perspectives, visual culture, and post-colonial discourse, this course gives students a broad understanding of key historical and contemporary issues in the arena of gender and sexuality. This course engages the following themes: gender and sexual identities; the intersectionality of gender, sexuality, race, and class; discourses of heteronormitivity & homonormativity; the body, body politics, and bodily violence; contemporary movements for gender and sexual justice; racial, gender and sexual politics; performances and representations of gender and sexuality; health and medicalization; global LGBTQA human rights issues; the (re)production of gender and sexual difference; labors of gender and sexuality; and the relationship between gender, sexuality and the State. Students in this course will develop a keen understanding of how these themes operate in the discourse of gender and sexuality. Throughout this course students will examine a variety of diverse texts—theoretical, historical ethnographic, literary, visual, and sonic—to gain a comprehensive introduction to the topic of gender and sexuality. This graduate seminar emphasizes discussion, writing, and research.

PROPOSED START: FA2018

CHANGE

OLD
FIN 577
Financial Engineering and Corporate Strategy
FIN ENG CORP STRAT (2)
Study and application of derivative strategies, financial innovation, and modern financial techniques to re-engineer risk exposure and enhance strategic opportunities.
PREREQUISITES: FIN 571
APPROVED START: SU2002

NEW
FIN 577
Financial Engineering and Corporate Strategy
FIN ENG CORP STRAT (1-3)
This course provides an overview of some of the important issues and problems encountered in recognizing exposures to risk in both financial and non-financial firms, and provides students with a strategic decision-making perspective. Considerable importance will be placed on how exposures to risk affect the firm, and how risk exposures can be re-engineered to enhance firm value. An overview of financial markets and the major sources of risk exposure to the firm will be provided. Measurement of risk exposures will be discussed and various methods of managing and controlling risk will be explored. Tools of the financial engineer—futures, options, swaps, and other derivatives—will be explained and applications will be demonstrated.
PREREQUISITES: None
RECOMMENDED PREPARATION: Smeal M.B.A. Core Courses

OLD
GEOG 861
Map Projections for Geospatial Professionals
MAP PROJECTIONS (1)
Cultivates a working knowledge of map projections that professionals need to process geospatial data effectively for mapping and analysis.
PREREQUISITES: GEOG 484
APPROVED START: SP2008

NEW
GEOG 861
The Earth is Round and Maps are Flat: Working with Spatial Reference Systems in GIS
MAP PROJECTIONS (3)
The course explores three important topics related to georeferenced data: Datums, map projections, and grid systems. Accurate coordinates are the key to successful manipulation in a geographic information system (GIS). The course begins with a detailed look at datums and the role they play in mathematically describing the Earth’s shape and size, defining exact Earth coordinates, and establishing the height of a point above mean sea level. Map projections are examined next. These formula-based entities are implemented as algorithms in GIS, remote sensing, and other kinds of mapping and spatial analysis software that systematically take Earth’s coordinates and convert them to a planar environment. Grid systems conclude this course with a discussion of their utility when carrying out accurate measurement activities on maps. Collectively, this course provides the theoretical underpinnings and applied knowledge necessary to understand and effectively work with the wide range of available datums, map projections, and coordinate systems that are available today.
PREREQUISITES: None
RECOMMENDED PREPARATION: GEOG 483

OLD
GEOG 863
GIS Mashups for Geospatial Professionals
GIS MASHUPS (3)
Cultivates a working knowledge of how and why geospatial professionals develop web mapping applications that combine data from multiple sources.
PREREQUISITES: GEOG 485
APPROVED START: SP2010
NEW
GEOG 863
Web Application Development for the Geospatial Professional
GEO WEB APP DEV (3)
The Internet has greatly extended the reach of GIS beyond the desktop. Geospatial technology vendors and the open-source community have devised web service protocols and web mapping application programming interfaces (APIs) so that third-party developers can create their own applications for use on web-enabled devices. These applications serve a wide array of purposes, including place and way finding, data dissemination, and data collection. For example, tabular crime data published on a city’s website can be combined with base data layers such as municipal boundaries and roads to produce a map that is valuable for both the city’s police department and its citizens. This course focuses on how geospatial professionals can create such applications using industry-relevant geospatial APIs. Students will build applications using current and emerging web technologies. Topics covered will include the implementation of 2D maps and 3D scenes, understanding API documentation, layer discovery and visualization, user interface development, data querying, and geoprocessing.
PREREQUISITES: None

OLD
MBADM 814
Leadership Communications
LDR COMM CHNG MNGT (3)
Developing communication skills required for managers and leaders; creating effective individual and group presentations.
APPROVED START: FA2016

NEW
MBADM 814
Leadership Communications and Change Management
LDRSHP COMM (3)
This course provides students with an overview of current theories and practices of organizational communication through the application and understanding of organizational change models. The primary aim is to enhance written, oral, and graphic communication by applying, assessing, and presenting organizational change assessments in team and individual forums. The course focuses on developing an understanding of the paradigm shift necessary to achieve organizational transformation and re-conceptualization of management principles through effective and efficient communication.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

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

New Graduate Program, Option, or Minor: Add
Designation of new graduate program: Master of Professional Accounting (M.P.Acc.)
Classification of Instructional Programs (CIP) Code: 520301
Designation of new graduate option:
Designation of new graduate minor:

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

Existing Graduate Program Option, or Minor: Change Drop
Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

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

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

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

Submitted by Graduate Program Head
Bo Ouyang
Printed name
Signature
Date: 6/29/17

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
David Russell
Printed name
Signature
Date: 6/27/17

Approved by College/School Dean/Chancellor (or Designee):
James A. Nemes
Printed name
Signature
Date: 6/26/17
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole

Printed name: [Signature]

Date: 12/5/2017

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

On Behalf of M. Kathleen Heid

Printed name: [Signature]

Date: 12/5/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken

Printed name: [Signature]

Date: 12/5/2017
Proposal for Master of Professional Accounting Degree

A. Program Objectives and Justification Statement
   Program Objectives.......................................................... 3
   Needs Assessment......................................................... 3
   Ability to Offer a Quality Program .................................. 4
   Justification of Degree Title .......................................... 4
   Anticipated Size of Program and Impact on Course Offerings .. 4
   Impact on Existing Programs .......................................... 4
   Sample Program of Study and Scheduling ......................... 5

B. Graduate Program Bulletin Listing
   Degrees Conferred ...................................................... 7
   Graduate Faculty ....................................................... 7
   Admissions Requirements ............................................. 7
   Degree Requirements .................................................. 8

C. Capstone Course ....................................................... 8

D. Accreditation and Certification ..................................... 8
A. Program Objectives and Justification

1. Program objectives

Virtually all states now require an applicant for licensure as a Certified Public Accountant to have completed 150 credit hours of education. Baccalaureate degrees generally comprise from 120 to 124 credit hours, which means that students who wish to pursue professional licensure as a CPA need approximately 30 additional credit hours. There are clear indications that employers in public accounting want new hires to either already have 150 credit hours or to be in the process of obtaining them. Additionally, most undergraduate programs in Accounting are generally inadequate to fully prepare a student for successful completion of the Certified Public Accountant examination, and many schools do not offer the full complement of additional accounting and related coursework which might be necessary. The proposed program is designed to address both of these needs, providing both the additional credit hours as well as the specific competencies needed.

2. Needs assessment

The proposed M.P.Acc. program is intended for a local market, with the expectation that it will be especially appealing to applicants who are working in the field in the Philadelphia metropolitan area. In fact, in 2014 the Philadelphia area was one of the top 10 metropolitan areas in the U.S. in terms of having the highest number of accountants, with over 22,000 accountants employed in that area alone. More than 54,000 accountants and auditors were employed in Pennsylvania in 2015 according to data provided by the U.S. Department of Labor’s Bureau of Labor Statistics. The Pennsylvania Department of Labor projects that in the current ten-year period ending 2022, employment opportunities for accountants in Pennsylvania will increase by 8.2 percent, which translates to over 1,200 new accounting jobs.

The expectation is that this new M.P.Acc. program will primarily attract local working professionals who desire to obtain CPA licensure. The proposed M.P.Acc. program at PSGV will be especially appealing to working professionals in Great Valley Corporate Center. Great Valley Corporate Center accommodates innovative companies such as Siemens, The Vanguard Group, RICOH, Acme/Albertsons Markets, Unisys, Sanofi-Aventis, McKesson, Microsoft and Janssen. Currently there are more than 20,000 professionals working in the Great Valley Corporate Center. PSGV is located adjacent to the Great Valley Corporate Center. Although there is competition from some regional universities which offer a master degree of accountancy, our proximity to the Great Valley Corporate Center and firms in the King of Prussia area offers us a significant and unique competitive advantage.

3. Ability to offer a quality program

The academic home of the program will be at Management Division of Penn State Great Valley (PSGV), which is accredited by AASCB (Association to Advance Collegiate Schools of Business).
AACSB provides internationally recognized, specialized accreditation for business and accounting programs, which is the most recognized form of professional accreditation a business school can earn. The courses will be taught by qualified Graduate Faculty at the Management Division of Penn State Great Valley, as well as experienced adjunct professors from local accounting firms. We will seek to add additional faculty members in accounting as demand increases, and obtain additional accreditation of the proposed M.P.Acc. program by AACSB as part of our next Continuous Improvement Review in 2020-21.

4. Justification of degree title

The proposed degree title employed is “Master of Professional Accounting”. This is in keeping with the degree focus as a professional master’s degree rather than a research-oriented degree. This degree title is widely used in the field. University of Texas and University of Miami award the Master of Professional Accounting degree.

5. Anticipated size of program and impact on course offerings

The initial enrollment target for the program is admission of 20-25 students each year. It is assumed that enrollment will be drawn primarily from Pennsylvania residents (both Penn State alumni as well as working professionals in local communities). Although it is anticipated that most students will enter the program as part-time students, full-time students (with a desired completion within one year) will also be accommodated.

Most of the sections in the program, except electives, will be new, additional sections above and beyond current course offerings. Faculty for these sections will be drawn from the regular full-time faculty at the Management Division of Penn State Great Valley, or from other regional Penn State University campuses, and adjunct professors from local accounting firms on an as-needed basis.

6. Impact on existing programs

The proposed M.P.Acc. program takes advantage of existing courses in the graduate course catalog and does not require development of any new courses, except a new 800-level advanced auditing course (ACCTG 831 Advanced Auditing). The proposed program offering does not duplicate any existing Penn State degree program. The Smeal College of Business offers a Master of Accounting degree, but it is a residential program with many of the students enrolling as part of an integrated undergraduate/graduate 5-year program. The existing Master of Accounting program offered at Smeal College of Business is substantially different from the proposed program. The existing Master of Accounting program from Smeal is offered either as integrated with the undergraduate Accounting degree, or as a full-time one-year program. As such, it may not be a viable or efficient alternative for students who have an undergraduate Accounting degree from another institution, for those who wish to attend part-time, or for those who are unable to attend classes in University Park on a full-time basis.
Penn State Behrend also offers a Master of Professional Accounting (M.P.Acc.) program. Similar to the M.Acc. program offered by Smeal College of Business, the M.P.Acc. program at Penn State Behrend is a 30-credit residential program that can be completed in one year of full-time study and it primarily targets local working professionals.

The proposed M.P.Acc. program is very similar to the online Master of Professional Accounting (M.P.Acc.) program offered by World Campus. Both programs share the same mission and target students who have completed an undergraduate degree in business or accounting, and need to satisfy the 150-credit hour educational requirements for CPA licensure in Pennsylvania and most other states. However, the student populations are sharply different. The World Campus online program concentrates on students nationwide who value the flexibility of online education. The proposed M.P.Acc. program at PSGV aims at fulfilling the educational needs of local working professionals in the greater Philadelphia metropolitan area, who favor residential education. In terms of student population, the proposed residential M.P.Acc. program and the World Campus online program are complementary to each other.

Penn State, including Penn State Great Valley, does have a number of resident M.B.A. programs, as well as the online M.B.A. program and Master of Finance (M.Fin.) program, where students can secure the additional credit hours needed to qualify for CPA licensure. These programs do not offer the specific accounting-focused classes which the prospective CPA would need and, aside from the online M.B.A. and online M.Fin., are targeted towards relatively narrow geographic markets.

7. Sample program of study and scheduling

Students will be able to complete the proposed Master’s program in one academic year, from the fall of one year through the summer of the following year. The proposed M.P.Acc. program has the same curriculum as the Master of Professional Accounting program offered by World Campus, as both have the same mission and goal. Appendix A explains how the curriculum of the proposed M.P.Acc. program corresponds to the content of CPA exam.

Each course is a seven-week course offered at night to accommodate the needs of working professionals, as are other graduate courses offered by PSGV. Each course will be offered once per year, in a fixed rotation. Four courses will be offered in both the fall and spring semesters, while 2 courses will be offered in the summer. Students will be accepted either as full-time or part-time students starting in the fall semester. Spring or summer admissions will also be considered. Full-time students will take all courses offered each term, completing the degree at the end of the summer. Part-time students will take half of the courses offered during their first year, and half the second year, completing the degree program at the end of their second summer.
All of the courses listed below are three credit hour courses.

**Fall semesters**

ACCTG 512 Financial Accounting Theory and Reporting Problems  
ACCTG 462 Governmental and Not-for-Profit Accounting  
ACCTG 873: Advanced Topics in Financial Reporting  
Elective

**Spring semesters**

ACCTG 806: Advanced Topics in Taxation  
BLAW 444: Advanced UCC and Commercial Transactions  
ACCTG 803 Accounting Information and Decision Systems  
Elective

**Summer Semesters**

ACCT 550: Professional Responsibilities and Ethics  
ACCTG 831 Advanced Auditing

---

B. Graduate Programs Bulletin Listing

**Accounting**

James A. Nemes, Chancellor and Director of Academic Affairs  
Penn State Great Valley  
30 East Swedesford Road,  
Malvern, PA 19355  
610-648-3200

Bo Ouyang, Professor-in-Charge  
Management Division  
Penn State Great Valley School of Graduate Professional Studies  
30 East Swedesford Road,  
Malvern, PA 19355  
610-648-3200

**Degree Conferred:** Master of Professional Accounting (M.P.Acc.)
The Graduate Faculty

Bo Ouyang, Ph.D. (UT-Arlington) Associate Professor of Accounting  
Karen Duhala, Ph.D. (Penn State) Assistant Professor of Accounting and Finance  
John J. Sosik, Ph.D. (Binghamton University) Professor of Management and Organization  
John C. Cameron, J.D. (Widener University). Assistant Professor of Management and Organization

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.

Students who apply for admission should have completed course work substantially equivalent to an undergraduate degree in Business (or a business discipline) from Penn State University. Applicants to the Penn State Great Valley M.P.Acc. program should also have a grade-point average of at least 3.0 (on a 4.0 scale) in their final 60 credits of undergraduate course work, both overall as well as in accounting courses. If the undergraduate major is not Accounting, an applicant must have completed the following minimum core of accounting course work (or its equivalent) with a final grade of B- or better: ACCTG 211 (Financial and Managerial Accounting for Decision Making), ACCTG 310 (Federal Taxation I), ACCTG 340 (Cost Accounting), ACCTG 403 (Auditing), ACCTG 471 (Intermediate Financial Accounting I), and ACCTG 472 (Intermediate Financial Accounting II).

All applicants to the Penn State Great Valley M.P.Acc. program are required to submit GMAT or GRE scores. A waiver will be considered if the applicant has an advanced degree (e.g., master’s degree or higher) from a regionally accredited university with AACSB accredited programs OR one or more professional business certifications including a CFA, CPA, FRM, and/or CMA, or doctoral degree (e.g., Ph.D., M.D., J.D.).

Degree Requirements

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

Students must complete a minimum of 30 credits at the 400, 500, or 800 level, with at least 18 at the 500 or 800 level, and a minimum of 9 credits at the 500 level. This includes 24 credits in the required core courses:

- ACCTG 512 Financial Accounting Theory and Reporting Problems (3 cr.)
- BLAW 444 Advanced UCC and Commercial Transactions (3 cr.)
- ACCTG 806 Advanced Topics in Taxation (3 cr.)
• ACCTG 873 Advanced Topics in Financial g (3 cr.)
• ACCTG 803 Accounting Information and Decision Systems (3 cr.)
• ACCTG 462 Governmental and Not-for-Profit Accounting (3 cr.)
• ACCT 550 Professional Responsibilities and Ethics (3 cr.)
• ACCTG 831 Advanced Auditing (3 cr.)

The remaining 6 credits of electives may be chosen from a list of approved electives maintained by the program office. Note that one of the electives must be a 500-level graduate course.

ACCTG 831 Advanced Auditing serves as the capstone course for this degree. This capstone course taken at the end of the program uses all the knowledge gained from prior coursework and applies them through presentation and analysis of case studies. Students will study investigative accounting, consulting, and litigation support activities undertaken in forensic accounting engagements through the use of case studies. This capstone course includes a final capstone project which emphasizes case analysis to develop critical thinking and analytical skills in the use of accounting reports for broad-based business analysis. In this capstone project, students examine a current issue in accounting and regulation. Through this comprehensive capstone project, students acquire a big-picture understanding of accounting trends and regulatory issues, along with the critical-thinking skills to evaluate and debate them.

Student Aid

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

Courses

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

C. Accreditation and Certification

The Master of Professional Accounting program requirements are designed to allow a student who has completed an undergraduate degree in Accounting (or equivalent) to satisfy the current educational requirements for CPA licensure in Pennsylvania.
Appendix A

The relationship between CPA exam and the proposed PSGV M.P.Acc. program

The Uniform CPA Exam consists of four sections (AICPA 2016*):
Financial accounting and reporting (FAR)
Auditing and attestation (AUD)
Business environment and concepts (BEC)
Regulation (REG)

The BEC section covers topics such as business and economic concepts, financial management, information technology and planning and measurement.
The FAR section covers financial accounting, cost/managerial accounting, as well as governmental and non-profit accounting material.
The AUD section includes knowledge of ethics and independence, auditing procedures and standards, and the skills needed to apply that knowledge.
The REG section consists of business law, federal taxation, ethics and professional and legal responsibilities.

<table>
<thead>
<tr>
<th>CPA exam content*</th>
<th>Proposed courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulation (REG)</td>
<td>ACCTG 806: Advanced Topics in Taxation</td>
</tr>
<tr>
<td></td>
<td>BLAW 444: Advanced UCC and Commercial Transactions</td>
</tr>
<tr>
<td></td>
<td>ACCT 550: Professional Responsibilities and Ethics</td>
</tr>
<tr>
<td>Financial Accounting and Reporting (FAR)</td>
<td>ACCTG 873: Advanced Topics in Financial Reporting</td>
</tr>
<tr>
<td></td>
<td>ACCTG 462 Governmental and Not-for-Profit Accounting</td>
</tr>
<tr>
<td>Auditing and Attestation (AUD)</td>
<td>ACCTG 831 Advanced Auditing</td>
</tr>
<tr>
<td></td>
<td>ACCT 550: Professional Responsibilities and Ethics</td>
</tr>
<tr>
<td>Business environment and concepts (BEC)</td>
<td>ACCTG 803 Accounting Information and Decision Systems</td>
</tr>
<tr>
<td></td>
<td>ACCTG 512 Financial Accounting Theory and Reporting Problems</td>
</tr>
<tr>
<td></td>
<td>Two electives **</td>
</tr>
</tbody>
</table>

*: Content and Skills Specification for the Uniform CPA Exam, American Institute of Certified Public Accountants, 2016:
https://www.aicpa.org/BecomeACPA/CPAExam/ExaminationContent/ContentAndSkills/DownloadableDocuments/CSOs-SSOs-Effective-Jan-2016.pdf

**: List of electives:

FIN 508 (Analysis of Financial Markets)
IB 500 (International Business Management)
MKTG 518 (Global Marketing)
FIN 531 (Financial Management)
OPMGT 510 (Operations Management)
ACCT 545 (Strategic Cost Management)
Appendix B

Evidence of Consultation
Hi Jim

Here is additional feedback from Steve Huddart in response to the comments sent on Friday. Let me know if there is anything more you need me to discuss with Steve.

Thanks

Brian

"The revision is responsive to my earlier comments except that it does not address these two points:

1) Pennsylvania educational requirements are less prescriptive than other states'. Section 4.2(b)(3)(i) of P.L. 851, No. 140 requires "a baccalaureate or higher degree from a college or university accredited by a nationally recognized accrediting agency recognized by the United States Department of Education, or a college or university approved by the board, and completed a total of one hundred twenty semester credits of post-secondary education, including at least a total of twenty-four semester credits of accounting and auditing, business law, finance or tax subjects of a content satisfactory to the board and an additional twelve semester credits in accounting, auditing and tax subjects of a content satisfactory to the board, not necessarily as part of the individual's undergraduate or graduate work".

This could be added as a paragraph in the section titled Needs Assessment.

2) Not all accountants are CPAs. The proposal could be clearer about this in citing employment and demand statistics. I suggest revising:

In fact, in 2014 the Philadelphia area was one of the top 10 metropolitan areas in the U.S. in terms of having the highest number of accountants, with over 22,000 accountants employed in that area alone. More than 54,000 accountants and auditors were employed in Pennsylvania in 2015 according to data provided by the U.S. Department of Labor’s Bureau of Labor Statistics.

to

In fact, in 2014 the Philadelphia area was one of the top 10 metropolitan areas in the U.S. in terms of having the highest number of accountants, with over 22,000 (not all of them CPAs or people seeking to become CPAs) accountants employed in that area alone. More than 54,000 (not all of them CPAs or people seeking to become CPAs) accountants and auditors were employed in Pennsylvania in 2015 according to data provided by the U.S. Department of Labor’s Bureau of Labor Statistics.

I do not have other comments. With these changes, I endorse the proposal wish PSGV, James Nemes, and Bo Ouyang success with it."

12
From: JAMES A NEMES [mailto:jan16@psu.edu]
Sent: Friday, April 28, 2017 3:12 PM
To: Brian Cameron
Subject: FW: Proposed Master of Professional Accounting

Brian,

Professor Ouyang addressed Steve's comments in the attached. Please let me know if you have additional 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

From: BO OUYANG [mailto:bouyang@psu.edu]
Sent: Thursday, April 27, 2017 9:31 AM
To: JAMES A NEMES <jan16@psu.edu>
Cc: URSULA MARY THOMPSON <umt1@psu.edu>
Subject: Re: Proposed Master of Professional Accounting

Hi Jim,

Please see the two files in attachment. One is the proposal draft dated April 27. The other one is the proposal with replies to Steve Huddart. You can use the first one for further approval and send the second one to Steve Huddart.

Thanks,

Bo
Jim,

We are supportive. In consultation with accounting, they mentioned you may want to consider a forensic accounting course as this is a hot area in accounting.

Greg

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

From: "JAMES A NEMES" <jan16@psu.edu>
To: "Brian Cameron" <bcameron@smeal.psu.edu>, "Steve Schappe" <sxs28@psu.edu>, "Greg Filbeck" <mgf11@psu.edu>
Cc: "URSULA MARY THOMPSON" <umt1@psu.edu>
Sent: Thursday, April 20, 2017 8:07:37 AM
Subject: Proposed Master of Professional Accounting

Brian, Steve, Greg:

Please find attached a proposed Master of Professional Accounting program to be offered at Great Valley, that I am sending you for consultation. This would be an on-campus program targeting primarily part-time students in our area seeking additional training and accounting credits needed for licensure and prefer an on campus setting. I’m not sure we will make it to the Grad Council docket this semester but if you could reply by May 3rd that would be great.

Thanks in advance.

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
No objection from Behrend

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

On Jun 13, 2017, at 6:56 PM, JAMES A NEMES <jan16@psu.edu> wrote:

Steve, Greg,

Thanks for your previous reply to our request for consultation. The Graduate School has pointed out that the additional specific requirements for the M.P.Acc., which appear in the bulletin, and which I have posted below, specifies a specific capstone course for the program. In our proposal, the faculty had proposed a new course, ACCTG 831 Advanced Auditing, as the capstone. This would necessitate a change to the specific requirements. If you have no objections, I would propose to leave the capstone statement generic in the additional requirements, which would then read. ‘The program includes a required capstone course, which integrates material learned in other program courses’.

Please let me know if the proposed change would be acceptable.

Thanks,

Jim

M.P.Acc.—Additional Specific Requirements
The Master of Professional Accounting is designed to prepare students to enter careers in public accounting, corporate accounting, management accounting, governmental accounting, financial analysis, and law enforcement. This program requires a minimum of 30 credits; all credits must be earned in 400-level, 500-level, or 800-level courses. A minimum of 21 credits at the 500- or 800-level is required, of which at least 9 credits must be earned in 500-level courses. ACCTG 803 (Forensic Accounting) is the capstone course for the program, integrating materials learned in the other program courses.
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: Steve Schappe
To: JAMES A NEMES
Subject: Re: Proposed Master of Professional Accounting
Date: Wednesday, April 26, 2017 6:42:01 PM
Attachments: New PSH logo sig2.bmp

Jim,

Thanks for the opportunity to review your proposal for a new resident instruction Master of Professional Accounting degree on the Great Valley campus.

We have no objections and are pleased to support the proposal.

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

From: "JAMES A NEMES" <jan16@psu.edu>
To: "Brian Cameron" <bcameron@smeal.psu.edu>, "Steve Schappe" <sxs28@psu.edu>, "Greg Filbeck" <mgf11@psu.edu>
Cc: "URSULA MARY THOMPSON" <umt1@psu.edu>
Sent: Thursday, April 20, 2017 8:07:37 AM
Subject: Proposed Master of Professional Accounting

Brian, Steve, Greg:

Please find attached a proposed Master of Professional Accounting program to be offered at Great Valley, that I am sending you for consultation. This would be an on-campus program targeting primarily part-time students in our area seeking additional training and accounting credits needed for licensure and prefer an on campus setting. I'm not sure we will make it to the Grad Council docket this semester but if you could reply by May 3rd that would be great.

Thanks in advance.

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: Steve Schappe
To: JAMES A NEMES
Cc: Greg Filbeck, URSULA MARY THOMPSON
Subject: Re: Proposed Master of Professional Accounting
Date: Wednesday, June 14, 2017 9:48:32 AM
Attachments: New PSH logo sig2.bmp

Jim,

We have no objections and are fine with this change.

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

From: "JAMES A NEMES" <jan16@psu.edu>
To: "Steve Schappe" <sxs28@psu.edu>, "Greg Filbeck" <mgf11@psu.edu>
Cc: "URSULA MARY THOMPSON" <umt1@psu.edu>
Sent: Tuesday, June 13, 2017 12:56:18 PM
Subject: Proposed Master of Professional Accounting

Steve, Greg,

Thanks for your previous reply to our request for consultation. The Graduate School has pointed out that the additional specific requirements for the M.P.Acc., which appear in the bulletin and which I have posted below, specifies a specific capstone course for the program. In our proposal, the faculty had proposed a new course, ACCTG 831 Advanced Auditing, as the capstone. This would necessitate a change to the specific requirements. If you have no objections, I would propose to leave the capstone statement generic in the additional requirements, which would then read: ‘The program includes a required capstone course, which integrates material learned in other program courses’.

Please let me know if the proposed change would be acceptable.

Thanks,

Jim
M.P.Acc.--Additional Specific Requirements

The Master of Professional Accounting is designed to prepare students to enter careers in public accounting, corporate accounting, management accounting, governmental accounting, financial analysis, and law enforcement. This program requires a minimum of 30 credits; all credits must be earned in 400-level, 500-level, or 800-level courses. A minimum of 21 credits at the 500- or 800-level is required, of which at least 9 credits must be earned in 500-level courses. ACCTG 803 (Forensic Accounting) is the capstone course for the program, integrating materials learned in the other program courses.

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
Hello Dr. Nemes,

Thank you for recently submitting your new graduate program proposal for the Master of Professional Accounting. I have attached an approval letter and a SARI tracking form to this email.

Congratulations and best wishes for great success with the program. I am assuming the program will start in the Fall of 2017. If this is not true, please let me know.

Additionally, please do not hesitate to contact me if you have any questions in the future.

Sincerely,

Deb

Debrah A. Poveromo
Research Protections Education Coordinator
Office for Research Protections
The 330 Building, Suite 205
The Pennsylvania State University
University Park, Pa. 16802
dap192@psu.edu
(814) 863-1441
June 15, 2017

Dear Dr. Nemes,

I am pleased to inform you that your SARI@PSU Program Plan has been received and approved for implementation beginning in the fall semester of 2017. Thank you very much for your time and attention to detail. Due to the specific circumstances of your program, the request for a CITI on-line waiver has been granted.

We will be sending you a SARI tracking form spreadsheet along with this letter. Once the SARI@PSU program is underway, please use the spreadsheet to enter information regarding your students' progress in meeting your SARI@PSU requirements. You will be notified each June to submit the spreadsheet back to us. We will keep a folder with your current plan and tracking form in our files. Our goal is to make this system as simple and transparent as possible, so please let us know if you have any comments or suggestions.

If, in the future, you find that circumstances require you to modify your SARI@PSU plan, please let us know and submit a revised SARI@PSU program plan form to the Office for Research Protections at least 30 days prior to the change. You may do this by email. Documents to support the SARI@PSU program can be found on the SARI@PSU website (www.research.psu.edu/training/sari), which includes additional resources for SARI@PSU education. As always, your questions, comments, and suggestions concerning any aspect of the SARI@PSU program are welcome.

Thank you again for your participation in this important initiative, and for supporting Penn State's commitment to modeling and teaching the responsible conduct of research and scholarship in our community.

Sincerely,

Deb

Deb

Debrah Poveromo
Education Coordinator
Graduate Council  
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: College of Information Sciences and Technology
Department or Instructional Area:

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

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

Existing Graduate Program Option, or Minor: XChange Drop
Current designation of graduate program: M.P.S. in Enterprise Architecture
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing): M.P.S. in Enterprise Architecture and Business Transformation
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): Title and curriculum changes

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

Submitted by Graduate Program Head
Peter Forster  
Printed name Signature Date: 4/11/17

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Dinghao Wu  
Printed name Signature Date: 4/5/2017

Approved by College/School Dean/Chancellor (or Designee):
Andrew Sears  
Printed name Signature Date: 5/30/17
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 12/15/2017

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

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 12/15/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 12/15/2017
Program Change Proposal

Master of Professional Studies in Enterprise Architecture

Contact: Dr. Peter K. Forster, Associate Dean
Online & Professional Education, College of IST
Pkf1@psu.edu  (814) 863-8304
April 10, 2017
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documentation</td>
<td>pg 3</td>
</tr>
<tr>
<td>Justification</td>
<td>pg 4</td>
</tr>
<tr>
<td>Evidence of Consultation</td>
<td>pg 5</td>
</tr>
<tr>
<td>Updated Graduate Bulletin Listing</td>
<td>pg 9</td>
</tr>
</tbody>
</table>
## Supporting Documentation

### A. Comparison of current vs. proposed requirements

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
<td>‘Business Transformation’ has been added to the program name.</td>
</tr>
<tr>
<td><strong>Required Courses (30 credits)</strong></td>
<td><strong>Required Courses (27 credits)</strong></td>
<td>Dropped from 30 to 27 required courses (dropped EA 872).</td>
</tr>
<tr>
<td><strong>Elective Courses (3 credits)</strong></td>
<td><strong>Concentration Courses (6 credits)</strong></td>
<td>Supply Chain Management: number and credit changes for SCM courses; dropped MIS 404.</td>
</tr>
<tr>
<td>Supply Chain – MIS 404 (3), SCM 800 (4), SCM 810 (4), SCM 820 (4)</td>
<td>Supply Chain Management – SCM 800 (4), SCM 801 (1), SCM 812 (2); SCM 822 (2), SCM 842 (2), BA 803 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Management: Replaced MANGT 520 and 535 with MANGT 510, 515, 531 and 540.</td>
</tr>
</tbody>
</table>


B. Justification

Regarding Program Name Change and Re-Organization of the Curriculum

Enterprise Architecture continues to evolve from its roots in information technology management and strategy to a strategic discipline for the entire enterprise. Enterprise Architecture is recognized today as a critical enabler of business transformation and has evolved into a critical bridge that links business strategy with tactical execution – without this bridge business change and transformation efforts are highly challenged and likely to fail.

Given this evolution of the discipline of Enterprise Architecture and after much feedback from the marketplace, the College of IST has identified a need to re-organize the MPS in Enterprise Architecture to reflect a curriculum that includes courses in areas related to enterprise strategy, leadership, organizational behavior, and other enterprise-wide business related issues and areas.

Currently, the MPS in Enterprise Architecture utilizes courses taken from the MPS in Project Management for the business-focused portion of the curriculum. While these courses are adequate from a project management viewpoint, they do not provide the high-level enterprise strategic view that is needed for the future of the program. Further, the market has evolved from a need for project and management-based perspectives to an increasing need for strategic, enterprise-wide, and business-led perspectives. Therefore, core MANGT courses will be replaced with BADM 816 Managing and Leading People in Organizations (3); MBADM 820 Financial Management (3); MBADM 571 Global Strategic Management (3); and BA 888 Strategic Leading & Identity (3) (as of September 20, 2017, BA 888 is in the final review stage for Graduate School approval).

Further, after further assessment of the course curriculum, EA 872 Enterprise Architecture Foundations II has been dropped from the program. It is feasible to introduce and address key concepts from EA 872 in EA 871 Enterprise Architecture Foundations I and EA 873 Enterprise Modeling.

Regarding the new concentration areas, the revised electives and concentration areas are designed to meet the needs of the marketplace. Security Architecture is a rapidly growing specialty career area within Enterprise Architecture and of significant interest to the marketplace. Additionally, Business Architecture supports organizational transformation and is an emerging discipline.

Moreover, the revised concentrations in Project Management and Supply Chain Management will increase the attractiveness of the program. Course proposals for the new Business Architecture concentration, BA 811 Strategic Business Architecture (3) and ENTR 810 Emerging Trends, Technology and Corporate Innovation (3), have been submitted separately for review by the Smeal College of Business.

Finally, the proposed title and curricular changes are designed to keep pace with the needs of the marketplace and keep the program relevant to the needs of this evolving discipline.
C. Evidence of Consultation (PSU Erie, Smeal and World Campus)

From: Pete Forster [mailto:pforster@ist.psu.edu]
Sent: Wednesday, March 22, 2017 9:31 AM
To: JEFFREY PINTO <jkp4@psu.edu>
Subject: FW: REQUEST OFFICIAL CONSULTATION: MPS-EA Program Change Proposal
Importance: High

Hi Jeff,

I hope your spring is going well. Following up on our conference call from January, I’m sending our EA program change to you for review and consultation. In consultation with Center for Enterprise Architecture advisory board and our faculty, we have determined that the MPS in EA needs to be adapted to meet new demands in the marketplace.

The most significant parts of this adaptation are providing a strategic program focus in the core courses and expanding the project management certificate as a certificate in the degree to meet this demand.

If you have no concerns about these changes please just send me an email. If, on the other hand, this raises concerns, I am happy to speak with you (perhaps documenting any concerns in an email would be a good idea as well). Best, Pete

From: JEFFREY PINTO [mailto: jkp4@psu.edu]
Sent: Wednesday, March 22, 2017 10:42 AM
To: Pete Forster <pforster@ist.psu.edu>
Subject: RE: REQUEST OFFICIAL CONSULTATION: MPS-EA Program Change Proposal

Hi Pete,

Generally, the program change looks good. There are a couple points to mention:

For the concentration in project management under the new model, it is important to note that 510 is the prereq for the other courses. Only one additional pm course may be taken concurrently with 510 and they cannot be taken out of that order (i.e., 510 must be taken first). Second, I am not familiar with the Smeal courses that ae being placed into the program’s new core (MBADM 816, 820, 571, and BA 888) but it seems as though the transformation is just adding a number of general business courses to the core – leadership, strategy, and financial management. Is this the new direction that the EA program is going?

Last point – obviously, it’s your call and I know that you gave due consideration to it, but based on several years of conversations with EA students in the MPM program courses, I can tell you that pm skills (at a minimum, the Mangt 510 course) will remain critical for their success. I totally get the reasons for moving the other three MPM courses out of the core and support it. I just wanted to “go on record” that I think that swapping out Mangt 510 from the core in favor of the four Smeal classes (816, 820, 571, and 888) is probably a mistake, but it’s your decision and I will fall in line behind it.

Jeff
Jeffrey K. Pinto, Ph.D.
Andrew Morrow and Elizabeth Lee Black Chair
In the Management of Technology
Black School of Business
Penn State – Erie
Erie PA 16563
(814) 898-6430
From: Brian Cameron [mailto:bcameron@smeal.psu.edu]
Sent: Wednesday, April 5, 2017 9:08 AM
To: Amy Stever <astever@ist.psu.edu>
Cc: Pete Forster <pforster@ist.psu.edu>; Rosalie Ocker <rocker@ist.psu.edu>
Subject: Concurrence on Enterprise Architecture Program Change Proposal

Amy

I concur with the program changes and intended use of the specified business courses in the new program. This is consistent with our prior discussions.

We are excited about this new collaboration with the College of IST.

I have done initial discussions with our Dean and impacted departments and all are very positive. I will take the change proposal through our college approval process and don’t anticipate any issues.

Best regards,

Brian

__________________________________________________________________________

Brian H. Cameron, Ph.D.
Associate Dean for Professional Graduate Programs
Smeal College of Business
The Pennsylvania State University
220S Business Building
University Park, PA 16802-3603
814.863.1460 office
bcameron@smeal.psu.edu
www.smeal.psu.edu
http://www.linkedin.com/pub/brian-cameron/0/814/51

From: Sonya Leitzell [mailto:sns103@psu.edu]
Sent: Friday, April 14, 2017 12:14 PM
To: Amy Stever <astever@ist.psu.edu>; Pete Forster <pkf1@psu.edu>
Cc: KAREN IRENE POLLACK <kiw1@psu.edu>; Marci Tomassacci <mlt21@psu.edu>; SHUBHA KASHYAP <sk11@psu.edu>
Subject: Re: Consultation: MPS in Enterprise Architecture Program Change
Importance: High

Sent of behalf of Dr. Karen Pollack

Hello Pete and Amy,
Thank you for sharing the MPS in EA program change proposal. There a few items we want to make sure you are aware of and share in advance.
Per the "Guidelines for Use of MBADM Courses in Non-MBADM Educational Offerings" section of the Online MBA bylaws, the Online MBA Executive Committee must approve the use of MBADM courses in programs outside of the Online MBA. If the plan is for Smeal to host those MBADM course sections for EA, Smeal would need to seek Executive Committee approval and provide the written documentation approval to World Campus prior to opening any MBADM courses for the MPS in EA, or allowing EA students into the MBADM courses.

Market Research reviewed the proposal as well and indicated the change in title may not help prospects in understanding exactly what the program is or what students might learn. The thought is that adding "Business Transformation" into the title may increase confusion. In addition, it may increase the marketing spend on keywords, which would require a shift in marketing directs from other program marketing efforts.

Best,
Karen

From: Pete Forster
Sent: Tuesday, April 18, 2017 12:29 PM
To: KAREN IRENE POLLACK <kiw1@psu.edu>
Cc: Marci Tomascal <mlt21@psu.edu>; SHUBHA KASHYAP <sgk11@psu.edu>; Amy Stever <astever@ist.psu.edu>; Rosalie Ocker <rocker@ist.psu.edu>; 'Sonya Leitzell' <sns103@psu.edu>
Subject: RE: Consultation: MPS in Enterprise Architecture Program Change

Sonya and Karen,

I appreciate you responding to the consultation request for the EA program change. Regarding the MBADM courses being used in other programs, my understanding from Brian Cameron is that this has been agreed upon by the Executive Committee. I gather there is an email exchange including Renata on this?

Regarding marketing research’s comments, with all due respect, we have received contradictory information from both our EA advisory board and the Smeal College advisory board. Both of these organizations strongly recommended that this shift to a strategic focus is critical to program relevance in the field.

The program change is currently before our faculty for final review. If you want to discuss in more detail, please let me know.

Best, Pete

From: Lorraine Reitz [mailto:lar8@psu.edu] On Behalf Of Charles H. Whiteman
Sent: Thursday, July 20, 2017 8:09 AM
To: Pete Forster <pforster@ist.psu.edu>
Cc: Brian Cameron <bcameron@smeal.psu.edu>; Charles H. Whiteman <cwhiteman@psu.edu>
Subject: MPS in Enterprise Architecture and Business Transformation

Dear Dr. Forster

As the Chair of the Online MBA Executive Committee, I certify that the following course have been approved by the Online MBA Executive Committee for use by Smeal in a collaboration with the College of IST on the revised MPS in Enterprise Architecture and Business Transformation:

MBADM 816 Managing and Leading People in Organizations
MBADM 820 Financial Management
MBADM 571 Global Strategic Management

Please let me know if you require any additional information or have any questions.

Best regards,
Chuck

Charles H. Whiteman
John and Becky Surma Dean
Smeal College of Business
The Pennsylvania State University
210 Business Building
University Park, PA 16802-3603
814-863-0448
814-865-7064 (fax)
cwhiteman@smeal.psu.edu

From: Roy Clariana <rbc4@psu.edu>
Date: July 17, 2017 at 11:48:21 AM EDT
To: Pete Forster <pforster@ist.psu.edu>, "m5m@psu.edu" <m5m@psu.edu>
Cc: "Brian Cameron (bcameron@smeal.psu.edu)" <bcameron@smeal.psu.edu>, "pkf1@Psu.edu" <pkf1@Psu.edu>
Subject: RE: Requesting your consultation

Hi Pete,
I support this IST MPS change, it does not have overlap with LPS programs such as ODC.
...Roy

On Jul 14, 2017, at 11:32 AM, MELVIN MICHAEL MARK <m5m@psu.edu> wrote:
Pete, hello.

On behalf of the Department of Psychology, I am pleased to endorse the proposed program change.

Best wishes to you on the curricular process, and to the faculty and students of the revised program.

It's a pleasure meeting you, virtually speaking.

Regards,

Mel Mark
Professor and Head of Psychology
From: JAMES A NEMES [mailto:jan16@psu.edu]
Sent: Thursday, August 10, 2017 7:29 AM
To: Pete Forster <pforster@ist.psu.edu>
Subject: RE: MPS in Enterprise Architecture and Business Transformation

Pete,
With this, we have no objections to the program change. I would suggest including this email with the consultation.

Best of luck.

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: Steve Schappe [mailto:sxs28@psu.edu]
Sent: Thursday, August 10, 2017 4:55 PM
To: Pete Forster <pforster@ist.psu.edu>
Cc: JAMES A NEMES <jan16@psu.edu>; Brian Cameron <bcameron@smeal.psu.edu>; Rosalie Ocker <rocker@ist.psu.edu>; Amy Stever <astever@ist.psu.edu>
Subject: Re: Requesting your consultation

Hi Pete,

My apologies for the delay, but I hope this response is still timely.

The only element that stands out in the proposal is the use of courses developed for the OMBA program; I had not anticipated the potential extension of these courses to programs outside of what the business partners offered.

But I'm aware that the OMBA Executive Committee has approved their use outside of the OMBA, so I 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
Enterprise Architecture and Business Transformation (EA)

Program Home Page

ANDREW SEARS, Dean, College of Information Sciences and Technology
MARY BETH ROSSON, Associate Dean for Graduate and Undergraduate Studies

Office of the Dean
College of Information Sciences and Technology
The Pennsylvania State University
332 Information Sciences and Technology Building
University Park, PA, 16802-6823
Dean's office: 814-865-3528; Graduate office: 814-865-8711

Degree Conferred:

M.P.S.

The Graduate Faculty

Program Description

The Master of Professional Studies Program in Enterprise Architecture and Business Transformation (MPS/EA) is a unique program designed for professionals aspiring to advance to roles with enterprise wide scope and authority, such as that embodied by an enterprise architect. The MPS/EA provides a comprehensive educational experience in the principles and practice of enterprise architecture (EA) and integrates both business and enterprise technical knowledge. The program includes courses in enterprise architecture foundations, business architecture, information technology architecture, enterprise security and risk architecture, organizational leadership, strategic management, and financial management.

Admission Requirements

Requirements listed here are in addition to general Graduate Council 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.

Since the program is multidisciplinary in nature, students from many disciplines may be acceptable for entry into the program. The most qualified applicants will be accepted in the program until all available spaces for new students are filled.
Consideration for admission into the program will be granted to individuals who meet one of the following sets of criteria:

- An approved baccalaureate degree with a minimum grade point average of 2.75 or above, (on a 4.0 scale) a minimum of five years of relevant work experience, three letters of reference, and a 1-3 page personal statement of relevant experience and goals.
- An approved baccalaureate degree with a minimum of a 3.00 (on a 4.00 scale) grade point average, a minimum of two years of relevant work experience, three letters of reference, and a 1-3 page personal statement of relevant experience and goals.
- A graduate degree, a minimum of one year of relevant work experience, three letters of reference, and a 1-3 page personal statement of relevant experience and goals.
- An approved baccalaureate degree, successful completion of three courses in the program with a minimum of a 3.50 (on a 4.00 scale) grade point average as a non-degree graduate student, at least two years of relevant work experience, and a 1-3 page personal statement of relevant experience and goals.

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

**Degree Requirements**

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin. The Master of Professional Studies in Enterprise Architecture and Business Transformation (MPS/EA) program requires a minimum of 33 credits at the 400, 500 or 800 level. At least 18 credits must be at the 500 or 800 level, with at least 6 credits at the 500-level. A student will take 27 credits of required courses. The remaining 6 credits are selected from a list of approved elective courses. The courses are delivered online through Penn State World Campus.

**Required Courses (27 credits)**


**Elective Courses (6 credits)**

Elective concentrations are available in Supply Chain, Security Architecture, Business Architecture, and Project Management. A list of courses required for each concentration is maintained by the graduate program office.

*Capstone Experience (3 credits).* Each degree candidate must complete a capstone project on a topic related to enterprise architecture and agreed upon between the candidate and faculty member-in-charge while enrolled in EA 594.

**Pattern of Course Scheduling**
Guidelines for Graduate Student Advising

The six core Penn State Values form the fundamental principles underlying our institutional mission of teaching, research and service. These values are: Integrity, Respect, Responsibility, Discovery, Excellence and Community. All of our students, faculty and staff are expected to embody these values throughout their time at Penn State. The Graduate Council believes that these core values are central components of effective advising and mentoring of graduate students across the University and that they contribute to ensuring that the climate within all of our graduate programs is one of inclusion and respect. Successful and productive advising relationships with students require that both students and faculty promote and demonstrate the highest ethical and professional standards, while maintaining open communication and a shared sense of community and accountability.

The following guidelines for advising graduate students are representative of best practices for creating and sustaining these important developmental relationships between faculty and students within our graduate programs. The Graduate Council strongly recommends that every graduate degree program disseminates these guidelines, or develops similar guidelines to disseminate, to all graduate students and faculty members at the start of each academic year to outline their expectations for all student-faculty interactions, which include but are not limited to, advising, mentoring, teaching, research and training.

In each of the following areas, faculty members are expected to act in accordance with the guidelines below:

**Climate:**
1. Serve as a role model by demonstrating ethical, professional, and courteous behavior toward all students, staff, and faculty.
2. Be supportive, equitable, accessible, and respectful.
3. Promote an environment that is intellectually stimulating, collaborative, respectful, and collegial.
4. Recognize and respect the diversity within our student population consistent with Penn State’s overall commitment to diversity and inclusion (http://equity.psu.edu/diversity-statement).
5. Be sensitive to the power imbalance in the faculty-student relationship.
6. Be mindful of students’ need to manage competing demands while maintaining timely progress towards their degree.
7. Be available to meet with students to discuss topics such as climate, collegial relations, etc. should the need arise.
8. Refer students to appropriate University resources to provide support as early as possible (e.g. financial, physical/emotional health, career development).

**Academic:**
1. Promote excellence in all areas of students’ academic pursuits.
2. Advise students on the selection of appropriate course work, thesis/dissertation committee and topic, or capstone project and assist them with completing other benchmarks.
3. Set clear expectations and goals for students regarding their academic performance and progress toward degree completion.
4. Discuss policies and expectations for assistantship hours, responsibilities, and absences related to University closure, holidays, illness, etc.
5. Develop an appropriate schedule to meet with students to provide feedback on scholarly activities and progress.
6. Provide students with oversight as appropriate to the discipline in all relevant aspects of research, training and scholarship.
7. Guide and recommend training, study, and other resources to develop or enhance students’ skills and competencies.
8. Devise effective ways of providing students with guidance and supervision during a prolonged absence should the need arise.
9. Provide and discuss clear criteria for authorship and acknowledgement of contributions at the beginning of all collaborative projects.

**Career Development:**
1. Encourage participation in professional meetings, associations, collaborations, and opportunities beyond the University. Assist students with identifying resources to fund such activities.
2. Provide career advice, offer help with interview and application preparation, and write letters of recommendation in a timely manner.
3. Ensure that students receive assistance with developing the skills needed for a successful career in their field/discipline, including oral and written communication and grant preparation as appropriate.
4. Recognize that students will pursue a variety of careers, including those outside of academia and/or their discipline, and assist them in achieving their chosen career goals.
5. Schedule meetings to discuss topics such as professional development, career objectives and opportunities, etc.
6. Align assigned responsibilities and activities with students’ academic/professional career development as appropriate.

In each of the following areas, **graduate students** are expected to act in accordance with the guidelines below:

**Climate:**
1. Demonstrate ethical, professional, and courteous behavior toward students, staff, and faculty.
2. Be proactive about communicating needs, concerns, etc. with faculty and staff, understanding that communication is a two-way endeavor.
3. Be mindful, in interactions with faculty and staff, of competing constraints on their time.
4. Inform relevant faculty of potential and/or existing conflicts, and work toward their resolution. In the event that a solution cannot be reached, students should seek assistance from graduate program chairs, department heads, college administrators of graduate education, program or college ombudsperson (if applicable) or the Graduate School.
5. Be knowledgeable about University and community resources available to graduate students.

**Academic:**
1. Recognize that while faculty and staff are there to assist and guide students, the student bears the primary responsibility for the successful completion of their degree.
2. Discuss expectations and goals regarding academic performance and progress toward degree completion with advisers, committees and other relevant faculty members.
3. Maintain the highest ethical standards and academic integrity in all aspects of scholarship, teaching, research and other responsibilities.
4. Be familiar with program and Graduate School policies (gradschool.psu.edu/policies) governing graduate education and adhere to all program and Graduate School policies and deadlines.
5. Discuss policies and expectations for assistantship hours, responsibilities, and absences related to University closure, holidays, illness, etc. with the relevant faculty advisers.
6. Be proactive about improving research and scholarship skills (e.g. writing, presenting, teaching, etc.).

**Career Development:**
1. Take an active role in identifying and pursuing professional development opportunities.
2. Communicate with faculty members regarding career goals.
3. Seek mentoring and support/resources beyond faculty adviser (e.g. other faculty members, peers, and organizations).
In each of the following areas, academic departments and programs are expected to act in accordance with the guidelines below:

**Climate:**
1. Maintain an open, inclusive, and respectful environment that is free from harassment and discrimination, in accordance with University policies and initiatives.
2. Refer students to appropriate University resources to address potential issues as early as possible (e.g. financial, physical/emotional health, career development).
3. Provide students with contacts and resources for potential conflict resolution (e.g. graduate program chairs, department heads, college administrators of graduate education, program or college ombudsperson (if applicable), the Graduate School, Office of Sexual Misconduct, Prevention and Response, Affirmative Action Office, Office of Ethics and Compliance, etc.).

**Academic:**
1. Provide students with up-to-date information that includes policies, practices, degree requirements, and resources.
2. Assist students with selection of their adviser as needed.
3. Provide pedagogical training and regular assessment of their teaching and other assistantship activities.
4. Monitor and document graduate student progress toward their degrees and professional development, including committee meetings, exam completions and other benchmarks appropriate to their discipline.
5. Provide and monitor training in academic integrity and the ethical conduct of research.
6. Provide appropriate infrastructure to allow students to complete their education and research/scholarship in a timely and productive manner.
7. Establish, communicate and adhere to policies for absences, emergencies and unplanned situations that may disrupt the work of students and/or faculty.
8. Ensure that University policies related to graduate assistantships (e.g. assistantship hours, responsibilities, and absences related to University closure, holidays, illness, etc.) are followed.
9. Incorporate these guidelines and recommendations in readily accessible departmental policies or handbooks and actively promote their observance.

**Career Development:**
1. Encourage participation in professional meetings, associations, collaborations, and opportunities beyond the University. Assist students with identifying resources to fund such activities.
2. Ensure that students receive assistance with developing the skills needed for a successful career in their field/discipline, including oral and written communication and grant preparation as appropriate.
3. Recognize that students will pursue a variety of careers, including those outside of academia and/or their discipline, and assist them in achieving their chosen career goals (e.g. provide and/or refer students to appropriate professional development activities/resources).

In each of the following areas, the Graduate School is expected to act in accordance with the guidelines below:

**Climate:**
1. Maintain an open, inclusive, and respectful environment that is free from harassment and discrimination, in accordance with University policies and initiatives.
2. Collaborate with academic programs, University offices/committees, and student organizations to address issues and concerns related to the well-being of graduate students.
3. Refer students to appropriate University resources to address potential issues as early as possible (e.g. financial, physical/emotional health, career development).
4. Provide students with contacts and resources for potential conflict resolution (e.g. graduate program chairs, department heads, college administrators of graduate education, program or college...
ombudsperson (if applicable), the Graduate School, Office of Sexual Misconduct, Prevention and Response, Affirmative Action Office, Office of Ethics and Compliance, etc.).

Academic:
1. Provide students, faculty and staff with up-to-date information regarding graduate education that includes policies, practices, degree requirements, and resources.
2. Monitor and document graduate student progress towards their degrees and professional development, including exam completions and other formal benchmarks.
3. Provide resources to support the development or enhancement of students’ skills and competencies.

Career Development:
1. Provide and/or refer students to a broad range of professional development activities/resources to prepare them for careers upon degree completion.
2. Connect students with the Graduate School alumni network to facilitate the establishment of mentoring relationships and career development opportunities.

Proposed by Graduate Council Committee on Graduate Student and Faculty Issues September 13, 2017