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 Council Administration.

May 8, 2019

Graduate Degree Programs

CHANGE

Accounting – extend program to off-campus Cranberry Township location (Penn State Behrend), page 8

Anthropology – adopt the dual-title in Climate Science for the Ph.D. degree (College of the Liberal Arts), page 30

Public Administration – change degree requirements (Penn State Harrisburg), page 60

Graduate Courses

ADD

ARCH 602
Supervised Experience in College Teaching
SUPV EXP IN COLLEGE TEACHING (1-3/Repeatable Max: 6)
Supervised experience in teaching and orientation to other selected aspects of the profession at The Pennsylvania State University
PROPOSED START: FA2019

BMS 554
Cancer Therapy and Immunology
CANCER & DRUGS (2)
This course gives students an overview of the fundamental processes leading to cancer development but with a focus on using drugs, immunological approaches, or interventions to combat these processes. Specifically, the course will focus on drugs targeting the various processes that lead to cancer development.
The objective is to impart an understanding of the concept of cancer and the use of drugs or immunological approaches, to combat it in the broadest sense. This will be accomplished by:
1. Imparting an understanding of the basics of cancer biology and how drugs or immunology can be used to combat this disease (e.g., be able to interpret data from the cancer literature involving this material).
2. Know the major processes leading to cancer development as well as current and future drugs that will target these processes.
3. Obtain an understanding of the challenges in cancer drug development and discovery of a cure for the disease.
4. Understand the process of drug discovery and development, the challenges and opportunities inherent in it, and its relation to cancer drug development and treatment.
5. Develop a clear overview of the theory and methods that are used in the overall process of drug discovery and development for the treatment of cancer.
PROPOSED START: FA2019
CAS 565
INTERPERSONAL COMMUNICATION & WELL-BEING
IPC & WELL-BEING (3)
This course is a graduate-level examination of research linking interpersonal communication to outcomes associated with personal well-being. This course is grounded in a biopsychosocial understanding of health, which recognizes that physical and mental health is shaped by social experiences, including interpersonal communication. The course begins by reviewing various indices of well-being, mind-body linkages, and evidence that interpersonal communication produces outcomes relevant to well-being. Next, we explore the literature linking well-being to social support in its various forms, spanning the health benefits of social network involvement to the impact of specific comforting messages. We turn then to the deleterious impact of caustic relationship states and communication episodes representing facets of interpersonal conflict. Throughout the semester, attention will be given to the theoretical issues and methodological challenges that confront researchers working on these topics, and a review of those issues serves as the capstone session for the semester.
PROPOSED START: FA2019

CMLIT 526
Global Japanese Literature
GLOBAL JAPANESE LITERATURE (3)
This course provides students with a comprehensive overview of global Japanese literature, in dialogue with critical approaches that illuminate these texts. The narrative of ethnic, geographic, and linguistic isomorphism – the notion that a Japanese people speaking a Japanese language live in the Japanese islands – is a carefully crafted and relatively modern fiction in Japan. This course examines the gradual, and still contentious, formation of a “Japanese” literary canon from multiple vantage points. The class combines a survey of key texts composed in the Japanese islands and in Japanese diaspora communities, alongside an examination of the critical paradigms that surround the production, reception, and interpretation of these texts.
PROPOSED START: FA2019

CHANGE

OLD
CSE 583
Pattern Recognition—Principles and Applications
PATTERN RECOGNITION (3)
Decision-theoretic classification, discriminant functions, pattern processing and feature selection, syntactic pattern recognition, shape analysis and recognition.
CROSS-LISTED COURSES: EE 552

NEW
CSE 583
Pattern Recognition and Machine Learning
PATTERN RECOG & MACHINE LEARN (3)
This course is a comprehensive overview of the fields of pattern recognition and machine learning. The content covers both classification and recursion, model selection, decision theory, information theory, linear and non-linear models, graphical models, kernel methods, mixture models and EM as well as neural networks. It assumes no previous knowledge of pattern recognition or machine learning concepts. Knowledge of multivariate calculus and basic linear algebra is required, and some familiarity with probability would be helpful.
CROSS-LISTED COURSES: EE 552
RECOMMENDED PREPARATION: Multivariate calculus, linear algebra, probability
EDTHP 516
Education and Demographic Change in the United States and Abroad
EDUC AND DEMOG (3)
Interrelationship between schooling and employment, marriage, fertility, and migration. Focus comparatively on the United States and developing countries.
CROSS-LISTED COURSES: CIED 516

EDTHP 516
Education and Demographic Change
EDUC AND DEMOG (3)
Education is one of the most important factors affecting major demographic shifts and processes worldwide, including the first and second demographic transitions. If, as the old sociological adage goes "demography is destiny," then our destiny is educationally transformed demography. Interdisciplinary research across demography, sociology, neuropsychology, and epidemiology is developing a strong research literature about how the thinking style, behavior, and attitudes of the educated human radically change fundamental dynamics underlying the world’s population. The whole way in which we come to our jobs, spouses, and lifestyles; how many children we have and how we raise them; how long we are likely to live, and what will be our eventual demise are all heavily influenced by how much education we have had. The collective force of widespread education and its influence on rising cognitive abilities, scripts for living, and economic well-being are creating a distinctly new type of human population with major benefits and future challenges for a sustainable human population. At the same time, individuals’ schooling is also influenced by demographic change. This seminar covers key concepts, theories, and methodological issues related to the intersection of demographical and cultural changes from the education revolution and their impact on subsequent demographic processes.
CROSS-LISTED COURSES: CIED 516/SOC 516

HIST 551
The African American Freedom Struggle in the Twentieth Century
AFAM20THC FRMVMT (3)
Theory and history of African American freedom movements for social and political change in the 20th century US. HIST 551 The African American Freedom Struggle in the Twentieth Century (3) This course focuses on the historiography of the African American Freedom Struggle in the Twentieth Century US. It examines the various debates over the origins of the post-World War II Civil Rights Movement. For years historians studied the civil rights movement in terms of organizations like the National Association for the Advancement of Colored People and the Southern Christian Leadership Conference and its largely male leadership. Historians have looked at the ways that federal court decisions, congressional legislation, and presidential actions shaped the struggle. However, by the 1980s, scholars shifted their focus to the grassroots origins of the movement, to the local people who courageously challenged segregation and disfranchisement in the South, and discrimination and racism in the North. Scholars also recognized that the movement had much earlier roots, that it did not begin with the 1954Brown Decision. This course therefore takes the long view in terms of understanding the African American freedom struggle. It begins with the 1890s and the creation of white supremacy in the South, with the creation of legal disfranchisement and segregation and the violence and terror that underwrote it. It then covers the various ways that African Americans challenged white supremacy throughout the country. It looks at the role that boycotts, labor unions, civil rights organizations, and the Communist Party played in the fight for equality. It also examines the impact of WWI and WWII, the Cold War, and Vietnam on the struggle for civil rights, as well as the impact of the New Deal and Great Society. It also covers the creation of the Student Non Violent Coordinating Committee and its impact on other social movements. It concludes with a discussion of the post-Civil Rights years, the rise of the New Conservatism and the creation of the post-racial myth, the attacks on Affirmative Action, and the dismantling of the welfare state and growing imprisonment of people of color.
NEW
HIST 551
The African American Freedom Struggle
AF AM FREEDOM STRUGGLE (3)
This seminar provides students with an overview of important topics and debates related to the African American Freedom Struggle from Reconstruction to the present. The course is organized chronologically and thematically to highlight the changing and distinctive concerns related to African Americans’ efforts to secure the rights and benefits of American citizenship. Special attention is given to the ways in which high politics intersect with grassroots actions. The course considers African American mobilization throughout the entire country and does not simply address the more familiar southern post-WWII struggle. Not only will students gain a critical understanding of some central debates in this field, but also, they will begin to think about how they might teach this material to undergraduates.

OLD
MCIBS 591
Ethics in the Life Sciences
ETHICS LIFE SCI (1)
An examination of integrity and misconduct in life sciences research, including issues of data collection, publication, authorship, and peer review.

NEW
MCIBS 591
Ethics, Rigor, Reproducibility and Conduct of Research in the Life Sciences
ETHICS RIGOR REPRODUCIBILITY (2)
An examination of ethics, scientific rigor, data reproducibility, and scientific transparency in the conduct of research in life sciences

DROP
ABE 562
Boundary Element Analysis
BOUNDARY ELEMENTS (3)
Numerical solution of boundary value problems using fundamental solutions; application to problems in potential theory, diffusion, and elastostatics.
CROSS-LISTED COURSES: EMCH 562
PROPOSED DROP: FA2019

ACCT 571
Strategic Tax Planning
STRAT TAX PLANNING (3)
Study of strategic aspects of tax for planning business operations, growth, expansion, capital transactions, and transfer of wealth. ACCT 571ACCT 571 Strategic Tax Planning (3) The objective of this course is to provide a framework for understanding the strategic impacts of tax-related decisions for new and existing businesses. Emphasis is placed on the managerial implications of tax planning and decisions with respect to operations, growth and expansion, capital transactions and the transfer of wealth. Six topics will be covered. These areas are as follows: (1) Strategic Tax Planning - Review of net present value and impact of taxation on maximization of wealth. (2) Tax Strategies for New Businesses - Exploration of choice of organizational form and compensation arrangements. (3) Business Operating Strategies - Study of the impact on the routine conduct of business of tax and accounting issues such as obtaining tax incentives, use of conduit entities and distributing cash and property. (4) Strategies for Business Growth and Expansion - Consideration of the tax consequences of operating with multiple entities in multiple jurisdictions. (5) Business Capital Transactions - Examination of the tax consequences of corporate reorganizations, mergers, acquisitions, divisions and liquidations. (6) Personal Wealth Planning - Explanation of the consequences of gift and estate taxes on the
accumulation of family wealth.
PROPOSED DROP: FA2019

**ACCTG 560**
Accounting and Business Analysis
ACCT AND BUS ANALYSIS (2)
Develop ability to assess the relation between accounting data in financial statements and the economic fundamentals represented.
PROPOSED DROP: FA2019

**COMM 508**
The Literature of Journalism
LIT OF JOURNALISM (3)
No description.
PROPOSED DROP: FA2019

**COMM 510**
Comparative theories of Press Systems
THRY PRESS SYSTEMS (3)
Institutional structure and normative functions of press systems in modern societies, as shaped by prevailing world view and social organization.
PROPOSED DROP: FA2019

**COMP 580**
Master’s Project
MASTER’S PROJECT (3/Repeatable Max: 6)
Research into a specific computer science problem, development of a scholarly written paper, and oral defense of the work.
PROPOSED DROP: FA2019

**HDFS 520**
Seminar in Prenatal and Infant Development
SEM INFANT DEV (1-6/Repeatable Max: 6)
Prenatal and infant development, with emphasis on multiple determinants of early development and their relationship to later behavior.
PROPOSED DROP: FA2019

**HDFS 522**
Risk and Resilience in Human Development: Foundation for Prevention
RISK/RESILIENCE (3)
Reviews the concepts of risk, protection, resilience, and competence; examines these concepts in intervention and longitudinal studies.
PROPOSED DROP: FA2019

**HDFS 524**
Work as a Context for Human Development
WORK HUMAN DVLOPMT (3)
The interconnections between work, family life, and individual development.
PROPOSED DROP: FA2019
HDFS 536
Research Methods in Development Processes
RES METH DEV PROC (3)
Methodological issues in research on varying stages of development across the individual life span.
CROSS-LISTED COURSES: PSY 536
PROPOSED DROP: FA2019

HDFS 544
Seminar in Dysfunctional Patterns in Family Organization
DYSFUNC FAM ORG (1-6/Repeatable Max: 6)
Processes of familial dysfunction and disorganization and their explanation in economic, social-psychological, and managerial terms.
PROPOSED DROP: FA2019

IST 512
Information Processing Architecture and Technology
INFO PROC ARCH TEC (3)
This course introduces the core theories, concepts, and methods regarding information and technology from an information processing point of view. IST 512 Information Processing Architecture and Technology (3) IST 512 provides an introduction to the core theories, concepts, and methods regarding Information & Technology from an information processing point of view, with emphases on information processing architecture and technology at the infrastructure layer and the middleware layer. The course consists of five major components: (1) core theories and concepts about technologies from the perspective of information-centric uses, (2) overview of three layer architecture for information processing systems, (3) infrastructure layer core technologies, (4) middleware layer core technology, and (5) technologies to guarantee the quality of information-centric uses. The detailed content of each component is described in the previous section.
PROPOSED DROP: FA2019

IST 532
Organizational Informatics
ORG INF (3)
Researching Information and Information Systems in Organizations. IST 532 Organizational Informatics (3) This course provides students the opportunity to learn and experience: a) the relationships among ICT and human organizations b) the findings, approaches and issues with studying ICT and human organization c) developing and initiating research on ICT and human organization
PROPOSED DROP: FA2019

KINES 578
Physiology and Mechanical Behavior of Skeletal Tissues
SKELETAL PHYSIOLOGY (3)
In-depth examination of the structure, composition, and material behavior of the basic skeletal tissues, including bone, cartilage, tendon, and ligament.
PROPOSED DROP: FA2019

MRKT 570
Marketing Strategy and Planning
MRKT STRAT AND PLAN (3)
Analysis of management’s marketing problems, including marketing analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research. MRKT 570 Marketing Strategy and Planning (3) This course is intended to provide graduate students with the conceptual background and the analytical tools that are used in solving strategic marketing problems. The text and assigned readings furnish the conceptual background for effective analysis of marketing problems; the cases utilize practical application tools for making strategic marketing decisions. To operationalize this objective,
class discussion will be geared toward evaluating marketing information to comprehensive and integrated marketing strategies. These discussions will nurture students' understanding of the operation of marketing programs; will emphasize theory; and, will foster the integration of the various marketing management elements into a comprehensive marketing strategy.

PROPOSED DROP: FA2019
Graduate Council
Program, Option, or Minor Proposal Form

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

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

College/School: Penn State Erie, The Behrend College
Department or Instructional Area: School of Business

New Graduate Program, Option, or Minor: Add

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

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

Existing Graduate Program Option, or Minor: Change

Current designation of graduate program: Master of Professional Accounting (MPAcc)
Current designation of graduate option: ________________________________
Current designation of graduate minor: ________________________________

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

Brief description of the change (if not noted above): Adding an off-campus extension in Cranberry Township

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

Submitted by Graduate Program Head

Greg Filbeck
 Printed name
 __________________________
 Signature
 Date: 1/16/19

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

Michael Rutter
 Printed name
 __________________________
 Signature
 Date: 1/16/19

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

Ivor Knight
 Printed name
 __________________________
 Signature
 Date: 1/16/19
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of David Babb ___________________ Naushmitt ___________________ Date: 5/7/2019
Printed name               Signature

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

On Behalf of C. Andrew Cole ___________________ Naushmitt ___________________ Date: 5/7/2019
Printed name               Signature

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken ___________________ Naushmitt ___________________ Date: 5/7/2019
Printed name               Signature
Proposal for Off-Campus Blended Delivery of Existing Graduate Program in Accounting, offering the Masters of Professional Accounting (MPAcc) Degree at Cranberry

Sam and Irene Black School of Business

Penn State Erie, The Behrend College
Proposal for Off-Campus Blended Delivery of Existing Graduate Program in Accounting, offering the Master of Professional Accounting (MPAcc) Degree at Cranberry

Program Summary

The Behrend College currently offers a one-year master’s degree in accounting that requires 30 credit hours for completion. This degree satisfies the requirements for taking the Certified Public Accountant (CPA) examination and becoming a CPA through the Pennsylvania State Board of Accountancy as well as most of the State Boards of the neighboring states. We propose to convert this residential program to a blended format and offer it also at Cranberry. The Research Learning and Conference Center (RLA) in Cranberry already hosts Behrend’s blended MBA program and has excellent infrastructure. The proposed program will be 25% in-class and 75% online. The current projections by the RLA show a strong demand for graduate accounting degree in the Pittsburgh area.
Proposal for Off-Campus Blended Delivery of Existing Graduate Program in Accounting, offering the Master of Professional Accounting (MPAcc) Degree at Cranberry

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Proposal for Off-Campus Blended Delivery of Existing Graduate Program in Accounting, offering the Master of Professional Accounting (MPAcc) Degree at Cranberry

A. Program Justification Statement

1. Demand for the Program

The Behrend College currently offers a one-year master’s degree in accounting that requires 30 credit hours for completion. The program is consistent with the teaching and research mission of the Behrend College. The accounting and business skills that form the core of the program prepare the students for increasing legal and financial complexities faced by accountants. This program also prepares the students for the Certified Public Accountant (CPA) examination and provides them with the required education to become licensed CPAs. We propose to convert this residential program into a blended program (25% in-class and 75% online) that will be offered at Erie and also at Cranberry. The Erie and Cranberry students will be merged and will take the same blended courses.

The Behrend College already offers MBA at Cranberry, near Pittsburgh, and the program is doing extremely well. This program is offered in Regional Learning Alliance (RLA) Learning and Conference Center at Cranberry. The CEO of RLA has indicated that he has had many inquiries regarding the Master’s program in accounting. There is a considerable potential for offering the program. The following issues are deemed important:

1. The targeted group is working accounting professionals in the Pittsburgh area.
2. A large proportion of Behrend accounting graduates are employed in Pittsburgh and nearby areas.
3. We have good relationships with RLA, and the contractual relationships can be quickly established. RLA’s projections show a strong existing market for the program.
4. RLA was visited by 76,000 people (1,500 events) last year, and a large chunk of those people have an accounting background.
5. RLA will help us in setting a table for accounting events, their marketing person will help us with social media. However, we will have to do print advertising. We can jointly advertise with our MBA program to reduce costs.
6. The program will be blended – 25% in-class instruction and 75% online.

2. Projected Size of the Program and its Anticipated Duration

Our current enrollments in the MPAcc program vary between 8-13 students. We expect to initially add 10 students in Cranberry, making the total enrollments around 20-25. As the program becomes known in the area, in the next several years, we expect 30-35 students in the program.
The full-time students will graduate in one year and part-time students will take approximately two years.

3. Ability to Offer a Quality Program

Black School of Business in the Behrend College is accredited by AACSB, and accreditation was reaffirmed in 2013. The Black School of Business has deep experience in offering graduate education. We have offered a resident and blended MBA for over two decades. Black School also participates in Oomba and online MPAcc programs and is also administrative and academic home for the MPM program. The existing MPAcc program already has the assurance of learning (AoI) and SARI requirements in place, there will be no change in these requirements. The program is staffed by the qualified faculty members. The Black School of Business received the reaffirmation of accreditation in 2018, the MPAcc program has met or exceeded the AACSB requirements.

The learning goals and objectives for the program are shown in Appendix A. The measurement of the objectives and resulting closing of the loop are ongoing activities, occurring almost every year. The objectives closely parallel the Scholarly and Professional Goals for All Graduate Degree Students as articulated in GCAC-201.

The accounting program in the Black School currently has adequate resources to offer a blended MPAcc program. The current instructional capacity is sufficient to support an enrollment of up to 35 students in the MPAcc program. A faculty member, who is a member of the graduate faculty, serves as the director of the program and the current administrative resources will be able to offer support for the program.

4. Impact on Existing Programs

The recruiting focus of the blended program is our own alums, working professionals, and students who choose other accounting programs in the Pittsburgh area.

The Smeal College of Business offers a resident Master of Accounting (MAcc) degree program in Accounting, which admits students from Pennsylvania and throughout the nation. However, this is a residential program and our program is targeting our own alums and working professionals who choose other residential programs.

The online MPAcc program offered by World Campus recruits students nation-wide. Though there is a slight overlap in the target population, we are primarily targeting a group that is not necessarily looking at an online program.

The effect, if any, is expected to be minimal on these programs.

5. Fiscal Responsibility for the Program
The fiscal responsibility for the program rests with the Black School of Business and the Behrend College. The additional investments required to convert courses to a blended format, travel expenses, and marketing are already analyzed and should be approved without any problem.

B. Graduate Program Bulletin Listing

**Note:** The following description does not change in the blended format.

1. Overview

The Master of Professional Accounting (M.P.Acc.) degree program in Accounting requires 30 credit hours beyond the bachelor’s degree and will take one year to complete. This program will equip the students for the increasing legal and financial complexities faced by the accounting profession. This degree will also satisfy the requirements for taking the Certified Public Accountant (CPA) examination and becoming a CPA through the Pennsylvania State Board of Accountancy as well as most of the State Boards of the neighboring states.

2. A Statement of Admission Requirements

Applicants apply for admission to the program via the [Graduate School application for admission](#). Requirements listed here are in addition to Graduate Council policies listed under [GCAC-300 Admissions](#).

The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. See [GCAC-305 Admission Requirements for International Students](#) for more information.

Applicants should have an undergraduate degree in business and the course work should be substantially similar to the Penn State Behrend undergraduate degree in business. If the degree is in business but not in accounting, applicants should have the following courses or their equivalents completed with B or better in every course:

- **ACCTG 211** Financial and Managerial Accounting for Decision Making 4
- **ACCTG 310** Federal Taxation I 3
- **ACCTG 340** Cost Accounting 3
- **ACCTG 371** Intermediate Accounting I 4
- **ACCTG 403** Auditing 3
ACCTG 211  Financial and Managerial Accounting for Decision Making  4
ACCTG 472  Intermediate Financial Accounting II  3

Applicants should have a minimum 2.8 GPA (on a 4.0 scale) in the junior and senior years, and a minimum 3.0 GPA (on a 4.0 scale) in the accounting courses. Applicants are also required to take the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) and show GMAT (GMAT equivalent of GRE) scores of at least 400.

Applicants must submit the following documents:

1. Online Graduate School application including nonrefundable application fee
2. Statement of intent
3. Official transcripts from all post-secondary institutions attended
4. Official GMAT/GRE scores reported directly to Penn State University
5. TOEFL or IELTS scores, if applicable

3. Degree Requirements

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Requirements.

A minimum of 30 credits is required for the degree that must be acquired in 400-, 500-, or 800-level courses. At least 21 of the 30 credits must be 500 and 800 level courses, at least 9 credits (of the 21 credits) must be at the 500 level, and the remaining 9 credits must be at 400, 500, or 800 level.

4. List of Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 444</td>
<td>Advanced UCC and Commercial Transactions</td>
<td>3</td>
</tr>
<tr>
<td>ACCTG 806</td>
<td>Taxes and Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>Or ACCT 510</td>
<td>Business Tax Planning Theory and Practice</td>
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</tr>
<tr>
<td>ACCTG 873</td>
<td>Advanced Topics in Financial Reporting</td>
<td>3</td>
</tr>
<tr>
<td>Or ACCT 573</td>
<td>Financial Reporting II</td>
<td></td>
</tr>
<tr>
<td>ACCTG 881</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Or ACCT 561</td>
<td>Financial Statement Analysis II</td>
<td></td>
</tr>
<tr>
<td>ACCT 504</td>
<td>Auditing Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
ACCT 545  Strategic Cost Management  3
BADM 526  Leadership and Ethics  3
Or ACCT 550  Professional Responsibilities and Ethics in Accounting
FIN 451  Intermediate Financial Management  3

ELECTIVES

3 credits of elective (Approved 400-, 500-, or 800-level course) or 3 credits of Internship (ACCTG 595)  3

CULMINATING EXPERIENCE

ACCTG 803  Forensic Accounting and Litigation Support (Capstone Course)  3

Total Credits  30

5. Student Aid

Graduate assistantships available to students in this program and other forms of student aid are described in the Tuition & Funding section of The Graduate School’s website. Students on graduate assistantships must adhere to the course load limits set by The Graduate School.

6. Contact

<table>
<thead>
<tr>
<th>Campus</th>
<th>Erie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Greg Filbeck</td>
</tr>
</tbody>
</table>
| Program Contact         | Alice Lynn Puzarowski  
5101 Jordan Road  
Erie PA 16563  
alg135@psu.edu  
(814) 898-6200 |
| Program Website         | View |

7. Sample Program of Study and Scheduling

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B LAW 444: Advanced UCC and Commercial Transactions</td>
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<td>Course</td>
<td>Credits</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>ACCTG 806: Taxes and Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>ACCTG 873: Advanced Topics in Financial Reporting</td>
<td>3</td>
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<tr>
<td>ACCTG 881: Financial Statement Analysis</td>
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</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 504: Auditing Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 545: Strategic Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>B ADM 526: Leadership and Ethics</td>
<td>3</td>
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</tbody>
</table>

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 803: Forensic Accounting and Litigation Support</td>
<td>3</td>
</tr>
</tbody>
</table>

3 credits of elective (Approved 400-, 500-, or 800-level course) or 3 credits of Internship (ACCTG 595) | 3       |

**Note:** An elective course can be taken in fall, spring, or summer.

C. Residency Elements

The traditional goals of residency will be achieved using the following strategies.

1. Interactions between faculty and students and among students above and beyond direct instruction.

The blended format will allow a monthly face-to-face meeting that will facilitate informal interactions. The mandatory orientation conducted via Zoom conferencing will introduce students to the faculty and structure of the program. The program chair will be responsible for ensuring that the students are receiving guidance and personal support required to complete the program in a successful and timely manner. The chair and the faculty members will also visit RLA for a proposed graduation ceremony to congratulate the students.

2. Interaction among students in a given program

The student interaction will be ensured via the use of discussion boards, group assignments, online presentations, and class interactions.

3. Access to information and instructional resources (such as libraries, laboratories, and research facilities)

MPAcc students will have access to a broad range of resources. Penn State's University Libraries supports students, regardless of their location, through general access to University Libraries via [http://www.libraries.psu.edu](http://www.libraries.psu.edu).

*Page | - 6 -*
4. Exposure to and socialization in the field of study

The orientation, guest lectures, and internships will achieve the objective of exposure and socialization to the field of study.

5. Access to suitable academic advising and support services

The program chair currently advises all the MPAcc students and shall continue to do so. As the student enrollment increases, faculty advisers will be assigned for ensuring that the students are receiving guidance and personal support required to complete the programs in a successful and timely manner. The online and residential counseling and learning resources will be available to all the students.

6. The contribution of graduate students to the degree program, the college, and the University

The working professionals with their direct connections in public accounting and industry will be a valuable source of ideas and resources for the college and the university. For example, faculty members will be informed about the current problems faced by the public accountants and discover to new research ideas and will gain consulting opportunities. The practicing accountants can provide feedback on the currency of the curriculum and the quality of the teaching. Eventually, such an alum base can be tapped for fundraising.

7. Identification with Penn State

The online and blended programs are now part of the Penn State teaching environments. Due to the benefits of orientation, graduation ceremonies, and access to resources, among other things, students are able to identify strongly with Penn State.

D. Program Operations and Maintenance

1. Program Director: The current MPAcc program chair will serve as a program director/chair for the blended program. The current MPAcc program chair is Dr. Ashutosh Deshmukh, professor of accounting and a graduate faculty member.

2. Academic Advising: The program chair currently advises all the MPAcc students and shall continue to do so. As the student enrollment increases, faculty advisers will be assigned for ensuring that the students are receiving guidance and personal support required to complete the programs in a successful and timely manner.

Advising assignments will be coordinated by the Black School of Business staff, working in consultation with the faculty members teaching in each cohort. A faculty member's
advising load will be coordinated with their advising on campus advising. Academic counseling sessions will be conducted mainly by e-mail, and via telephone. Policies and procedures in areas such as registration, payment, and grades are posted on the Behrend MPAcc website.

The online and residential counseling and learning resources will be available to all the students. The students also can connect via a myriad of social media tools.

3. Research facilities: MPAcc being a professional master’s degree does not have a research component. However, MPAcc students will have access to a broad range of resources. Penn State’s University Libraries supports students, regardless of their location, through general access to University Libraries via [http://www.libraries.psu.edu](http://www.libraries.psu.edu).

4. Technology: The technical requirements are similar to the World Campus,

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Windows 7, Windows 8/8.1 or higher; Mac OS X 10.5 or higher recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>2 GHz or higher</td>
</tr>
<tr>
<td>Memory</td>
<td>1 GB of RAM</td>
</tr>
<tr>
<td>Hard Drive Space</td>
<td>60GB free disk space</td>
</tr>
<tr>
<td>Browser</td>
<td>Canvas supports the last two versions of every major browser release. We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in. To determine if your browser is supported, please review <a href="http://www.libraries.psu.edu">the list of Canvas Supported Browsers</a>. Note: Cookies, Java, and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State websites.</td>
</tr>
<tr>
<td>Plug-ins</td>
<td>Adobe Reader [Download from Adobe] Flash Player (v18.0 or later) [Download from Adobe]</td>
</tr>
<tr>
<td>Additional Software</td>
<td>Microsoft Office (2010 or later)</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Broadband (cable or DSL) connection required</td>
</tr>
<tr>
<td>Printer</td>
<td>Access to graphics-capable printer</td>
</tr>
<tr>
<td>DVD-ROM</td>
<td>Required</td>
</tr>
<tr>
<td>Sound Card, Microphone, and Speakers</td>
<td>Required</td>
</tr>
<tr>
<td>Monitor</td>
<td>Monitor (Capable of at least 1024 x 758 resolution)</td>
</tr>
</tbody>
</table>
E. Consultation with Other Units

See Appendix C.

F. Assessment of Program Quality

The Black School of Business has a formal program for assessment of the undergraduate and graduate programs. The program involves feedback of students on teaching, the second form of teaching evaluation, peer reviews, and periodic surveys of the graduates. All of these mechanisms will be used in the assessment of the quality of the program.

Additional Requirements for the New Off-Campus Degree Programs

A. Objectives of the Program

1. The new program only changes the delivery method. All the existing educational objectives remain the same.

2. The MPAcc program is a professional master’s degree program and is suitable for working professionals who are looking to complete 150 hours requirement and/or obtain a master’s degree while working full-time. Pittsburgh area is also home to a large number of Behrend accounting graduates and a blended approach fits the demands of this population.

3. The students will receive a master’s degree and will be able to complete the 150-hour requirement, be better prepared for the CPA exam, and become more competitive in the job market/working place.

4. This program does not compete with the residential program at Smeal nor with the online program at World Campus. We are exploring a population that is interested in a blended approach and has ties with Behrend.

B. List of New Courses

No new courses are required for this program.

Additional Requirements for the Blended Graduate Degree Program

The blended MPAcc program is 25% in-class and 75% online. The existing program already has one blended and one online course. The majority of the faculty members have taught in the online programs such as OMBA, Behrend blended MBA, and online MPAcc, and are well-versed in online teaching. The following techniques have been used by the faculty members:

1. Live lectures using technology
2. Recorded lectures
3. Online presentations
4. Discussion boards
5. Written assignments

The Behrend College also has skilled instructional designers to help and mentor faculty new to the blended format. The schedule to convert existing courses to blended format has been developed and funding is secured.

The course deliverables that are commonly used in the courses are tests, quizzes, discussion boards, group cases, and online presentations.

See Appendix B.
## Appendix A

### MPAcc AACAB Goals and Objectives

<table>
<thead>
<tr>
<th>MPAcc Learning Goals and Objective</th>
<th>Courses Where Taught</th>
<th>Course(s) Where Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Communication Skills</strong>&lt;br&gt;Graduates will develop effective presentation and written communication skills.</td>
<td><strong>Learning Objective 1.1:</strong> Graduates are able to prepare and deliver a professional presentation about a business problem.</td>
<td><strong>ACCT 504:</strong> Advanced Auditing</td>
</tr>
<tr>
<td></td>
<td><strong>ACCTG 873</strong>&lt;br&gt;Advanced Topics in Financial Reporting</td>
<td><strong>ACCTG 873:</strong> Advanced Topics in Financial Reporting</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Objective 1.2:</strong> Graduates are able to demonstrate effective written communication skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written skills are emphasized in B LAW 444 <em>Advanced UCC and Commercial Transactions</em>, ACCTG 806 <em>Taxes and Business Planning</em>, ACCT 504 <em>Auditing Practice &amp; Theory</em>, and ACCTG 803 <em>Forensic Accounting and Litigation Support</em>.</td>
<td><strong>ACCTG 506:</strong> Taxes and Business Planning</td>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking/Problem Solving Skills</strong>&lt;br&gt;Graduates will be able to think critically, solve problems, and make decisions.</td>
<td><strong>Learning Objective 2.1:</strong> Graduates are able to objectively identify and prioritize accounting problems.</td>
<td><strong>ACCT 504:</strong> Advanced Auditing</td>
</tr>
<tr>
<td></td>
<td>Critical thinking is emphasized in every course. However, in 504 we take a structured approach to critical thinking.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Objective 2.2: Graduates are able to develop alternative solutions to an accounting problem.

Learning Objective 2.3: Graduates demonstrate sufficient skills to read, reason logically, and draw relevant conclusions.

Learning Goal 3: Ethical Decision Making
Graduates will be able to recognize ethical issues in business and know how to deal with them.

Ethical decision making is emphasized in BADM 526 Leadership and Ethics B LAW 444 Advanced UCC and Commercial Transactions, ACCTG 806 Taxes and Business Planning, ACCT 504 Auditing Practice & Theory, and ACCTG 803 Forensic Accounting and Litigation Support.

Learning Objective 3.1: Graduates will recognize ethical issues in business situations.

Learning Objective 3.2: Graduates will apply ethical frameworks to business problems.

Learning Objective 3.3: Graduates will describe the ethical consequences of decision alternatives.

Learning Goal 4: Technical Competency
Graduates will have technical competency in accounting.

Learning Objective 4.1: Graduates will demonstrate technical competency in accounting skills in taxation.

ACCTG 806: Taxes and Business Planning

ACCT 873: Advanced Topics in Financial Reporting

(Course embedded measures)
Learning Objective 4.2: Graduates will demonstrate technical competency in accounting skills in managerial accounting.

Learning Objective 4.3: Graduates will demonstrate technical competency in accounting skills in auditing.

Learning Objectives 4.4: Graduates will demonstrate technical competency in financial statement analysis.

Learning Objectives 4.5: Graduates will demonstrate technical competency in accounting theory and research.

ACCT 545: Strategic Cost Management

ACCT 504: Auditing Practice & Theory

ACCT 881: Financial Statement Analysis

ACCTG 873: Advanced Topics in Financial Reporting

ACCTG 803: Forensic Accounting and Litigation Support

Mapping MPAcc AACAB Goals to GCAC-201 Scholarly and Professional Goals

<table>
<thead>
<tr>
<th>MPAcc Learning Goals and Objectives</th>
<th>GCAC-201 Scholarly and Professional Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Communication Skills</strong></td>
<td>3. Communicate the major issues of their discipline effectively</td>
</tr>
</tbody>
</table>

Graduates will develop effective presentation and written communication skills.

*Learning Objective 1.1:* Graduates are able to prepare and deliver a professional presentation about a business problem.

*Learning Objective 1.2:* Graduates are able to demonstrate effective written communication skills.
Learning Goal 2: *Critical Thinking/Problem Solving Skills*

Graduates will be able to think critically, solve problems, and make decisions.

*Learning Objective 2.1:* Graduates are able to objectively identify and prioritize accounting problems.

*Learning Objective 2.2:* Graduates are able to develop alternative solutions to an accounting problem.

*Learning Objective 2.3:* Graduates demonstrate sufficient skills to read, reason logically, and draw relevant conclusions.

Learning Goal 3: *Ethical Decision Making*

Graduates will be able to recognize ethical issues in business and know how to deal with them.

*Learning Objective 3.1:* Graduates will recognize ethical issues in business situations.

*Learning Objective 3.2:* Graduates will apply ethical frameworks to business problems.

*Learning Objective 3.3:* Graduates will describe the ethical consequences of decision alternatives.

Learning Goal 4: *Technical Competency*

Graduates will have technical competency in accounting.

4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines

5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline

1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline
Learning Objective 4.1: Graduates will demonstrate technical competency in accounting skills in taxation.

Learning Objective 4.2: Graduates will demonstrate technical competency in accounting skills in managerial accounting.

Learning Objective 4.3: Graduates will demonstrate technical competency in accounting skills in auditing.

Learning Objectives 4.4: Graduates will demonstrate technical competency in financial statement analysis.

Learning Objectives 4.5: Graduates will demonstrate technical competency in accounting theory and research.

2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Written Assignments</th>
<th>Quizzes</th>
<th>Tests</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>LAW 444: Advanced UCC and Commercial Transactions</td>
<td>Analysis</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC1G 881: Financial Statement Planning</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>ACC1G 883: Advanced Topics in Financial Reporting</td>
<td>X</td>
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<tr>
<td>Spring</td>
<td>ACC1 504: Advanced Auditing</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>BADM 526: Leadership and Ethics</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>FIN 451: Advanced Financial Management</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>ACC1 545: Strategic Cost Management</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>ACC1G 803: Forensic Accounting and Litigation Support</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUSINESS ELECTIVE (ANY 400, 500, 800 Course) or Internship up to 3 credits (optional)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix B
Examples of Significant Instructor-Initiated Interaction
Appendix C
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 the Liberal Arts
Department or Instructional Area: Anthropology

New Graduate Program, Option, or Minor: Add

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

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

Existing Graduate Program Option, or Minor: Change X Drop

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

New designation of existing graduate program (if changing): Dual-Title PhD Degree in Anthropology and Climate Science
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 X
  - Second semester following approval

Submitted by Graduate Program Head

Mary Shenk  
Printed name
Signature
Date: 3/19/2019

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

Michael Putnam  
Printed name
Signature
Date: 3/30/2019

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

D. Scott Bennett  
Printed name
Signature
Date: 3/30/19
<table>
<thead>
<tr>
<th>Name</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Behalf of David Babb</td>
<td></td>
<td></td>
<td>5/7/2019</td>
</tr>
<tr>
<td>On Behalf of C. Andrew Cole</td>
<td></td>
<td></td>
<td>5/7/2019</td>
</tr>
<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td></td>
<td></td>
<td>5/7/2019</td>
</tr>
</tbody>
</table>
A Proposal to Graduate Council to Adopt a
Dual-Title Doctoral Program in Anthropology and Climate Science

Submitted by
The Department of Anthropology

Contact:
Timothy Ryan
Interim Department Head and Associate Professor of Anthropology
Department of Anthropology
410 Carpenter Building
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Climate Science Contact:

Michael E. Mann
Distinguished Professor of Atmospheric Science
Department of Meteorology and Atmospheric Science, and Department of Geosciences
514 Walker Building
814-863-4075
mann@psu.edu
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   D. Comparison of Changes to the Graduate Program....................8
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4. Revised Bulletin Listing ..........................................................18
1) Program Proposal

The Department of Anthropology in the College of Liberal Arts, with the collaboration and support of the Climate Science Program, proposes to adopt the Dual-Title Ph.D. Program in Anthropology and Climate Science.

The program will duplicate no other graduate program at this University. This proposed dual-title degree program will not impact other departments and programs except the two units concerned (Anthropology and Climate Science).

The purpose of this dual-title degree is to provide Anthropology graduate students with the skills and knowledge necessary to conduct research and the perspective necessary to fully engage climate science issues within and beyond the field of anthropology, to conduct original climate science research and produce climate science-related scholarship. Students earning this dual-degree will graduate with better academic employment opportunities. Rigorous training in climate science will distinguish dual-title degree graduates from the pool of applicants within the field of anthropology. It will also allow them to consider applying for academic and non-academic positions within the growing interdisciplinary field of climate science.

As stipulated by the Graduate School Polity GCAC-206 (Graduate Program Proposal Requirements - Procedure) and consistent with GCAC-208 (Dual-Title Graduate Degree Programs), this document will address in various places:

1. A listing of typical courses available (approved course title and course abbreviation/number) that are appropriate for the dual-title area of study.
2. A statement regarding the minimum number of 500- or 800-level (or maximum number, in the case of 400-level) credits that must be taken in the dual-title area of study.
3. Administrative processes by which students will be admitted to and matriculate in the dual-title degree program in a coordinated manner with the graduate program.
2) Objectives and Justification for the Dual-Title Degree Program in Anthropology and Climate Science

A. Need to Adopt the Program

Climate Science is a field devoted to the study of the Earth’s climate in the past, present and future. The effects of human (anthropogenic) and natural forcing, and their interactions, on climate and society is of great interest as the Earth enters the Anthropocene where human activity has become a dominant influence on our global environment. The recent importance of the creation and approval of the dual title program in Climate Science is seen daily as stories on climate and climate science appear in the news. International organizations, such as the Intergovernmental Panel on Climate Change, were formed in the past few decades to assess the state of the science on climate and now play important roles in the global climate conversation. Government agencies, companies, non-profit organizations and citizens are asking for increasingly more specific information on how the climate will evolve and the potential impacts of these changes. These groups and individuals are looking to climate scientists working across disciplines to provide this guidance.

The techniques used to study climate have expanded dramatically from simple energy balance approaches to sophisticated global climate models, from the analysis of instrumental climate records to the development of proxy climate records including ice cores, tree rings, corals, speleothems, sub-fossil pollen, ocean and lake sediments spanning many thousands of years. There is an increasing use of Geographical Information Systems (GIS) and sophisticated statistical methods that are used to inter-compare data sets, uncover the relationships between variables and assess the statistical significance of interrelationships. New observational systems to measure concentrations of greenhouse gases and emissions from human activity are becoming common and more affordable. Global climate models are being run at finer and finer scales and are beginning to provide information on regional climate and climate change that can be applied to planning and climate impacts. Physical process parameterization schemes within these models are becoming increasingly faithful as they are verified against special observational data sets, including line-by-line solar and infrared radiation spectra. Assessments of climate risk are
becoming more robust, backed by detailed scientific and statistical analysis. A better understanding has been developed of the relationship between climate change and extreme weather events. Many of these approaches to climate science have origins in diverse specific disciplines, emphasizing the need for a dual-title program to span departments and allow students to gain knowledge not easily available from a single perspective.

Anthropology has both benefitted greatly from these advances as well as contributed significantly to understanding the role of climate and climate change in human evolution, the evolution of socio-natural systems, and contemporary society. Anthropology at Penn State, more than any anthropology program in the country, is ideally situated to provide interdisciplinary training and opportunities for graduate research directed toward understanding dynamic ecological processes of human-environment interactions across the entirety of the human experience. Students in the Anthropology-Climate Science Dual-Title program will gain interdisciplinary skills requisite for asking fundamental questions about how and why humans shape the environments they live in, and their role in the function of ecosystems throughout our evolutionary history and across the diversity of global systems in which we live. Moreover, anthropological and archaeological researchers are increasingly interacting with other climate scientists to address broad questions about the impacts of climate change at various scales and across the entire world. In this sense, the adoption of the Dual-Title Degree in Anthropology will provide our competitive PhD students a richer and more diverse education and training opportunities than the department could offer alone.

The proposed adoption of the Climate Science dual title doctoral degree program will:

- Provide a rich curriculum in climate dynamics and observations, numerical and statistical methods, the physical climate system, biogeochemistry, and human dimensions of climate change to ensure that all of our Climate Science students have a broad and deep understanding of the science and its application to society.
- Contribute to the development of a cohort of PhD students across departments, leading to enhanced appreciation for and understanding of the various facets of Climate Science,
further enhancing the breadth of training and creating key research networks for the future.

- Supply highly-trained PhDs to the academic, government and private sectors to meet the growing need for climate information and climate impacts.

B. Graduate Student Recruitment and Research

The proposed adoption of the dual-title Ph.D. program in Anthropology and Climate Science is intended to expand graduate student recruitment. Many anthropology graduate student applicants are interested in climate and climate change, and climate impacts on society, and want to pursue a Ph.D. in this field, but can be challenged to find an anthropology department that best fits their interests. The proposed adoption of the dual-title program will thus provide the connective tissue between Anthropology and other departments with scientists engaged in climate research to allow graduate student applicants to obtain broader training than is available elsewhere and conduct research that better captures the increasingly interdisciplinary nature of Climate Science.

The adoption of the Climate Science dual-title Ph.D. program will provide critical skills and cross-disciplinary knowledge that will enhance the students’ education, training and research and thereby enhance their ability to compete for academic and non-academic positions after graduation. The skills will be developed through participation in the Climate Dynamics Seminar and a course in climate dynamics and observations, with three other courses to be chosen from the four remaining course areas: numerical and statistical methods, atmosphere and ocean dynamics, biogeochemistry and isotopes, and human dimensions of climate change. The Climate Dynamics Seminar will be particularly helpful in developing student and faculty interactions that span all aspects of Climate Science, as students will be required to take this course twice and thus will have ample opportunity to learn from each other and network with faculty members and students from other departments who adopt the dual title program.

The graduate student research also will be enhanced by the participation of a Graduate Faculty member from the Climate Science program, who is not a member of the student’s home graduate
program, on the doctoral committee (in accordance with the Graduate Council requirement). This alternative perspective is designed to broaden the student’s knowledge and skills and provide experience in communicating with audiences from different academic disciplines.

C. Graduate Program of the Dual-Title Degree in Anthropology and Climate Science

The Climate Science dual-title degree program is administered by the Department of Meteorology and Atmospheric Science for the participating graduate programs. A Climate Science program committee is composed of representatives from each participating graduate program. This Climate Science program committee maintains program definition, defines the nature of the qualifying examination and assigns the examining committee, identifies and reviews courses for their applicability to the program, and recommends policies and procedures for the program's operation to the dean of the Graduate School and to the deans of the participating colleges. The program enables students from several graduate programs to gain the perspectives, techniques, and methodologies of Climate Science, while maintaining a close association with major program areas of application.

Graduate students with research and educational interests in climate science may apply to the Climate Science Dual-Title Degree Program. Candidates must submit transcripts of their undergraduate and graduate course work, a written personal statement indicating the career goals they hope to serve by attaining a Climate Science dual title, and a statement of support from their dissertation adviser. A strong preparation in the basic sciences is expected, with evidence of an interest in multiple disciplines. Doctoral students should seek entry into the Climate Science Dual-Title Degree upon arriving for their graduate studies but will be evaluated for acceptance provided they have not yet taken their qualifying exam.
D. Comparison of Changes to the Graduate Program

<table>
<thead>
<tr>
<th>Current Anthropology Bulletin</th>
<th>Climate Science Program Dual-Title Ph.D. Proposed Additional Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMISSION REQUIREMENTS:</td>
<td>ADMISSION REQUIREMENTS:</td>
</tr>
<tr>
<td>Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 Admissions.</td>
<td>Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Climate Science dual-title program. Refer to the Admission Requirements section of the Climate Science Bulletin page. Doctoral students must be admitted into the dual-title degree program in Climate Science prior to passing the qualifying exam in their primary graduate program.</td>
</tr>
<tr>
<td>Entrance to the Anthropology graduate program occurs in the fall semester. Applications must be received by the department no later than December 1 for fall admission.</td>
<td>DEGREE REQUIREMENTS:</td>
</tr>
<tr>
<td>The Department of Anthropology requires Ph.D. program applicants to submit official transcripts from all post-secondary institutions attended, Graduate Record Examinations (GRE) scores (verbal, quantitative, and analytical), a statement of purpose, a CV and at least three letters of recommendation from persons familiar with the applicant’s academic performance. A Master’s degree is not required to apply to the Ph.D. Program. The department does not admit students to the terminal Master’s degree, but does allow students to apply for a Master’s degree through admission to the IUG (Integrated Undergraduate and Graduate) program and Ph.D. degree program.</td>
<td>Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Climate Science dual-title program. Refer to the Admission Requirements section of the Climate Science Bulletin page. Doctoral students must be admitted into the dual-title degree program in Climate Science prior to taking the qualifying examination in their primary graduate program.</td>
</tr>
<tr>
<td>DEGREE REQUIREMENTS:</td>
<td></td>
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<td>Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.</td>
<td>The qualifying examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Anthropology and must include at least one Graduate Faculty member from the Climate Science program. Faculty members who hold appointments in</td>
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The doctoral degree in Anthropology requires a minimum of 30 credits, 27 of which are required coursework and 3 credits of which
are electives. All first-year Ph.D. students are required to register for 9-12 credits per semester and complete 15 credits of course work, including the three core theory seminars (ANTH 560, ANTH 571, ANTH 588) and two research method seminars (ANTH 572, and ANTH 573). The core method and theory courses will serve as the basis for the Ph.D. qualifying exam, which will take place at the end of the first year.

In the fall of the second year, all students in the Ph.D. program should enroll for a total of 9-12 credits per semester, including ANTH 509. ANTH 508, Visualizing Anthropological Data, is required for all Ph.D. students and may be taken at any point in the first two years. Students without suitable preparation in statistics may also be required to take a course at the 400 or 500 level at the adviser’s discretion. A student’s dissertation committee can require additional course work depending on the student’s background and research plans.

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<td>3</td>
</tr>
<tr>
<td>ANTH 572 Advances in Anthropological Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 573 Anthropology Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 588 Method and Theory in Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

both programs’ Graduate Faculty may serve in a combined role. There will be a single qualifying examination, containing elements of both Anthropology and Climate Science. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the qualifying examination may be delayed one semester beyond the normal period allowable.

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

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their dissertation committee and reflects their original research and education in Anthropology and Climate Science. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School.
1 ANTH 508 is required for all Ph.D. students and may be taken at any point in the first two years.

2 All Ph.D. students are required to enroll in a one-unit literature review seminar (ANTH 541), for one credit each semester during the first six semesters of study.

All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence. A student’s dissertation committee can require reading knowledge and/or demonstrated working knowledge of a foreign language, specialized training in linguistics, or training in computer programming languages, depending on the student’s research interests. This will be determined shortly after the committee is formed.

For the Ph.D. degree, students must conduct significant original research that demonstrates the student’s mastery of the field. The Ph.D. requirements include successful completion of course work as stipulated by the department and dissertation committee, passing the qualifying exam, preparing a dissertation proposal, successfully passing the comprehensive exam/dissertation proposal defense, and writing and defending the subsequent dissertation. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).
E. Description of Required Coursework

The minimum academic requirements for the dual-title Ph.D. degree in Anthropology and Climate Science begin with the course work and other requirements of the Anthropology Ph.D. program. Students must also take a total of at least 3 credits of approved 400-, 500-, or 800-level courses in each of two specific areas: 1) Climate dynamics seminar and 2) Climate dynamics and observations, as well as 3 credits of approved 400-, 500-, or 800-level courses in each of three of the four remaining areas: 3) Physical climate system, 4) Biogeochemistry of the climate system, 5) Numerical methods and data analysis, and 6) Human dimensions of climate change, for a total of 15 credits. Students are not eligible to take a 400-level course in any one of the areas if the course is offered by the Anthropology Ph.D. program. All students must take at least one 500-level course, and at least one course must be from outside of Anthropology. Finally, all of the courses offered in Climate Dynamics and Observations will include sufficient material in radiative transfer and the greenhouse effect to ensure that the students clearly understand the underlying physics of climate and climate change. A list of the approved courses that will satisfy each of the area requirements is maintained by the graduate program office. Students or faculty may request that the Climate Science Committee consider approval of elective designations for any course, including temporary approvals for experimental or variable-title courses.

Students enrolled in the dual-title degree program should expect to spend one additional semester in order to obtain the dual-title degree, as some of the required course work should also serve the Anthropology graduate degree program. Advisers will work with the students to select the courses in order that the requirements are met in a timely manner. Funding for graduate student support will come from the Anthropology graduate program.

The approved courses for the Climate Science dual-title program are:

1) **Climate Dynamics Seminar (3 credits total required)**
   
   METEO 575 (1 or 2 credits)
This course is key to building the student cohort each year. It will involve reading and discussing papers of current interest that span the disciplines involved in the dual-title program. Students will take the course twice, once for 1 credit (reading and discussion only) and once for 2 credits (with requirements for writing papers). Faculty members involved in the dual-title program are expected to participate in the seminar regularly.

2) **Climate dynamics and observations (3 credits required)**
   
   GEOG 412 - Climatic Change and Variability (3)
   GEOG 417 – Satellite climatology (3)
   METEO 470—Climate dynamics (3)
   METEO 570 – Climate system dynamics (3)

   These courses are critical for developing a foundational understanding of climate science and include sufficient material in radiative transfer and the greenhouse effect to ensure that the students clearly understand the underlying physics of climate and climate change.

3) **Physical climate system (3 credits, this is one of four remaining categories)**

   GEOSC 405 (SOILS 405) - Hydropedology (3)
   METEO 421—Atmospheric dynamics (4)
   METEO 422—Advanced atmospheric dynamics (3)
   METEO 436 – Radiation and Climate
   METEO 451—Introduction to physical oceanography (3)
   METEO 521—Dynamical meteorology (3)
   METEO 535 – Radiative transfer (3)
   METEO 551 – Physical oceanography (3)
   C E 561 – Surface hydrology (3)
   METEO 563 – Bioclimatology (3)

   These courses delve deeper into the physical processes that govern the climate system.
4) **Biogeochemistry of the climate system (3 credits, this is one of four remaining categories)**

- GEOSC 410—Marine biogeochemistry (3)
- GEOSC 419—The organic geochemistry of natural waters and sediments (3)
- C E 475 – Water Quality Chemistry (4)
- GEOSC 502—Evolution of the biosphere (4)
- METEO 532 – Chemistry of the Atmosphere (3)
- METEO 561 – Global Carbon Cycle (3)

These courses explore the relationships between climate and the chemical reactions in the atmosphere, oceans, land, and living organisms that create the composition of the natural environment.

5) **Numerical methods and data analysis (3 credits, one of four remaining categories)**

- GEOSC 450—Risk analysis in the Earth Sciences (3)
- C E 461 – Water-resource Engineering (3)
- GEOG 464—Advanced Spatial Analysis (3)
- METEO 473—Application of computers to Meteorology (3)
- METEO 515 – Practical statistics for atmospheric sciences (3)
- METEO 523—Modeling the climate system (3)
- METEO 527 – Data assimilation (3)
- C E 555 – Groundwater Hydrology: Modeling and Analysis (3)
- FOR 565—GIS Based Socio-Ecological Landscape Analysis (3)

These courses provide advanced training in the quantitative techniques used to predict climate and/or interpret observations of the climate system.

6) **Human dimensions of climate change (3 credits, one of four remaining categories)**

- ANTH 432 – Environmental Archaeology (3)
- GEOG 438 – Human dimensions of global warming (3)
- GEOG 510 – Seminar in Physical Geography (3)
These courses explore how climate change impacts society and the natural environment. In particular, ANTH 432 offers a theoretical and methodological survey of how anthropologists and archaeologists approach the study of humans-environment interactions over multiple temporal and spatial scales. Anthropology students enrolled in the dual-title degree program are strongly encouraged to take ANTH 432.

F. Accreditation

No accrediting body or board exists for Climate Science programs and no licensing procedure is relevant.

G. Departments Affected

This dual-title Climate Science graduate program does not duplicate any other program at Penn State and would only affect the Department of Anthropology and the Climate Science program. The Department of Meteorology and Atmospheric Science is the administrative home of the dual-title Climate Science Ph.D. degree program. The Department of Meteorology and Atmospheric Science has committed to providing the core Climate Dynamics Seminar (METEO 575) as well as the other METEO courses in the approved list of courses.

H. Consultation

Faculty and department heads in both Anthropology and Climate Science have been consulted and are supportive of this dual-title degree program. Letters of support are appended to the main proposal for the dual-title program.

I. The Graduate Faculty

Anthropology Faculty currently in the List of Graduate Faculty in Climate Science

Douglas Bird, Ph.D. UNIVERSITY OF CALIFORNIA DAVIS, Associate Professor of Anthropology
Rebecca Bliege Bird, Ph.D. UNIVERSITY OF CALIFORNIA DAVIS, Professor of Anthropology
José M. Capriles, Ph.D. WASHINGTON UNIVERSITY IN ST. LOUIS, Assistant Professor of Anthropology

J. 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.

Anthropology (ANTH) Course List <https://bulletins.psu.edu/university-course-descriptions/graduate/anth>
Capriles Flores, Jose Mariano

From: Mann, Michael  
Sent: Thursday, March 7, 2019 1:18 PM  
To: Capriles Flores, Jose Mariano  
Cc: Corl, Karen  
Subject: Re: Climate Science Dual Title Ph.D. Program Meeting

Dear Jose,  
I am aware of and approve of the proposal by Anthropology to adopt the Dual-Title Ph.D.  
I look forward to Anthropology’s participation in this new program.

Please don’t hesitate to let me know if I can be of further help.

Thanks,  
Mike Mann

On Mar 7, 2019, at 12:58 PM, Capriles Flores, Jose Mariano <juc555@psu.edu> wrote:

Hi Mike,

Thank you very much for your response. It seems like a document we might need is a supporting letter from you as the director/head of the Climate Science program to append to our proposal of a Dual-Title Degree Program in Anthropology and Climate Science. Would this be possible?

Thank you and best wishes,

José

From: Mann, Michael <mem45@psu.edu>  
Sent: Wednesday, March 6, 2019 3:00 PM  
To: Capriles Flores, Jose Mariano <juc555@psu.edu>  
Cc: Corl, Karen <kqc8@psu.edu>  
Subject: Re: Climate Science Dual Title Ph.D. Program Meeting

Hi Jose,  
Only Geography has yet formally adopted the dual title program.  
I think Karen can probably get you a copy of that one (?),  
mike

On Mar 6, 2019, at 2:58 PM, Capriles Flores, Jose Mariano <juc555@psu.edu> wrote:

Dear Mike,  

I hope all is well and that you are enjoying this Spring break.
March 19, 2019

Professor D. Scott Bennett
Associate Dean for Research and Graduate Studies
College of the Liberal Arts

Re: Dual-Title Doctoral Program in Anthropology and Climate Science

Dear Scott,

I am writing to confirm our department’s support of and participation in the Dual-Title Doctoral Program in Climate Science. Dual-title students accepted into the Anthropology-Climate Science program will receive the same five years of support as other graduate students in our program, assuming they continue to make satisfactory progress. This program should provide excellent opportunities for our participating students to gain unique interdisciplinary training in the anthropological dimensions of climate science.

If you have any questions, please do not hesitate to contact me.

Sincerely yours,

[Signature]

Timothy M. Ryan
Interim Head and Associate Professor of Anthropology
ANTHROPOLOGY

Graduate Program Head: Timothy Ryan
Program Code: ANTH
Campus(es): University Park (Ph.D., M.A.)
Degrees Conferred:
- Doctor of Philosophy (Ph.D.) Master of Arts (M.A.)
- Dual-Title Ph.D. in Anthropology and Bioethics
- Dual-Title Ph.D. in Anthropology and Climate Science
- Dual-Title M.A. and Ph.D. in Anthropology and Demography
- Dual-Title M.A. and Ph.D. in Anthropology and Human Dimensions of Natural Resources and the Environment
- Integrated B.S. in Anthropological Science and B.A. in Classics and Ancient Mediterranean Studies and M.A. in Anthropology
- Integrated B.A. in Anthropology and B.A. in Classics and Ancient Mediterranean Studies and M.A. in Anthropology
- Joint M.D./Ph.D. with the College of Medicine

The Graduate Faculty: View (https://secure.gradsch.psu.edu/gpms/index.cfm?searchType=fac&prog=ANTH)

The Department of Anthropology at Penn State integrates social, ecological, and evolutionary approaches to understand variability in the human condition through time and across space. We offer an integrated program of graduate study at both the Ph.D. and M.A. level focusing on specialized training in:

- human and behavioral ecology
- cultural anthropology
- anthropological demography
- archaeology
- archaeometry
- genetics
- human evolution
- the behavioral and evolutionary biology of human and non-human primates

Students also have the option of enrolling in dual-title Ph.D. graduate programs in Demography, Human Dimensions of Natural Resources and the Environment (HNDRE), and Bioethics, and dual-title M.A. programs in Climate Science, Demography and HNDRE. The Department also offers two Integrated Undergraduate/Graduate (IUG) programs (B.A/M.A. and B.S./B.A/M.A.): with the Department of Classics (CAMS). In addition, the Department of Anthropology also offers a joint M.D./Ph.D. degree program with the College of Medicine.
Admission Requirements

Applicants apply for admission to the program via the Graduate School application for admission (http://gradschool.psu.edu/prospective-students/how-to-apply). Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 Admissions (http://gradschool.psu.edu/graduate-education-policies).

Entrance to the Anthropology graduate program occurs in the fall semester. Applications must be received by the department no later than December 1 for fall admission. The Department of Anthropology requires Ph.D. program applicants to submit:

- official transcripts from all post-secondary institutions attended (http://www.gradschool.psu.edu/prospective-students/how-to-apply/new-applicants/requirements-for-graduate-admission)
- Graduate Record Examinations (GRE) scores (verbal, quantitative, and analytical)
- a statement of purpose
- a CV
- at least three letters of recommendation from persons familiar with the applicant’s academic performance

A Master’s degree is not required to apply to the Ph.D. Program. The department does not admit students to the terminal Master’s degree, but does allow students to apply for a Master’s degree through admission to the IUG (Integrated Undergraduate and Graduate) program and Ph.D. degree program.

Degree Requirements

Master of arts (M.A.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements. (http://gradschool.psu.edu/graduate-education-policies)

A minimum of 30 credits at the 400, 500, 600, or 800 level is required, with least 18 credits at the 500 and 600 level, combined. All Master’s students are required to take the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
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<tr>
<td></td>
<td><strong>Core Theory Seminars</strong></td>
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<tr>
<td>ANTH 560</td>
<td>Ecology, Evolution, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 571</td>
<td>Principles of Human Evolutionary Biology</td>
<td>3</td>
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<td>ANTH 588</td>
<td>Method and Theory in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Literature Review Seminar</strong></td>
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<tr>
<td>ANTH 541</td>
<td>Current Literature in Integrative Anthropology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Culminating Experience</strong></td>
<td></td>
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<tr>
<td>ANTH 600</td>
<td>Thesis Research or ANTH 596 Individual Studies</td>
<td></td>
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</table>

Students can choose to complete a thesis or a scholarly paper as the culminating experience for the degree. Students who choose to complete a thesis must take a minimum of 6 thesis research credits (ANTH600). The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School. Students in the non-thesis track must complete 18 credits at the 500 level, and must write a satisfactory scholarly paper, while enrolled in ANTH 596.
All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence. Additional coursework is tailored to the student’s research interests after advance consultation with their adviser, and specific courses may be required by the adviser depending on the student’s background and research plans.

**Doctor of Philosophy (Ph.D.)**

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements. ([http://gradschool.psu.edu/graduate-education-policies](http://gradschool.psu.edu/graduate-education-policies))

The doctoral degree in Anthropology requires a minimum of 30 credits, 27 of which are required coursework and 3 credits of which are electives.

All first-year Ph.D. students are required to register for 9-12 credits per semester and complete 15 credits of coursework, including the three core theory seminars (ANTH 560, ANTH 571, ANTH 588) and two research method seminars (ANTH 572, and ANTH 573). The core method and theory courses will serve as the basis for the Ph.D. qualifying exam, which will take place at the end of the first year.

In the fall of the second year, all students in the Ph.D. program should enroll for a total of 9-12 credits per semester, including ANTH 509. ANTH 508, Visualizing Anthropological Data, is required for all Ph.D. students and may be taken at any point in the first two years. Students without suitable preparation in statistics may also be required to take a course at the 400 or 500 level at the adviser’s discretion. A student’s dissertation committee can require additional coursework depending on the student’s background and research plans.

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¹ ANTH 508 is required for all Ph.D. students and may be taken at any point in the first two years.

² All Ph.D. students are required to enroll in a one-unit literature review seminar (ANTH 541), for one credit each semester during the first six semesters of study.

All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence. A student’s dissertation committee can require reading knowledge and/or demonstrated working knowledge of a foreign language, specialized training in linguistics, or training in computer programming languages, depending on the student’s research interests. This will be determined shortly after the committee is formed.

For the Ph.D. degree, students must conduct significant original research that demonstrates the student’s mastery of the field. The
Ph.D. requirements include successful completion of course work as stipulated by the department and dissertation committee, passing the qualifying exam, preparing a dissertation proposal, successfully passing the comprehensive exam/dissertation proposal defense, and writing and defending the subsequent dissertation. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

Dual-Titles

Dual-Title Ph.D. in Anthropology and Bioethics

Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-208-dual-title-graduate-degree-programs).

The Bioethics program (http://bulletins.psu.edu/graduate/programs/majors/bioethics) provides anthropology students with an opportunity to develop their knowledge of the social and ethical implications of their research. This combination – solid research experience with an intimate knowledge of the ethical dimensions of that work – is increasingly important in the workplace, and broadens the possibilities of employment beyond traditional anthropology positions.

Admissions Requirements

Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Bioethics dual-title program. Refer to the Admission Requirements section of the Bioethics Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/bioethics). Doctoral students must be admitted into the dual-title degree program in Bioethics prior to taking the qualifying examination in their primary graduate program.

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Anthropology, listed above. In addition, students must complete the degree requirements for the dual-title in Bioethics, listed on the Bioethics Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/bioethics).

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

In addition to the general Graduate Council requirements for dissertation committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the dissertation committee of an Anthropology and Bioethics dual-title Ph.D. student must include at least one member of the Bioethics Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Bioethics, the member of the committee representing Bioethics must be appointed as co-chair. The Bioethics representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

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

Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-208-dual-title-graduate-degree-programs).

The Climate Science program (https://bulletins.psu.edu/graduate/programs/majors/climate-science) offers enhanced training opportunities for students interested in investigating the role of climate change in human evolution, socio-natural systems, and contemporary societies.

Admissions Requirements

Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Climate Science dual-title program. Refer to the Admission Requirements section of the Climate Science Bulletin page (https://bulletins.psu.edu/graduate/programs/majors/climate-science). Doctoral students must be admitted into the dual-title degree program in Climate Science prior to taking the qualifying examination in their primary graduate program.

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in in Anthropology, listed above. In addition, students must complete the degree requirements for the dual-title in Climate Science, listed on the Climate Science Bulletin page (https://bulletins.psu.edu/graduate/programs/majors/climate-science).

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

In addition to the general Graduate Council requirements for dissertation committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the dissertation committee of an Anthropology and Climate Science dual-title Ph.D. student must include at least one member of the Climate Science Graduate Faculty. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Climate Science, the member of the committee representing Climate Science must be appointed as co-chair. The Climate Science representative on the student's doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

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

Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-208-dual-title-graduate-degree-programs).

The Demography interdisciplinary program (http://bulletins.psu.edu/graduate/programs/majors/demography) is designed to give students in-depth knowledge of the demographic dimensions of anthropological research, including studies of present populations as well as those of the past.

Admissions Requirements

Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Demography dual-title program. Refer to the Admission Requirements section of the Demography Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/demography).

Doctoral students must be admitted into the dual-title degree program in Demography prior to taking the qualifying examination in their primary graduate program.

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Anthropology, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title in Demography, listed on the Demography Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/demography).

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

In addition to the general Graduate Council requirements for dissertation committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the dissertation committee of an Anthropology and Demography dual-title Ph.D. student must include at least one member of the Demography Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the dissertation committee is not also a member of the Graduate Faculty in Demography, the member of the committee representing Demography must be appointed as co-chair. The Demography representative on the student’s dissertation committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their dissertation committee and reflects their original research and education in Anthropology and Demography. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School.
Dual-Title M.A. and Ph.D. in Anthropology and Human Dimensions of Natural Resources and the Environment

Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-208-dual-title-graduate-degree-programs).

The HDNRE program (http://bulletins.psu.edu/graduate/programs/majors/human-dimensions-natural-resources-environment), which involves four colleges including the College of the Liberal Arts, is oriented toward research that furthers our understanding of the human use of natural resources, a pressing concern for all of us in the twenty-first century. Topics of special concern for anthropologists are the (very) long-term impact of humans on natural settings, and the ways people have adapted to those changes in their surroundings.

Admissions Requirements
Students must apply and be admitted to the graduate program in Anthropology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the HDNRE dual-title program. Refer to the Admission Requirements section of the HDNRE Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/human-dimensions-natural-resources-environment). Doctoral students must be admitted into the dual-title degree program in HDNRE prior to taking the qualifying examination in their primary graduate program.

Degree Requirements
To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Anthropology, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title in HDNRE, listed on the HDNRE Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/human-dimensions-natural-resources-environment).

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

In addition to the general Graduate Council requirements for dissertation committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the dissertation committee of an Anthropology and HDNRE dual-title Ph.D. student must include at least one member of the HDNRE Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the dissertation committee is not also a member of the Graduate Faculty in HDNRE, the member of the committee representing HDNRE must be appointed as co-chair. The HDNRE representative on the student’s dissertation committee will develop questions for and participate in the evaluation of the comprehensive examination.

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

Integrated B.A. degree in Anthropology or B.S. degree inAnthropological Science, B.A. degree in Classics and Ancient Mediterranean Studies (CAMS), and M.A. degree in Anthropology

Requirements listed here are in addition to requirements listed in GCAC-210 Integrated Undergraduate-Graduate (IUG) Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-210-integrated-undergraduate-graduate-degree-programs).

The Department of Anthropology offers two integrated undergraduate-graduate (IUG) degree programs (B.A./B.A./M.A. or B.A./B.S./M.A.) designed to allow academically superior students to obtain either a B.A. degree in Anthropology or a B.S. degree in Anthropological Science, a B.A. degree in Classics and Ancient Mediterranean Studies (CAMS), and an M.A. degree in Anthropology in five years of study.

Admission Requirements

Students who are applying to the Integrated Undergraduate and Graduate (IUG) program must complete the Graduate School application for admission (http://www.gradschool.psu.edu/prospective-students/how-to-apply), and must meet all the admission requirements of the Graduate School and the Anthropology IUG graduate program, listed on the Admission Requirements tab. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Criteria for admission include a minimum GPA of 3.4 in their majors, strong recommendation letters from faculty, and an excellent proposal for a research project with a specific adviser who has agreed to guide the student through to the completion of the M.A. thesis or scholarly paper. In consultation with this adviser, students must prepare a plan of study appropriate to this integrated program, and must present their plan of study in person to the head of the graduate program or the appropriate committee overseeing the integrated program prior to being admitted to the program. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.A. in Anthropology, B.A. in Classics and Ancient Mediterranean Studies, and B.S. in Anthropological Science are listed in the Undergraduate Bulletin (http://bulletins.psu.edu/undergrad). Degree requirements for the M.A. degree are listed below. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 541</td>
<td>Current Literature in Integrative Anthropology</td>
<td>4.3</td>
</tr>
<tr>
<td>ANTH 560</td>
<td>Ecology, Evolution, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 571</td>
<td>Principles of Human Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 588</td>
<td>Method and Theory in Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>
Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**Joint Degrees**

**Joint M.D. / Ph.D. with the College of Medicine**

Requirements listed here are in addition to requirements listed in GCAC-211 Joint Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-211-joint-degree-programs).

**Admission Requirements**

Prospective students interested in simultaneously pursuing a M.D. and Ph.D. degree must apply to the College of Medicine M.D. program using the national American Medical College Application Service (AMCAS) application system and indicate their intent to pursue the joint-degree program. Admissions requirements and applications for admission for Penn State College of Medicine are available at the M.D. Program (http://med.psu.edu/md) section of the Penn State College of Medicine website. Applicants must also meet the admission requirements of the Graduate School and the Ph.D. admission requirements listed on the Admission Requirements tab, however, the requirement for GRE scores is waived for students applying to the joint degree program. The M.D./Ph.D. Admissions Committee reviews applications and evaluates candidates for acceptance into both the M.D. and Ph.D. programs. After the review committee has accepted an applicant to the joint degree program, s/he must apply to the Graduate School (http://www.gradschool.psu.edu/prospective-students/how-to-apply) for admission to the graduate program. Applicants not accepted into the joint-degree program may be referred to either the M.D. or Ph.D. program, depending on their qualifications.

Applicants to this program generally have very strong grades and MCAT scores, as well as a strong and sustained background in research.

Applicants must be able to clearly articulate reasons for pursuing the joint degree. Letters of recommendation from faculty who have advised the applicant in research and who can comment on the applicant’s passion and potential for research are strongly encouraged.

**Degree Requirements**

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits outlined below. Degree requirements for the M.D. program are listed on the Penn State College of Medicine website (http://www.med.psu.edu/web/md/home). For students enrolled in the joint degree program, the requirement for ANTH 572 and ANTH 573 will be waived, and students will be required to complete 2 credits of ANTH 541 instead of 6. The College of Medicine will accept 8 credits of ANTH 600 in lieu of two months of elective rotations (MED 797). In addition, the College of Medicine waives the requirement for a Medical Student Research project for students in the M.D./Ph.D. program.

If students accepted into the joint degree program are unable to complete the M.D. degree, they are still eligible to receive the Ph.D. degree if all the Ph.D. degree requirements have been satisfied.

In addition to the requirements for the doctoral committee (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation) for a Ph.D. student in the ANTH Graduate Program, at least one member of the dissertation committee must be on the M.D./Ph.D. Steering Committee. This member may serve other roles on the doctoral committee.

M.D./Ph.D. students must complete 25 credits. Candidates for the M.D./Ph.D. in ANTH will take all of the core courses for the ANTH Ph.D., as well as electives chosen by the ANTH M.D./Ph.D. student in consultation with their primary mentor. In the first semester of the
second year at UP, all students in the ANTH Ph.D. program are required to take ANTH 509, the research methods seminar. ANTH 508, Anthropological Data Analysis and Visualization, is also required for all ANTH Ph.D. students and may be taken at any point in the first two years. Students without suitable preparation in statistics may also be required to take a course at the 400 or 500 level at the advisor’s discretion. At any point during the first two years, M.D./Ph.D. students may be required to take up to 6 additional credits of advanced seminars, as directed by their adviser. The M.D./Ph.D. students pursuing the ANTH Ph.D. are also required to enroll in a one-unit literature review seminar (ANTH 541) for one credit each semester during the first two semesters of study. All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence at University Park. In addition to taking the required core courses and the literature review course, six credits of elective courses may be required in consultation with the student’s dissertation adviser and doctoral committee. Eight credits of ANTH 600/ANTH 601 Thesis Research/Ph.D. Dissertation conducted over the four years of the graduate portion of the training program will be counted by the College of Medicine in lieu of two months of elective rotations (MED 797). The College of Medicine’s requirement for a Medical Student Research project is also waived for all M.D./Ph.D. in ANTH candidates.

The doctoral committee of an M.D./Ph.D. student in ANTH will be formed upon successful passing of the ANTH qualifying examination and commencement of work under a primary mentor, no later than the end of the first semester of the second year of graduate study at UP. The doctoral committee must include a minimum of four faculty members, i.e., the chair and at least three additional members, all of whom must be members of the Graduate Faculty. The committee must include at least two members of the ANTH graduate faculty and one member of the M.D./Ph.D. steering committee. One member of the doctoral committee must represent a field outside the candidate’s major field of study in order to provide a broader range of disciplinary perspectives and expertise. This person is the “outside field member.” Additionally, one member of the committee must be an “outside unit member,” a member of the graduate faculty outside the adviser’s administrative home (for a tenure-line faculty member this is the department that serves as their tenure home). The same person can be the outside field member and outside unit member.

The comprehensive examination for ANTH M.D./Ph.D. students will follow the same guidelines as for Ph.D. students in ANTH, except that the comprehensive examination must be held before the end of the second academic year at UP. The M.D./Ph.D. student must write a dissertation proposal in preparation for the comprehensive exam, and a final version of the dissertation proposal must be circulated by the student to all committee members at least four weeks in advance of the comprehensive exam. The comprehensive examination for M.D./Ph.D. students will be an oral examination, scheduled with the Graduate School at least two weeks ahead of time, which may be open to the public. The examination will consist of student presentation of their dissertation proposal, followed by questions and discussion. The student and the chair (or one of the co-chairs) is physically present at the exam, which is given and evaluated by the entire doctoral committee. A favorable vote of at least two-thirds of the members of the committee is required for passing. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another examination. The results are reported to the Office of Graduate Enrollment Services and are entered on the candidate’s official record.

The dissertation requirements for ANTH Ph.D. and ANTH M.D./Ph.D. students are the same: All Ph.D. candidates must conduct original research and prepare a dissertation that makes a significant contribution of new knowledge, is presented in a scholarly manner, and demonstrates an ability on the part of the candidate to do independent research of high quality. The contents and conclusions of the dissertation must be defended at the time of the final oral examination.

Students must present their dissertation in accordance with Graduate Council and Graduate School guidelines as described in the Thesis and Dissertation Guide (http://gradschool.psu.edu/current-students/etd).

Student Aid
Graduate assistantships available to students in this program and other forms of student aid are described in the Tuition & Funding (http://gradschool.psu.edu/graduate-funding) section of The Graduate School’s website. Students on graduate
Assistantships must adhere to the course load limits (http://gradschool.psu.edu/graduate-education-policies/gsad/gsad-500/gsad-501-credit-loads-graduate-assistants) set by The Graduate School.

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.

Anthropology (ANTH) Course List (https://bulletins.psu.edu/university-course-descriptions/graduate/anth)

Learning Outcomes

1. Graduates will demonstrate comprehensive understanding of the history and current knowledge and theory in the field of Anthropology through written works, oral presentations and teaching endeavors.
2. Graduates will be able to identify research questions in anthropology, develop a research design to examine questions using appropriate data collection methods, analyze the data using appropriate statistical methodology, and interpret the results of data analysis.
3. Demonstrate effective communication of research ideas in written works and oral presentations. Demonstrate effective communication of current topics in Anthropology through development of clear and engaging lectures and assignments for undergraduate courses.
4. Graduates will be able to develop an effective, original research proposal that is framed by current anthropological theory and methods.
5. Graduates will demonstrate knowledge of the professional standards of scholarly and professional work in their field of anthropology through their written and oral works and interactions with colleagues.

Contact

<table>
<thead>
<tr>
<th>Campus</th>
<th>University Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Timothy Michael Ryan</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)</td>
<td>Mary Katherine Shenk</td>
</tr>
<tr>
<td>Program Contact</td>
<td>Audrey Michelle Chambers</td>
</tr>
<tr>
<td></td>
<td>414 Carpenter Building</td>
</tr>
<tr>
<td></td>
<td>University Park PA 16802</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:amv14@psu.edu">amv14@psu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(814) 865-2509</td>
</tr>
<tr>
<td>Program Website</td>
<td>View (<a href="http://anth.la.psu.edu">http://anth.la.psu.edu</a>)</td>
</tr>
</tbody>
</table>
Graduate Council
Program, Option, or Minor Proposal Form

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

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

College/School: Penn State Harrisburg (Capital College)
Department or Instructional Area: School of Public Affairs

New Graduate Program, Option, or Minor: Add

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

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

Existing Graduate Program Option, or Minor: Change × Drop

Current designation of graduate program: PhD program in public administration
Current designation of graduate option: ________________________________
Current designation of graduate minor: ________________________________

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

Brief description of the change (if not noted above): Change the cumulative GPA requirement from 3.5 to 3.0

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

Submitted by Graduate Program Head

Printed name: Alexander Stojan
Signature: __________________________
Date: January 17, 2019

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

Printed name: John Hadad
Signature: __________________________
Date: 1/27/19

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

Printed name: Peter Zdun
Signature: __________________________
Date: Jan. 24, 2019
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

<table>
<thead>
<tr>
<th>On Behalf of David Babb</th>
<th>Signature</th>
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<tbody>
<tr>
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<td>Date: 5/7/2019</td>
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</table>

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

<table>
<thead>
<tr>
<th>On Behalf of C. Andrew Cole</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Print name</td>
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<tr>
<td>Date: 5/7/2019</td>
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</table>

Noted by Dean of the Graduate School:

<table>
<thead>
<tr>
<th>On Behalf of Regina Vasilatos-Younken</th>
<th>Signature</th>
</tr>
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<tbody>
<tr>
<td>Print name</td>
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<tr>
<td>Date: 5/7/2019</td>
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</table>
PROPOSED REVISIONS IN THE PH.D. PROGRAM IN PUBLIC ADMINISTRATION

A. SUMMARY

The following proposed changes were adopted by the PhD program’s faculty members at their meeting on September 26, 2018 and they were approved by the faculty members of the School of Public Affairs at their meeting on October 18, 2018. The program’s faculty members decided to change the rule that all students must maintain 3.5 cumulative GPA to qualify for milestone examinations and graduation. They decided to adopt the Graduate School’s requirement that all student must maintain 3.0 cumulative GPA. The faculty members determined that the 3.5 GPA rule of the program is excessive and unnecessary and that the 3.0 GPA requirement would bring the PhD program in a better alignment with the other doctoral programs of the university.

B. JUSTIFICATION FOR PROPOSED CHANGES IN THE PROGRAM

The current rule of the PhD program in public administration that students must maintain 3.5 GPA was established many years ago by the faculty members of the program at the time. This was an exceptional rule among the doctoral programs of the university and the reasons for establishing the rule is not known to the current faculty members.

In their own experiences, the current members of the program found this rule to be unnecessary an excessive. They observed that the rule was unnecessarily high particularly for first-year students who are in the process of adjusting to PhD-level study. The 3.5 rule could also lead to grade inflation and prevent faculty members from assessing the levels of students’ performances accurately. The faculty members also observed that there was no other comparable doctoral program of Penn State (the social science programs at University Park and Harrisburg) that requires a cumulative GPA of 3.5 to qualify for milestone examinations (qualifying examination and comprehensive examination) or graduation.

At their program group meeting in September 2018 the faculty members deliberated on the cumulative GPA requirement and decided to change it from 3.5 to 3.0. The faculty members of the School of Public Affairs approved the changes at their meeting in October 2018.
### C. CURRENT AND NEW PROGRAM REQUIREMENTS
(ONLY THE SECTIONS WHERE REVISIONS ARE PROPOSED)

<table>
<thead>
<tr>
<th>CURRENT (GRADUATE BULLETIN)</th>
<th>NEW (PROPOSED)</th>
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</thead>
<tbody>
<tr>
<td><a href="https://bulletins.psu.edu/graduate/programs/majors/public-administration/#degerequirementtext">https://bulletins.psu.edu/graduate/programs/majors/public-administration/#degerequirementtext</a></td>
<td></td>
</tr>
</tbody>
</table>

#### PREREQUISITE COURSES AND PROVISIONAL ADMISSION

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

#### QUALIFYING EXAMINATION

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

#### COMPREHENSIVE EXAMINATION

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

<table>
<thead>
<tr>
<th>GRADE POINT AVERAGE AND TIME LIMIT</th>
<th>GRADE POINT AVERAGE AND TIME LIMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the qualifying examination. The Ph.D. program in Public Administration requires that students have <strong>at least a 3.50 grade-point average</strong> in order to graduate.</td>
<td>Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the qualifying examination. The Ph.D. program in Public Administration requires that students have <strong>at least a 3.00 grade-point average</strong> in order to graduate.</td>
</tr>
</tbody>
</table>
D. CURRENT BULLETIN DESCRIPTION (ENTIRE TEXT)
(https://bulletins.psu.edu/graduate/programs/majors/public-administration/#degreerequirementstext)

+MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Requirements.

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

The M.P.A. degree program requires a minimum of 39 credits:
- 18 credits in core courses,
- 15 credits in electives,
- 3 credits for the research project that serves as the culminating experience for the degree, and
- a 3 credit internship.

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 500</td>
<td>Public Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 502</td>
<td>Governmental Fiscal Decision Making</td>
<td>3</td>
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<tr>
<td>PADM 503</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>PADM 505</td>
<td>Human Resources in the Public and Nonprofit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PADM 507</td>
<td>Introduction to Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADM 510</td>
<td>Organization Behavior</td>
<td>3</td>
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</table>

**Internship in Public Administration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 595</td>
<td>Internship</td>
<td>3</td>
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</tbody>
</table>

**Electives**

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

**Culminating Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 594</td>
<td>Research Topics (Capstone Course)</td>
<td>3</td>
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</tbody>
</table>

**Total Credits**

39

+DOCTOR OF PHILOSOPHY (PH.D.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.
A Ph.D. student must first successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these are completed, a student must take a minimum of 42 credits:

- five 3-credit foundation courses,
- four 3-credit research methods courses, and
- five 3-credit specialization area courses.

All doctoral students must pass a qualifying examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the dissertation committee, the head of the graduate program, and the Graduate School.

**PREREQUISITE COURSES AND PROVISIONAL ADMISSION**

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

Provisionally admitted students are required to take one or both of the following prerequisite courses: **PADM 500** and **PADM 507**. In consultation with the program faculty members, the coordinator of the Ph.D. program makes the decisions on which prerequisite courses each student should be required to take.

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

**FOUNDATIONS OF PUBLIC ADMINISTRATION**

All the students in the program will be required to take the following foundational courses before they are eligible to take the qualifying examination:

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
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</tr>
<tr>
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<td>PADM 573</td>
<td>Research and Theory in Public Policy and Governance</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>PADM 572</td>
<td>Research and Theory in Public Budgeting and Finance</td>
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</table>
SPECIALIZATION AREA COURSES

In consultation with the student’s adviser and dissertation committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are

- public and nonprofit management,
- organizations and human resource management,
- public budgeting and finance,
- public policy analysis,
- state and local government administration,
- criminal justice,
- health administration, and
- homeland security.

RESEARCH METHODS COURSES

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

REQUIRED COURSES

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<td>Advanced Research Design</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

QUALIFYING EXAMINATION

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

**COMPREHENSIVE EXAMINATION**

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

**DISSERTATION**

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

**GRADE POINT AVERAGE AND TIME LIMIT**

Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the qualifying examination. The Ph.D. program in Public Administration requires that students have at least a 3.50 grade-point average in order to graduate.
E. PROPOSED BULLETIN DESCRIPTIONS (ENTIRE TEXT)
(Proposed changes are highlighted with bold letters and yellow highlighted.)

+MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Requirements.

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

The M.P.A. degree program requires a minimum of 39 credits:

- 18 credits in core courses,
- 15 credits in electives,
- 3 credits for the **capstone course** that serves as the culminating experience for the degree, and
- a 3 credit internship.

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

**Required Courses**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PADM 500</td>
<td>Public Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 502</td>
<td>Governmental Fiscal Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>PADM 503</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PADM 505</td>
<td>Human Resources in the Public and Nonprofit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PADM 507</td>
<td>Introduction to Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADM 510</td>
<td>Organization Behavior</td>
<td>3</td>
</tr>
</tbody>
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**Internship in Public Administration**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PADM 595</td>
<td>Internship</td>
<td>3</td>
</tr>
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</table>

**Electives**

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

**Culminating Experience**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PADM 594</td>
<td>Research Topics (Capstone Course)</td>
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**Total Credits**

39

+DOCTOR OF PHILOSOPHY (PH.D.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.

A Ph.D. student must first successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these are completed, a student must take a minimum of 42 credits:
• five 3-credit foundation courses,
• four 3-credit research methods courses, and
• five 3-credit specialization area courses.

All doctoral students must pass a qualifying examination, a comprehensive written and oral examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the dissertation committee, the head of the graduate program, and the Graduate School.

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**GRADE POINT AVERAGE AND TIME LIMIT**

Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the qualifying examination. The Ph.D. program in Public Administration requires that students have at least a 3.00 grade-point average in order to graduate.
**WRITTEN RESPONSES FROM AFFECTED DEPARTMENTS**

**Table of Consultations with Other Graduate Program Professors in Charge and School Director**

<table>
<thead>
<tr>
<th>Name</th>
<th>School, Department, or Program</th>
<th>Date Contacted</th>
<th>Date Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>John R. Haddad</td>
<td>American Studies, School of Humanities</td>
<td>January 15, 2019</td>
<td>January 15, 2019</td>
</tr>
<tr>
<td>Elizabeth Tisdell</td>
<td>Adult Education, School of Behavioral Science and Education</td>
<td>January 15, 2019</td>
<td>January 16, 2019</td>
</tr>
<tr>
<td>Stephen P. Schappe</td>
<td>Business Administration</td>
<td>January 16, 2019</td>
<td>January 17, 2019</td>
</tr>
</tbody>
</table>
John R. Haddad  
Professor and Chair  
American Studies Programs  
Penn State Harrisburg  
(717) 948-6196  
jrh36@psu.edu  

January 15, 2019

Dr. Goktuğ Morcol  
Professor of Public Policy and Administration  
Professor-in-Charge, PhD Program in Public Administration  
School of Public Affairs  
Penn State Harrisburg

Dear Dr. Morcol,

I am writing to express my total support for your doctoral program’s proposal to change the GPA requirement. Previously, your program asked that students maintain a 3.5 cumulative GPA to qualify for qualifying, comprehensive, and final exams. You now propose to change the requirement to a 3.0 cumulative GPA.

I support this proposal for two reasons. First, our American Studies Program sets our GPA requirement at 3.0. So if you make the change, you would enter into alignment with our program and, I am sure, with many others at Penn State University. Second, I believe the lower GPA requirement works to the benefit of a certain type of student. We see every now and then a student who struggles during the first year. We have found that this student will often recover from a challenging semester or two and become a successful doctoral student. If, however, the GPA threshold were set at 3.5, a student like this might not survive his or her early struggles. In contrast, a GPA requirement set at 3.0 allows the student to adjust to doctoral coursework while also enabling the program to maintain standards. Please do not hesitate to contact me if you would like to discuss this matter further.

Sincerely,

[Signature]

John R. Haddad
January 16, 2019

Professor Goknur Morcol
Professor-in-Charge, PhD Program in Public Administration
School of Public Affairs
The Pennsylvania State University at Harrisburg

Dear Professor Morcol:

I am writing to provide support for the proposed revision in the Ph.D. program in Public Administration. The proposed change in the cumulative GPA requirement to qualify for milestone examinations and graduation is appropriate. As it is stated in the program revision proposal, the change from the cumulative GPA requirement from 3.5 to 3.0 would bring the PhD program in Public Administration in a better alignment with the other doctoral programs of the university. I do not see any conflicts that the proposed rule change may create with the D. Ed. program in Lifelong Learning and Adult Education.

I am glad to support the proposed changes. Please feel free to contact me with any questions or comments.

Most sincerely,

Elizabeth J. Tedell, EdD
Professor of Lifelong Learning and Adult Education
Professor-in-Charge, Lifelong Learning and Adult Education Graduate Programs
Chair, Division of Health and Professional Studies
Penn State University—Harrisburg
Date: January 17, 2019

From: Stephen P. Schappe, Director

To: Göktaş Morçöl
   Professor of Public Policy and Administration

Subj: Proposed Changes to Ph.D. in Public Administration Program

Thank you for the opportunity to review your School's proposed change to the Ph.D. in Public Administration program.

Your proposal to change the minimum required cumulative student GPA from a 3.5 to a 3.0 to qualify for qualifying, comprehensive, and final exams will bring the program into better alignment with other doctoral programs at the University.

The School of Business Administration supports your proposal and your efforts.