2018-2019 Graduate Council
Meeting Agenda: September 12, 2018 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building

1. Minutes of the May 2, 2018 Meeting (2 minutes)
2. Communications to Graduate Council (1 minutes)
3. Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (5 minutes)
4. Reports of Standing Committees of Graduate Council (65 minutes)
   a) Committee on Committees and Procedures – Siela Maximova, Chair (15 minutes)
      1. VOTE – Nominations for 2018-2019 Graduate Council Standing Committees (Appendix A)
      2. DISCUSSION – Revisions to the Bylaws of Graduate Council (Appendix B)
      3. DISCUSSION – Revisions to the Standing Rules of Graduate Council (Appendix C)
   b) Committee on Academic Standards – Douglas Stairs, Chair (30 minutes)
      1. DISCUSSION – GCAC-605 English Competence – Research Doctorate (Appendix D)
   c) Committee on Programs and Courses – Andy Cole, Chair (5 minutes)
      1. INFORMATION – Graduate Council Curriculum Report, 9/5/2018 (Appendix E)
   d) Committee on Fellowships and Awards – David Atwill, Chair (5 minutes)
   e) Committee on Graduate Research – Siela Maximova, Chair (5 minutes)
   f) Committee on Graduate Student and Faculty Issues – Amy Allen, Chair (5 minutes)
5. Reports of Special Committees (5 minutes)
   a) Graduate School’s Graduate Exhibition Committee – Elizabeth Hughes, Chair (5 minutes)
6. Special Reports (5 minutes)
   a) Graduate and Professional Student Association (5 minutes)
7. Unfinished Business (2 minutes)
8. New Business (3 minutes)
9. Comments and Recommendations for the Good of the Graduate Community (2 minutes)
2017-2018 Graduate Council
Minutes of the Meeting: May 2, 2018

Graduate Council met on Wednesday, May 2, 2018 at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, chaired the meeting. The minutes of the April 11, 2018 meeting were approved.

Communications to Graduate Council
None.

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

Dr. Michael Verderame introduced Dr. David Babb, who will serve as an administrative fellow in the Graduate School in the summer and fall semesters to assist in the ongoing graduate policy reorganization project. Dr. Babb has been a faculty member in the College of Earth and Mineral Sciences for more than 20 years, and served on the Faculty Senate for 9 years. He is currently serving on the Graduate Council Joint Curricular Committee as the Earth and Mineral Sciences representative to the Subcommittee for New and Revised Programs and Courses.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

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

Dr. Morgan announced the results of the election for 2018-2019 membership on the Committee on Committees and Procedures. Continuing members on the committee are Amy Allen (College of the Liberal Arts), Elizabeth Hughes (College of the Education), and Siela Maximova (College of Agricultural Sciences). Newly elected members to the committee are Steven Branstetter (College of Health and Human Development), Naomi Seidman (College of Arts and Architecture), and Judith Sierra-Rivera (College of the Liberal Arts). The GPSA member of the committee is August Jenkins (College of Health and Human Development). The Committee on Committees and Procedures will meet over the summer to determine the membership of Graduate Council committees for the next academic year, which will come to Graduate Council for a vote at its September meeting.

Committee on Academic Standards

Dr. Vasilatos-Younken recognized Dr. Doug Stairs, reporting on behalf of Dr. Sam Finn, Chair of the Committee on Academic Standards.

Dr. Stairs reported the committee is continuing to review policies concerning the research doctorate, and at its meeting earlier that day, voted to make minor revisions to the policy on English competence. The committee will present that policy to Graduate Council at its September meeting.

Regarding the three draft policies presented to Council at its last meeting, Dr. Stairs noted that 94-01 Residency Requirement did not include any substantive changes, and was presented as an informational item. In response to discussion at the last Graduate Council meeting, the Academic Standards committee revised 94-02 Dissertation Committee Formation, Composition, and Review to allow
graduate programs to establish dissertation committees later than specified, if approved through the curricular review process. In programs approved to have a later deadline for dissertation committee formation, students must have an annual meeting with their academic adviser or the Graduate Program Head until the dissertation committee is formed. On behalf of the Academic Standards committee, Dr. Stairs moved to approve 94-02 Dissertation Committee Formation, Composition, and Review and 94-03 Dissertation Committee Responsibilities.

Graduate Council members raised concerns about the requirement in 94-03 to hold annual meetings of the dissertation committee and document those meetings. With the permission of Council, Dr. Stairs amended the motion to withdraw 94-03. The Academic Standards committee will consider additional revisions to this policy to address concerns raised by members of Council during the discussion, and bring it back to Council.

A vote was held on 94-02 Dissertation Committee Formation, Composition, and Review, including changing the name of the candidacy exam to the qualifying exam. The motion passed.

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

Dr. Heid reported the committee approved 2 new courses, 5 program changes, and 4 new programs. The committee continued to discuss the proposal to raise the semester credit limit for students in professional graduate degree programs. This discussion will continue in the next academic year.

**Committee on Fellowships and Awards**
Dr. Vasilatos-Younken recognized Ms. Jessica Hoffman, reporting on behalf of Dr. Jose Mendez, Chair of the Committee on Fellowships and Awards.

Ms. Hoffman requested assistance in identifying and inviting students or graduates to apply for the CGS/Proquest Distinguished Dissertation Award. This year’s categories are Mathematics, Physical Sciences and Engineering, and Social Sciences. The due date to submit applications and materials via InfoReady is Friday, June 1, 2018.

**Committee on Graduate Research**
Dr. Vasilatos-Younken recognized Dr. Siela Maximova, Chair of the Committee on Graduate Research.

Dr. Maximova reported that at the committee’s last meeting, committee members discussed two main topics: proposed revisions to policy RA3 Eligibility to Serve as Principal Investigator (PI) and a draft report on a survey conducted on intercollege graduate degree programs on how best to support these types of programs. The committee also discussed the survey related to fostering collaboration between Commonwealth campuses and University Park in graduate education and research, which has since been released.

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

Dr. Ades reported the group had not met and had nothing to report.
Reports of Special Committees

Graduate School’s Graduate Exhibition Committee

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

Dr. Morgan reported the committee has decided to add an additional category for 3D presentations to next year’s Graduate Exhibition, and discussed judging criteria for this new category. Graduate Council members suggested providing specific size and dimension limits for submissions in this new category, based on the size of the space’s doors and tables.

Special Reports

Graduate and Professional Student Association

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

Ms. Glew reported that the Faculty Senate voted to add a member of the Graduate and Professional Student Association as a representative of the Senate, and GPSA is pleased to have an additional voice in university governance. GPSA has had two meetings since its new assembly was elected, and the new assembly has shown significant support for increasing advocacy efforts, including accessibility of events, and diversity and inclusion in GPSA and the university community at large. There are open seats for delegates from Smeal College of Business, the College of Education, and Eberly College of Science, and Graduate Council members are requested to recommend interested graduate students contact GPSA. The election on unionization for graduate assistants and trainees was held, and the vote failed, with 950 voting for union representation and 1,438 voting for no representative. GPSA will continue to work towards improving the lives of all graduate and professional students at Penn State.

Unfinished Business

None.

New Business

None.

Comments and Recommendations for the Good of the Graduate Community

Dr. Vasilatos-Younken thanked all Graduate Council members for their service, and wished everyone a healthy and pleasant summer.

Next meeting:

Wednesday, September 12, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
DATE: September 5, 2018
FROM: Siela Maximova, Chair, Committee on Committees and Procedures
TO: Graduate Council
VIA: Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, Chair, Graduate Council
RE: Nominations for 2018–2019 Standing Committees of Graduate Council

Nominations for one-year appointments to standing committees of Graduate Council were made from the 2018–2019 list of Graduate Council elected and additional members and from recommendations from college/school academic leaders. Criteria for making the selections included Council members’ expressions of interest and the maintenance of balanced representation among disciplines and colleges/schools.

The nominees in the following lists were approved by the Committee on Committees and Procedures; the individuals designated as chair were nominated and have indicated their willingness to serve as chair if the committees so agree (except in the case of the Executive Committee, which is chaired by the Graduate Council chair).

The individuals whose names are listed in italics are not nominees to be voted on by Graduate Council members but are appointed to serve according to Graduate Council Bylaws and Standing Rules.

Committee on Academic Standards

- Christopher Castiglia, Distinguished Professor of English and Women’s, Gender, and Sexuality Studies
- Beth Gugino, Associate Professor of Plant Pathology
- Rebecca Henn, Associate Professor of Architecture
- Seoki Lee, Associate Professor of Hospitality Management
- Jacqueline Mogle, Research Assistant Professor of Nursing
- John Nousek, Professor of Astronomy and Astrophysics
- Douglas Stairs, Assistant Professor of Pathology, Chair

Lori Anne Hawn, Director of Graduate Student Services (Ex Officio)
Vicki Hewitt, Director of Graduate Council Administration (Ex Officio)
Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (Ex Officio)
Michael Verderame, Senior Associate Dean of the Graduate School (Ex Officio)
Executive Committee

- Jogesh Babu Gutti, Distinguished Professor of Statistics and Astronomy & Astrophysics
- Tiyanjana Maluwa, Professor of Law and International Affairs
- Paul Markowski, Professor of Meteorology

Chairs of Graduate Council Standing Committees

- Amy Allen, Chair, Committee on Graduate Student and Faculty Issues
- David Atwill, Chair, Committee on Fellowships and Awards
- Andrew Cole, Chair, Committee on Programs and Courses
- Siela Maximova, Chair, Committee on Committees and Procedures and Committee on Graduate Research
- Douglas Stairs, Chair, Committee on Academic Standards

Regina Vasilatos-Younken, Chair, Graduate Council (Vice Provost for Graduate Education and Dean of the Graduate School)
Michael Verderame, Senior Associate Dean of the Graduate School (Ex Officio)
Caroline Eckhardt, University Faculty Senate Liaison [elected by Faculty Senate]

Committee on Fellowships and Awards

- Ramaswamy Anatheswaran, Professor of Food Science
- David Atwill, Associate Professor of History, Chair
- Ali Borhan, Professor of Chemical Engineering
- Robert Edwards, Edwin Erle Sparks Professor of English and Comparative Literature
- Nil Ergin, Associate Professor of Systems Engineering
- Rebecca Henn, Associate Professor of Architecture
- Flynt Leverett, Professor of International Affairs
- Peng Liu, Professor of Information Sciences and Technology
- Andrea McCloskey, Associate Professor of Education
- Daniel Morgan, Assistant Professor in Anesthesiology
- Karl Muller, Associate Professor of Accounting
- Jessica Myrick, Associate Professor of Communications
- Breffni Noone, Associate Professor of Hospitality Management
- Mark Owens, Assistant Professor of Economics
- Steven Schaeffer, Professor of Biology
- Steve Schappe, Associate Professor of Management
- Kimberly Van Haitsma, Associate Professor of Nursing
- George Young, Professor of Meteorology

Jessica Hoffman, Director, Graduate Fellowships and Awards Administration (Ex Officio)
Committee on Graduate Research

Senate Committee on Research

- Kenneth Davis, Professor of Atmospheric and Climate Science
- Raghu Garud, Professor of Management and Organization
- Charles Kupfer, Associate Professor of American Studies
- Kevin Luhman, Professor of Astronomy and Astrophysics
- Siela Maximova, Research Professor of Plant Biotechnology, Chair
- Logan Rutten, Graduate Student in Curriculum and Instruction
- James Tybout, Professor of Economics

Graduate Exhibition Committee

- Sukwon Choi, Assistant Professor of Mechanical Engineering
- Mari Haneda, Associate Professor of Education
- Elizabeth Hughes, Assistant Professor of Education, Chair
- Elzbieta Sikora, Assistant Teaching Professor of Engineering Science and Mechanics

Sarah Ades, Associate Dean for Graduate Student Affairs (Ex Officio)

Committee on Graduate Student and Faculty Issues

- Amy Allen, Department Head, Liberal Arts Professor of Philosophy and Women’s Gender, and Sexuality Studies, Chair
- Liana Glew, Graduate Student in English
- Rhoda Joseph, Associate Professor of Information Sciences
- Claire Kelling, Graduate Student in Political Science
- Wansheng Liu, Associate Professor of Animal Genomics
- Denise Potosky, Professor of Management and Organization
- David Reitter, Assistant Professor of Information Sciences and Technology
- Naomi Seidman, Assistant Professor of Music
- Alexander Wilson-Heid, Graduate Student in Materials Science and Engineering

Sarah Ades, Associate Dean for Graduate Student Affairs (Ex Officio)
Adam Christensen, Director of Research and Assessment, Student Affairs (Ex Officio)
Robert Crane, Director for Strategic Initiatives, University Office of Global Programs (Ex Officio)
Stephanie Preston, Assistant Dean for Graduate Educational Equity (Ex Officio)
Paul Simenson, Director, Student Aid Programs, Office of Student Aid (Ex Officio)
Committee on Programs and Courses

- Steven Branstetter, Associate Professor of Biobehavioral Health
- Hobart Cleveland, Associate Professor of Health and Human Development
- Andrew Cole, Associate Professor of Landscape Architecture, Chair
- Rebecca Craven, Professor of Microbiology and Immunology
- Dan Hayes, Associate Professor of Biomedical Engineering
- August Jenkins, Graduate Student in Human Development and Family Studies
- Anthony Kwasnica, Professor of Business Economics
- Anna Mazzucato, Professor of Mathematics
- Timothy McNeillis, Associate Professor of Plant Pathology
- Scott Metzger, Associate Professor of Education
- Richard Mistrick, Associate Professor or Architectural Engineering
- Kwadwo Osseo-Asare, Distinguished Professor of Materials Science and Engineering
- Juliet Pinto, Associate Professor in Journalism
- Judith Sierra-Rivera, Assistant Professor of Spanish and Latina/o Studies
- Elizabeth Tisdell, Professor of Lifelong Learning and Adult Education
- Ming Wang, Assistant Professor of Biostatistics and Bioinformatics

Lori Anne Hawn, Director of Graduate Student Services (Ex Officio)
Vicki Hewitt, Director of Graduate Council Administration (Ex Officio)
Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (Ex Officio)
Michael Verderame, Senior Associate Dean of the Graduate School (Ex Officio)
Bylaws of Graduate Council

Note: In the following articles, the term "Chair" signifies the Vice Provost for Graduate Education and Dean of the Graduate School, who serves (see Art. II) as the permanent chairperson of the Council (see Art. II). The term "Dean" signifies the Dean of the Graduate School.

ARTICLE I. COUNCIL MEMBERSHIP

Section A. Elected Members

1. There shall be approximately forty-five elected Graduate Faculty members of the Council. Each shall serve for a term of two years.

2. The elected Council members shall be apportioned among the voting units (as defined in Number 8 of this section) as follows: one group of seats (block A), equal to the number of voting units, shall be assigned one per unit; the remaining group of seats (block B) shall be assigned in proportion to the number of Graduate Faculty members in each unit by the procedure detailed in Number 3 of this section.

3. As of December 31 of each year, the Chair shall make an accurate summary of the number of Graduate Faculty members in each voting unit of the Graduate School. On the basis of this summary, the Chair shall compute the exact number of block B seats that must be assigned to each voting unit in order to achieve exact proportional representation. Numbers with fractions shall be rounded up to the next whole number if the fraction is one-half or greater and otherwise rounded down to the next whole number.

4. The Chair shall notify the chief academic administrator of each voting unit each year of the total number of persons to be elected from that unit at the next annual election. This number shall ordinarily consist of one-half of the total number of the one representatives allotted to each unit in Number 2 of this section plus the number computed by the procedure outlined in Number 3. In the event that the voting unit has only one representative, that unit will select its representative every other year. In the event that the voting unit has an odd number of representatives, the Chair will inform the presiding officer of the voting unit of the exact number to be elected for the year in question.

5. Prior to March 1 of each year, the members of the Graduate Faculty within each voting unit shall nominate and elect its members of the Council and an equal number of at least half the number of elected members as alternates. The voting members of the Graduate Faculty within each voting unit shall establish by a majority vote their own method of nominating candidates for election, as well as other rules for the conduct of the election. Nothing in this section shall be construed to prevent election through a written ballot sent to all eligible voters. The election must be completed by April 1.

6. Immediately following the election, the presiding officer of the voting unit shall transmit to the Chair the names of those elected. Newly elected members shall take office at the beginning of the fall semester following the election.

7. The Chair shall inform each voting unit about the attendance of each member of the unit and participation in Graduate Council affairs. The voting unit may replace an inactive Council member by an elected alternate at its discretion. Notice of the selection of a replacement shall be given in writing to the Chair by the presiding officer of the voting unit.

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8. The voting units shall be the colleges and schools of the University offering graduate programs, including Great Valley School of Graduate Professional Studies and the School of International Affairs. Additional voting units may be established by vote of the Council.

9. Each member of the Graduate School Faculty at University Park or at other graduate program locations designated as a voting unit shall be affiliated with the voting unit of his or her principal appointment. Any member of the Graduate Faculty whose principal appointment is not with an established voting unit shall be assigned to the voting unit that nominated the individual for membership in the Graduate Faculty.

10. The chief academic administrator of the voting unit, or an individual designated by that administrator, shall preside over that voting unit for the purpose of conducting elections to the Council.

10.1 In case an elected member of Council is unable to complete the elected term, the voting unit shall notify the Chair which elected alternate will serve the remainder of the term. If no alternates are available, then the University faculty of the voting unit shall hold a special election to identify a new elected Council member, who will complete the unfinished term.

Section B. Qualifications of Members and Alternates

1. Faculty membership in the Council shall be limited to Members of the Graduate Faculty.

2. No elected member of the Council may serve more than four consecutive years.

3. An elected alternate shall meet all the qualifications of an elected member of Council.

Section C. Additional Members and Participants in the Council

1. The Graduate School. The Vice Provost for Graduate Education and Dean of the Graduate School (the "Chair") shall be a voting member of the Council, ex officio. The Senior Associate Dean, Associate Dean(s), and/or Assistant Dean(s) of the Graduate School, as appropriate, shall be voting members of the Council, ex officio.

2. Office of Vice President for Research. The Vice President for Research and the Associate Vice President for Research and Director of Strategic Initiatives shall be non-voting members of the Council, ex officio.

3. World Campus. The Associate Vice Provost for Online Programs shall be a non-voting member of Graduate Council, ex officio. The person must be a member of the Graduate Faculty and will serve as liaison between the Graduate Council and the World Campus.

4. Other educational units. The Deans of the Dickinson School of Law and Penn State Law will each recommend to the Chair a respective designee who is a member of the Graduate Faculty and who shall be a non-voting member of the Graduate Council, ex officio.

5. University Faculty Senate. A member of the Council of the University Faculty Senate designated by that body shall be a voting member of the Council. The individual selected must be a Member of the Graduate Faculty.

6. With the concurrence of the Council, the Chair may invite guests to attend and participate in Council meetings at any time.

7. The Graduate and Professional Student Association, in its capacity as the officially sanctioned representative graduate student organization for all graduate students, shall be responsible for conducting an election to choose five graduate-degree-seeking students enrolled in the Graduate School (hereafter, "graduate students") to serve for one year as voting members of the Council. In electing graduate students to the Council, no more than one shall be chosen from the same voting unit as defined in Article I, Section A, Number 8.
Prior to March 1 of each year, the members of the Graduate and Professional Student Association shall be called together by their President to elect graduate student members of the Council and an equal number of graduate student alternates. The members of the Graduate and Professional Student Association shall establish by a majority vote their own method of nominating candidates for election, as well as other rules for the conduct of the election. Nothing in this section shall be construed to prevent election through a written ballot sent to all eligible voters. The election must be completed by April 1.

Replacement of members by alternates shall be made in a manner similar to the replacement procedure for faculty members in Article I, Section A, Number 7.

ARTICLE II. COUNCIL ORGANIZATION

Section A. Officers

1. The officers of the Council shall be the Chair and the Secretary to the Council.
2. The Dean of the Graduate School shall serve as the permanent chairperson (the "Chair") of the Council. In his/her absence, a Council member or a member of the administrative staff of the Graduate School may be designated by the Chair to preside.
3. The Secretary to the Council shall be appointed by the Chair.

Section B. Committees

1. Standing Committees of the Council may be established by the Council.
2. Prior to April 30/May 31 of each year the Council shall elect persons who will be members of Council in the upcoming academic year to serve on a Committee on Committees and Procedures for a two-year period.
3. Total committee membership shall consist of seven persons, including one graduate student. One half of the faculty members shall be elected each year who will be members of the new Council. The graduate student will serve a one-year term.
4. Each year before the first Council meeting of the fall semester, the Committee on Committees and Procedures shall prepare a roster of proposed Standing Committee assignments.
5. The newly elected Council at its first meeting shall review the recommendations of the Committee on Committees and Procedures and appoint members to Standing Committees.
6. The Chair may appoint Ad Hoc Committees of the Council for special purposes.
7. Graduate students shall be eligible to serve on all committees.

ARTICLE III. COUNCIL MEETINGS

Section A. Time and Place of Meetings

1. Regular meetings of the Council shall normally be held once a month at a regular time and place designated by the Chair.
2. Special meetings of the Council may be called by the Chair upon adequate notice to its members.

3. Regular meetings of the Council may be omitted upon adequate notice to the members when lack of business justifies such action.

ARTICLE IV. FACULTY LEGISLATIVE AUTHORITY

Section A. Faculty Recourse

1. Actions of the Council may be revised or nullified by the Graduate Faculty in the following manner:
   a. Within thirty business days after the publication of any action of the Council, any member of the Graduate Faculty may challenge the action by presenting to the Secretary of the Council a petition signed by fifty members of the Graduate Faculty requesting that a review be made of the action by the Council.
   b. Within two weeks of receipt of the petition, the Council shall meet with representatives of the petitioners to attempt to resolve the difficulties.
   c. If the objection is not resolved, the Chair shall call a meeting of the Graduate Faculty as soon as feasible for the specific purpose of discussing the action that has been challenged.
   d. To become an official action, a motion to replace, overturn, revise, or nullify the contested action of the Council passed at such a special meeting by majority vote must be sustained by the Graduate Faculty by means of a ballot mailed to all members. The decision to sustain or reject the motion shall be based upon a majority vote of those voting on the issue.

Section B. Regular Graduate Faculty Meetings

1. There shall be one regular meeting of the Graduate Faculty each year. The agenda for the meeting shall be set by the Chair in consultation with the Council. The major agenda item shall be the annual report of the Vice Provost for Graduate Education and Dean of the Graduate School to the Graduate Faculty. Items for the good of the Graduate School may be discussed. Normally no legislation will be enacted at this meeting. Legislative action may be taken only when preceded by a petition submitted to the Chair thirty days prior to the meeting, signed by at least fifty Graduate Faculty members. To become effective, any legislation enacted requires approval by the Graduate Faculty through a mail ballot. The decision to sustain or reject the legislation shall be based upon a majority vote of those voting on the issue.

Section C. Special Graduate Faculty Meetings

1. Special meetings of the Graduate Faculty may be called by the Chair on his or her own initiative or upon receipt of petitions signed by fifty Graduate Faculty members. To become effective, any legislative action taken at such a meeting requires approval by the Graduate Faculty through a

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Graduate Council defines "business days" as Monday through Friday, excluding any day the University is officially closed.
mail ballot. The decision to sustain or reject the legislation shall be based upon a majority vote of those voting on the issue.

ARTICLE V. IMPLEMENTATION

The Office of the Dean shall promulgate Graduate School regulations to implement the policies and intent of the Council. However, the Office of the Dean shall have the authority to grant exceptions in individual cases to any rule or regulation where special conditions warrant such action.

ARTICLE VI. PROCEDURE

The Council shall establish its rules of procedure.

ARTICLE VII. AMENDMENT

An amendment to the Bylaws may be adopted at any meeting of the Council by a two-thirds vote of those Council members present, providing that the amendment has been presented in writing at the preceding regular meeting.
Standing Rules of Graduate Council

ARTICLE I. RULES OF PROCEDURE

Section A

1. A quorum for the transaction of business shall consist of twenty-five Council members.
2. The rules of procedure in the meetings of the University Graduate Council, except as may be otherwise specified in the Articles of Authority, [Bylaws], and Standing Rules, shall be those of Robert's Rules of Order, Newly Revised 1990. All motions, except as may be otherwise specified in these documents, shall be determined by a majority of the votes cast. Roll Call votes may be initiated by the decision of the Chair or by five or more of the Council members present and voting.

Section B

The order of business at each regular meeting of the Council shall be as follows:

1. Minutes of the preceding meeting.
2. Communications to the Graduate Council.
3. Announcements by the Chair.
4. Remarks of the Vice President for Research [as appropriate].
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Special reports.
8. Unfinished business.
10. Comments and recommendations for the good of the graduate community.

The order of business may be changed by the Chair prior to any meeting. Any or all items in this section may be suspended at any regular meeting of the Council by a two-thirds (2/3) vote of the members present and at any special meeting by decision of the Chair.

Section C

The order of business for any special meeting of the Council as outlined in the Bylaws, Article III, Section A, Number 2, shall be determined by the Chair.

Section D

An agenda and appendices shall be distributed at least six (6) business days before the regular meeting to which they pertain to all members of the Council and to all non-Council members of Council Committees. Each academic and principal administrative unit of the Graduate Council defines “business days” as Monday through Friday, excluding any day the University is officially closed.

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University and the Graduate and Professional Student Association shall be sent a copy. The organizations shall receive the aforesaid agenda with appendices on the same time schedule as do Council members.

Section E

1. To introduce new business, a Council member may address a request to the Chair indicating the item of business that the Council member wishes to be considered. This request must be made to the Chair, in writing, through the Secretary to the Council, at least ten (10) business days before the regular meeting to be considered for that meeting agenda. Items of new business introduced in this way may be discussed and referred to committee at the meeting, but a vote to consider a main motion must be postponed until the next regular meeting of Council unless the Chair calls a special meeting to consider this item before the next regular meeting.

2. A Council member may also introduce, by a direct motion from the floor, new business that he or she considers to be important of exceptional urgency. When such a motion has been made and seconded, it shall be laid on the table until the next regular meeting of the Council unless the Chair calls a special meeting to consider this item before the next regular meeting.

1.3. A standing or special committee may also introduce a motion to Council. When such a motion has been made, a vote to consider the motion must be postponed until the next regular meeting of Council unless the Chair calls a special meeting to consider this item before the next regular meeting. This provision does not apply to the motion from the Committee on Committees and Procedures to appoint members to the Standing Committees, which must take place at the first Council meeting of the fall semester, as outlined in the Bylaws, Article II, Section B, Number 5.

2.4. At the discretion of the Chair, any member of the Graduate Faculty, graduate education administration, or graduate student body not a member of the Council may request be granted the privilege of the floor on any item of business already before the Council. Such a request must be made to the Chair, in writing, through the Secretary to the Council, at least four (4) calendar business days before the meeting at which the faculty member, administrator, or graduate student wishes to speak.

3.5. Only members of the Council may introduce new business.

4.6. At the discretion of the Chair, any member of the Board of Trustees, faculty, administration, student body, or staff not a member of the Council may be granted the privilege of the floor to make comments and recommendations relevant to and for the good of the graduate community. Requests shall be made to the Chair, in writing, through the Secretary to the Council, at least four (4) calendar business days prior to the meeting.

5.7. The Chair shall have the authority to place a time limit on the remarks of any nonmember of the Council.

6.8. The rules of this section may be suspended only by a two-thirds vote of the Council members present.

Section F
New Standing Rules of the Council and amendments to these rules may be acted upon only after they have been presented in writing to all Council members at least six days before a regular meeting of the Council, except that this requirement may be suspended by a two-thirds vote of the Council members present.

Section G

The Council shall send minutes of its meetings to those specified in Section D.

Section H

Duties of Council Members:

1. Attend Council meetings:
   a. Graduate Council members are expected to attend all meetings of Graduate Council. Graduate Council members may participate in Graduate Council meetings remotely via videoconference using appropriately equipped, on-campus University videoconferencing facilities.
   b. If an elected Graduate Council member is unable to attend a meeting of Council, s/he must notify the Secretary in advance. The member must also notify their voting unit to provide an elected alternate to replace them at the meeting. If an elected alternate is available to attend the meeting, either the member or the voting unit must notify the Secretary at least 4 hours prior to the meeting start time to allow the alternate to receive the same voting privileges as the Council member for whom he/she is substituting for the day. The elected alternate must have been previously identified by the voting unit as eligible to serve as an alternate. The elected alternate may also substitute for the Council member at the Council member’s committee meeting being held on the same day.
   c. If a Council member is absent from three or more Council meetings in an academic year without advance notice to the Secretary and has not resigned from his/her elected seat on Graduate Council, the Council will remove the member and require the voting unit to replace that member with a duly elected alternate representative. This provision does not pertain to sabbatical, medical, or other leaves of absence, or other absences related to professional responsibilities. It is the member’s duty to notify the Secretary of the reason for an absence.

2. Attend their assigned standing and special committee meetings.

3. Communicate the activities of the Graduate Council to the Graduate Faculty in their home unit.

4. In considering legislation, Council Members must balance the needs of their academic unit with the overall goal of maintaining and improving the quality of graduate education across the University.

Section I

Graduate Council Meetings:

Commented [HV8]: This new section enumerates the duties of Graduate Council members. It allows attendance by videoconference, allows a procedure where alternates can attend and vote as substitutes for regular members, and specifies a way to remove members who don’t participate. It also highlights the need for Council members to communicate Council activities to the unit they represent.
1. Graduate Council meetings are open to elected members of Graduate Council and the Additional Members and Participants in the Council as specified in the Graduate Council Membership List. Members of the University community who are not members of Graduate Council may request the privilege of the floor as outlined in Article I, Section E.

ARTICLE II. GRADUATE COUNCIL COMMITTEE STRUCTURE

Section A

Committees may be created according to the provisions of Article II, Section B, of the Articles of Authority, Bylaws of the Graduate Council. A roster of Graduate Council members, as well as membership on Standing and Ad Hoc Committees, shall be made available to the University community on the Graduate Council section of The Graduate School's website.

Section B

The Chair and/or the Chair's designated representatives are ex officio members of all Standing Committees. Ex officio members of committees may vote in committee meetings if they are voting members of Council. The Chair of Graduate Council has full authority to decide which Committee has responsibility for considering and proposing legislation and/or consultation on any item which may overlap the responsibilities of more than one Committee.

Section C

All Standing Committees except the Committee on Committees and Procedures may add to their membership with the approval of the Committee on Committees and Procedures.

All Standing Committees are encouraged to invite individuals to render testimony or advice on particular questions as circumstances might indicate. All Standing Committees may appoint Ad Hoc Subcommittees as needed.

Section D

All Standing Committees must be chaired by Elected Members (i.e., Graduate Faculty) of Graduate Council. The other appointed members of the committees should be representatives of the graduate community and need not be members of the Graduate Council.

Section E

All committee positions, except those of the Committee on Committees and Procedures, are tenable for one year, from the first meeting of the fall semester in a given year to the first meeting of the fall semester of the next year. Positions on the Committees and Procedures are tenable for two years, with the exception of the graduate student member, who will serve a one-year term. No member of a given committee may serve longer than four consecutive years. Exceptions may be approved by the Graduate Council.

Commented [VH9]: This codifies our current practice that meetings are closed except to members and participants.

Commented [VH10]: This is an error. The section referred to is in the Bylaws, not the Articles of Authority.

Commented [VH11]: This codifies our current practice. The way it is currently written makes it seem as if there could be only one designated ex officio representative, but we usually have several on each committee.

Commented [VH12]: This clarifies that ex officio members of committees may only vote in committee if they also have voting rights in Council.

Commented [VH13]: This allows the Chair to decide which committee will have responsibility for issues where there is overlap.

Commented [VH14]: The graduate student members on Council generally change every year.
Section F

Standing Committees of the Graduate Council:

Preamble: In addition to the Committee on Committees and Procedures, there are Policy-Making Committees, Implementation Committees, and Ad Hoc Committees of the Graduate Council.

Policy-Making Committees: The Policy-Making Committees of the Graduate Council shall be knowledgeable in the major areas of intellectual pursuit, i.e., health and life sciences, basic and applied physical sciences, social and behavioral sciences, and the arts and humanities. All presiding officers of Policy-Making Committees and Subcommittees must be members of the Graduate Council. A substantial proportion of the members of these Committees shall be Graduate Council members, and the membership shall be divided approximately equally among the major intellectual areas of knowledge. Subcommittees of Policy-Making Committees are not themselves policy-making committees.

Implementation Committees: The presiding officers of all Implementation Committees shall be members of the Graduate Council, but the committee membership may be from the Graduate Faculty at large.

1. Committee on Committees and Procedures

   Membership: It shall consist of six elected Graduate Council faculty members, plus one graduate student representing the Graduate and Professional Student Association. One-half of the membership normally shall be elected each year.

   Selection: By the Graduate Council. No fewer than six nominees will be submitted to the Council every year by the Committee on Committees and Procedures. Additional nominations may be made from the floor. The Council will elect the Committee members by secret ballot.

   Duties:
   a. It shall recommend appointment of members of all other Committees.
   b. It shall assist the Chair in reviewing proposed changes in procedures and make recommendations for Council action thereon.
   c. It shall assist the Chair in the appointment of special Ad Hoc Committees.
   d. It shall elect its own presiding officer and it shall serve as the nominating Committee for new members to be elected to the Committee on Committees and Procedures.
   e. It shall periodically review these Articles, Bylaws, and Standing Rules including committee structure of the Council and recommend changes as necessary.

2. Policy-Making Committees

   a. Executive Committee
**Membership:** It shall consist of the presiding officers of the Committees on Academic Standards, Committees and Procedures, Fellowships and Awards, Programs and Courses, Graduate Research, and Graduate Student and Faculty Issues; the liaison member from the University Faculty Senate Council; the Senior Associate Dean of the Graduate School; plus three members from the Graduate Council as recommended by the Committee on Committees and Procedures.

**Duties**

1. Assist the Chair in setting the Agenda for Council meetings.
2. Provide advice and counsel as requested by the Chair.

**b. Committee on Academic Standards**

**Membership:** It shall consist of seven members.

**Duties:** It shall be responsible for standards of quality of graduate programs and research and is authorized to select Subcommittees for the following activities:

1. Admissions: Studies admission and evaluation techniques and recommends to the Graduate Council standards and policies for the admission of students.
2. Membership of the Graduate Faculty: Recommends criteria for membership in the Graduate Faculty.
3. Theses: Considers general policy, objectives, standards, regulations, procedures, and requirements relating to theses.
4. Languages and Communications: Works with and advises on problems of graduate training and professional development in the area of instrumental languages and communication skills.

**c. Committee on Programs and Courses**

**Membership:** The Committee shall consist of at least nine members.

**Duties:** The Committee duties are as follows:

1. Suggest policy related to programs and courses.
2. Undertake, as appropriate, review of existing graduate programs.
3. Review all new graduate program proposals that have been submitted for degree consideration.
4. Review all requests for extended degree programs submitted through the established protocols of the University.
5. Review and comment, in consultation with the Dean of the Graduate School, on other issues that have impact on the quality of graduate education.
6. Be responsible for and authorized to select standing Subcommittees:

   **i. Subcommittee on Program Review and Evaluation**


**Membership and Duties of Standing Subcommittee:** Twelve members responsible for review of quality indicators of existing graduate programs, recommendations to the Dean of the Graduate School on those, and other activities authorized by the Programs and Courses Committee related to graduate program review and evaluation.

**Subcommittee on New and Revised Programs and Courses**

**Membership and Duties of Standing Subcommittee:** One representative from each academic college and school (Penn State Great Valley School of Graduate Professional Studies and School of International Affairs) of the University that offers graduate programs responsible for evaluation and review of new and revised program and course proposals and for recommendations on those to the Committee on Programs and Courses.

### Committee on Graduate Research

**Membership:** It shall consist of at least seven members, one of whom shall be a graduate student. The Graduate Faculty membership shall be selected so as to include representation from the health and life sciences; the basic and applied physical sciences and engineering; the social and behavioral sciences; and the arts and humanities. The Associate Vice President for Research and the Assistant/Associate Dean of the Graduate School shall be ex officio members of this Committee.

**Duties:** The Committee's responsibilities are as follows:

1. Advise the Graduate Council on policies and procedures that affect graduate research.
2. Foster graduate research at The Pennsylvania State University by aiding the Graduate Council in recognizing and rewarding outstanding graduate research performed by faculty and students of The Pennsylvania State University.
3. Support efforts, at all University levels, to enhance the funding of graduate research.
4. Support efforts to attract and retain excellent graduate students.
5. Inform and advise the Graduate Council on issues and opportunities associated with industrial-academic-related research areas, particularly as they affect graduate research and graduate study.
6. Recommend to the Graduate Council appropriate policies or actions on emerging political, budgetary, and academic issues related to graduate research.

### Subcommittee on Graduate Exhibition

**Membership and Duties of Standing Subcommittee:** It shall consist of at least four members. Additional participants may be invited to attend based on...
The Associate Dean for Graduate Student Affairs is an ex officio member of this Committee. This committee helps to implement the annual Graduate Exhibition, and makes recommendations to the Dean of the Graduate School concerning the Graduate Exhibition.

e. Committee on Graduate Student and Faculty Issues

**Membership:** It shall consist of six faculty members, three graduate student members of Council, and five ex officio members: the Director of the Office of Graduate Educational Equity Programs, the Assistant/Associate Dean of the Graduate School, and one representative each from the Division of Student Affairs, the University Office of Global Programs, and the Office of Student Aid.

**Duties:** It shall be responsible for and is authorized to select Subcommittees for the following activities:

1. Review existing and proposed policies and make recommendations concerning the welfare and ethics of the Graduate Faculty and graduate students.
2. Promote the intellectual development and social welfare of an inclusive graduate community by fostering an awareness and appreciation of cultural and social differences.
3. Keep the Dean of the Graduate School apprised of issues of concern to graduate students.
4. Assist the Dean of the Graduate School in the review of appeals concerning the violation of accepted norms of professional behavior of Graduate Faculty members and graduate students with authorization to review and make recommendations to the Dean when it is charged that individual rights have been violated and responsibilities unfulfilled.

3. Implementation Committee

a. Committee on Fellowships and Awards

**Membership:** It shall consist of one representative from each academic college and school (Penn State Great Valley School of Graduate Professional Studies and School of International Affairs) of the University that offers graduate programs.

**Duties:** It shall consider policies on awards; examine and judge applications for grants-in-aid, scholarships, and Graduate School fellowships; and make recommendations to the chair for awards.

4. Ad Hoc Committees

Ad Hoc Committees may be appointed from time to time by the Chair and the Committee on Committees and Procedures to examine and recommend action concerning specific problems. Membership shall depend upon the subject matter of the Ad Hoc Committee.
ENGLISH COMPETENCE – RESEARCH DOCTORATE

Contents:
- Purpose
- Scope
- Background
- Definitions
- Policy Statement
- Procedure
- Forms
- Further Information
- Cross References/Other Policies

PURPOSE:

To establish the content, form, timeline, and reporting requirements for assessment of English competence.

ACADEMIC GOAL:

To assure that all candidates for the research doctorate all doctoral degrees are required to demonstrate high-level competence in the use of the English language, including reading, writing, listening, and speaking, as part of the language and communication requirements for the doctorate.

SCOPE:

This policy applies to all students enrolled in programs of study leading to the Ph.D.

BACKGROUND:

No graduate student will be fully able to meet the Graduate Council Scholarly and Professional Goals for All Graduate Degree Students and ultimately be successful in their chosen field of study without being able to communicate effectively with their adviser, their committee and other scholars in their field.

DEFINITIONS:

POLICY STATEMENT:

1. Every graduate program shall have a formal mechanism for assessing and improving English language competence of both domestic and international students.
Policy GCAC-605  
Policy Steward:

mechanism, to include guidelines and evaluation criteria, must be presented in the graduate program’s handbook, which must be provided to the student upon matriculation. If English language competence is assessed contemporaneously with another assessment, it should not be confounded by the assessment of disciplinary knowledge, analytical thinking, or other skills.

2. **Assessments** shall include:
   a. pieces of **original** writing of a length and complexity suitable for assessing high-level English language competence.
   b. An oral component that assesses the student’s listening, comprehension and speaking skills.

4-3. The **minimal TOEFL or and IELTS requirement** tests does not adequately assess the level of English competence expected of a doctoral degree candidate and for conferral of a doctoral degree from Penn State. Consequently, these tests do not demonstrate the high-level of competence required of students before they may schedule their Comprehensive exam, constitute acceptable forms of assessment of English competence.

4. Programs and advisers shall identify any deficiencies before or at the Qualifying examination and direct students into appropriate remedial activities.

2-5. Programs must document the outcome of the assessment of English competence, including any deficiencies and remedial steps, at the time of reporting the outcome of the Qualifying examination.

3-6. **English competence** shall be formally attested to by the graduate program before the doctoral student’s Comprehensive examination is scheduled.

**PROCEDURE:**

**FORMS:**

**FURTHER INFORMATION:**

**CROSS REFERENCES/OTHER POLICIES:**

GCAC-601 Residency Requirement – Research Doctorate  
GCAC-602 Doctoral Dissertation Committee Formation, Composition, and Review – Research Doctorate  
GCAC-603 Doctoral Dissertation Committee Responsibilities – Research Doctorate
Policy GCAC-605
Policy Steward:

GCAC-604 Qualifying Examination – Research Doctorate
GCAC-605 English Competence – Research Doctorate
GCAC-606 Comprehensive Examination – Research Doctorate
GCAC-607 Dissertation – Research Doctorate
GCAC-608 Final Oral Examination – Research Doctorate
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.

September 5, 2018

Graduate Degree Programs

ADD

Ecosystem Management and Administration – new graduate program offering the M.P.S. degree online (College of Agricultural Sciences), page 7

Graduate Courses

ADD

SYSEN 532
Simulation in Systems Engineering: Discrete-Time Systems
SIM DISCRETE-TIME (3)
The scale and cost of typical systems engineering projects mandate that proposed solutions are explored through integrated models and simulations such that stakeholders are confident that the system will work as intended upon deployment. In this course we examine the use of discrete-time approaches to these integrated models and their application to systems engineering. The course covers fundamental concepts, methods, and applications of modeling and simulation with a particular emphasis on problem framing, conceptual model development, and modeling systems of interconnected heterogeneous systems using hybrid simulation. The course begins with an overview of different types of systems and models, model verification and validation processes, sources of randomness and uncertainty, and reviews basic concepts related to computer simulation. Students are given an overview of two types of simulation, namely Monte Carlo and discrete event simulation. Basic concepts related to input modeling, experimentation, and output analysis are covered. Students will then learn how to combine the two simulation methods and develop hybrid simulations to model a system of interconnected subsystems and the importance of modeling these interrelationships. The students also gain hands-on experience on additional topics such as simulation-based optimization by using a commercial simulation software package.
PROPOSED START: SP2019
WFED 895
Internship
INTERNSHIP (1-18/Repeatable Max: 18)
Supervised, professionally oriented, off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.
PROPOSED START: SP2019

CHANGE

OLD
MATSE 506
Interfacial Electrochemical Processes
INTERFAC ELECTROCH (3)
Survey of thermodynamic and kinetic fundamentals of electrochemical processes at interfaces. MATSE 506 Interfacial Electrochemical Processes (3) This course will introduce students to the thermodynamic and kinetic fundamentals of interfacial electrochemical processes, with emphasis on the atomic/molecular level. The course will begin with a review of relevant concepts from electrochemical thermodynamics and charge transfer theory and will progress to the application of these fundamental concepts to describe reaction mechanisms, mass transfer, and other important phenomena, such as passivity and passivity breakdown. These processes will be described analytically, by solving the appropriate equations subject to the relevant natural laws (e.g., conservation of mass and charge and Faraday’s Law). The course will also emphasize the flexibility of analyzing electrochemical phenomena in different spaces, including temporal space and Laplace and Fourier frequency spaces, and will show how it is possible to transform between these various spaces to provide the most advantageous medium for mechanistic analysis. The mechanisms of actual charge transfer reactions will be analyzed, including the hydrogen electrode reaction and the oxygen electrode reaction to illustrate important concepts in mechanistic analysis, including the existence of adsorbed intermediates and pseudo-capacitance, the inhomogeneity of surface adsorption sites, surface structure, and quantum mechanical aspects of charge transfer partial charge transfer). No prerequisites are specified, because the course begins with the very basics of electrochemistry. Furthermore, all of the students who would take this course have a background in materials science and engineering, chemistry, physics, mechanical engineering, chemical engineering, or engineering science and mechanics. Specification of prerequisites would only discourage enrollment. This course (with a 597 designation) has been taught several times in the past and no problems with the lack of prerequisites have been experienced.

NEW
MATSE 506
Interfacial Electrochemical Processes
ELECTROCHEMISTRY (3)
Electrochemical processes play a pivotal role in the development of new energy storage devices, energy-efficient material separation processes, and corrosion-resistant materials. This course covers the thermodynamic and transport properties of electrochemical systems, electrochemical characterization techniques, and their application in materials research. The course gives students an overview of the fundamental principles of electrochemical cells and electrode reactions based on the thermodynamic and transport properties at the electrode-electrolyte interface. The course will begin with thermodynamics of electrode reactions both in aqueous and non-aqueous electrolytes (e.g., molten salts), including the measurement techniques and Pourbaix diagrams. Then, the course will progress to kinetic aspects of electrode reactions, followed by the electrochemical
characterization methods to determine critical kinetic parameters (e.g., exchange current density, diffusivity, and Tafel constants) based on dc (e.g., controlled potential, controlled current, and cyclic voltammetry) and ac techniques (e.g., a.c. voltammetry and impedance spectroscopy). Throughout the course, the application of electrochemical principles in modern materials research and processes will be covered, including electrochemical separation processes (e.g., electroplating, electrorefining, and electrowinning cells) of energy materials, evaluation of corrosion-resistant alloys, and electrochemical power sources (e.g., batteries and fuel cells).

PREREQUISITES: MATSE 401, MATSE 402

OLD

MGMT 565
Power and Influence
POWER AND INFLU (2)
Provides a pragmatic and ethical framework for analyzing the sources of power in organizations and its effective use. MGMT 565 Power and Influence (2)Power and politics are ever-present and necessary features of organizational life. Without them, much of what gets done in organizations could never be accomplished. However, power can also be abused, and personal or political goals can overshadow organizational ones. This course provides a framework for intelligently analyzing the sources of power in organizations, and the circumstances that lead to its attainment and effective use. It also offers a framework for evaluating political behaviors on both pragmatic and ethical grounds. PREREQUISITES: Enrollment in the Applied Behavior Analysis Program

NEW

MGMT 565
Power and Influence
POWER & INFLUENCE (2-3)
Power and influence are ever-present and necessary features of organizational life—they are required to get things done within organizations. Effective leadership therefore depends upon both understanding and possessing power and being influential. This course provides a pragmatic and ethical framework, based upon social science theory and evidence, for systematically analyzing the organizational and individual sources of power and influence, and the circumstances that lead to their attainment and effective use. The concepts and principles covered in the course provide the foundation for the skills needed to diagnose power situations, to manage conflict, and to use political strategies in responsible and pragmatic ways to get things done in organizational settings.

OLD

NURS 843
Synthesis and Application of the Nurse Educator Role
NRSG EDUCATOR ROLE (4)
Practicum in the application of the nurse educator role in academic and healthcare settings. NURS 843 Synthesis and Application of the Nurse Educator Role (3) This course involves the practical application of knowledge acquired in previously completed courses related to nursing education. Students will work with a preceptor in an educational setting to demonstrate multiple aspects of the nurse educator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students’ previous experiences and identified learning needs.
PREREQUISITES: NURS 840, NURS 841, NURS 842
NEW

NURS 843
Synthesis and Application of the Nurse Educator Role
NURSE EDUCATOR ROLE (3-6/Repeatable Max: 6)
This capstone practicum course involves the practical application of knowledge from previously completed courses related to the nurse educator role in academic and healthcare settings. Students will work with a preceptor in an educational/healthcare settings to demonstrate multiple aspects of the nurse educator role. In addition, students will demonstrate a direct care role through clinical experiences designed to strengthen patient care delivery skills. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students' previous experiences and identified learning needs.
PREREQUISITES: NURS 840, NURS 841, NURS 842

OLD

NURS 848
Synthesis and Application of the Nurse Administrator Role
NURSE ADMIN PRCTICUM (4)
Practicum in the application of the nurse administrator role in health care settings. NURS 848 Synthesis and Application of the Nurse Administrator Role (4) This course involves the practical application of knowledge acquired in previously completed courses related to nurse administration. Students will work with a preceptor in a health care setting to demonstrate multiple aspects of the nurse administrator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students’ previous experiences and identified learning needs.
PREREQUISITES: NURS 845, NURS 846, NURS 847

NEW

NURS 848
Synthesis and Application of the Nurse Administrator Role
NURSE ADMINISTRATOR ROLE (3-6/Repeatable Max: 6)
This course involves the practical application of knowledge acquired in previously completed courses related to nurse administration. Students will work with a preceptor in a health care setting to demonstrate multiple aspects of the nurse administrator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students' previous experiences and identified learning needs.
PREREQUISITES: NURS 845, NURS 846, NURS 847

OLD

NURS 848A
Synthesis and Application of the Nurse Administrator Role
NSG ADM PRACT (4)
Practicum in the application of the administrator role in health care settings. This course involves the practical application of knowledge acquired in previously completed courses related to the nurse administrator. Students will work with a preceptor in a health care setting to demonstrate multiple aspects of the nurse administrator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students’ previous experiences and identified learning needs.
PREREQUISITES: NURS 845, NURS 846, NURS 847
NEW
NURS 848A
Synthesis and Application of the Nurse Administrator Role
NURSE ADMIN PRACTICUM (4)
This course involves the practical application of knowledge acquired in previously completed courses related to the nurse administrator. Students will work with a preceptor in a health care setting to demonstrate multiple aspects of the nurse administrator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students' previous experiences and identified learning needs. This course is specifically designed as a practicum course for students in the B.S.N. to D.N.P. program and evaluated based on the nationally acknowledged foundational competencies that are core to all advanced nursing practice roles and known as the D.N.P. Essentials (AACN, 2006).
PREREQUISITES: NURS 845, NURS 846, NURS 847

OLD
PLSC 838
Tools and Analysis of Counterterrorism
ANALYSIS CTR TERR (3)
This course explores the various resources and analytical techniques available to terrorism and counterterrorism experts today. It gives students an overview of the major sources of data on terrorist groups, terrorist incident reports, risk climates, and legal and criminal justice data surrounding terrorism and counterterrorism. It provides students with critical data gathering and analysis skills useful to practitioners, and engages them in reporting and threat briefing exercises. The course begins with an overview of the resources available to counterterrorism professionals, including information and data on terrorist groups, terrorist incidents, legal and criminal justice data related to terrorism, data on individuals engaged in terrorism, and relevant government documents. The course focuses on how the data can be accessed, norms and practices for analyzing the data and compiling it into reports, and the advantages and limitations of the various bodies of information available.
PREREQUISITES: PLSC 569; PLSC 836; PLSC 837

NEW
PLSC 838
Tools and Analysis of Counterterrorism
ANALYSIS OF COUNTERTERRORISM (3)
This course explores the various resources and analytical techniques available to terrorism and counterterrorism experts today. It gives students an overview of the major sources of data on terrorist groups, terrorist incident reports, risk climates, and legal and criminal justice data surrounding terrorism and counterterrorism. It provides students with critical data gathering and analysis skills useful to practitioners, and engages them in reporting and threat briefing exercises. The course begins with an overview of the resources available to counterterrorism professionals, including information and data on terrorist groups, terrorist incidents, legal and criminal justice data related to terrorism, data on individuals engaged in terrorism, and relevant government documents. The course focuses on how the data can be accessed, norms and practices for analyzing the data and compiling it into reports, and the advantages and limitations of the various bodies of information available.
PREREQUISITES: PLSC 569; PLSC 836; PLSC 837
OLD
PSYC 595B
Clinical Internship
INTERNSHIP (1-18/Repeatable Max: 18)
Supervised clinical experience in a community setting. This course is repeatable. PSYC 595B Clinical Internship (1-18) The course is designed to aid meeting standards for Pennsylvania Mental Health counselor licensure. The standards include completing six hundred (600) hours of practicum time after completion of 100 clock hours of practica experiences. PSYC 595B represents the 600 hours of supervised experience following the practica. The internship experience builds on the initial practica experience, and is typically completed over two or three semesters, and thus may represent experience gained at more than one placement to increase the breadth of the student's training. Supervising faculty will be licensed in the Commonwealth of Pennsylvania. The on-site supervisors must meet the criteria for clinical supervision mandated by the Commonwealth of Pennsylvania. This course is repeatable to enable students to spread the 600 hours over more than one semester, and across different settings. PREREQUISITES: PSYC 595A and professional liability insurance

NEW
PSYC 895B
Clinical Internship
CLINICAL INTERNSHIP (1-6/Repeatable Max: 6)
This course is designed to aid meeting standards for Pennsylvania mental health counselor licensure, specifically the LPC (Licensed Professional Counselor). The standards include completing six hundred (600) hours of internship time after completion of 100 clock hours of practica experiences. PSYC 895B represents the 600 hours of supervised experience following the practica. The internship experience builds on the initial practica experience, and is typically completed over two or three semesters, and thus may represent experience gained at more than one placement to increase the breadth of the student's training. Supervising faculty will be licensed or license eligible in the Commonwealth of Pennsylvania. The on-site supervisors must meet the criteria for clinical supervision mandated by the Commonwealth of Pennsylvania. Professional liability insurance is required. PREREQUISITES: PSYC 500, PSYC 517, PSYC 518, PSYC 519, PSYC 895A

OLD
WFED 575
Current Policy and Practices in Industrial Training
POL PRACT IND TRNG (3)
Analysis of training and development practices and their articulation with business practices.
PREREQUISITES: WFED 471, WFED 572

NEW
WFED 875
Current Policy and Practices in Organization Development
POLICY & PRACTICE IN OD (3)
The purpose of this course is to explore current policy and practices in contemporary organizations. This course is designed to familiarize students with recent trends, practices, theories, research, and cases. This knowledge will prepare students to become competitive OD/HRD professionals.
PREREQUISITES: None
Graduate Council  
Program, Option, or Minor Proposal Form

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

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

**College/School:** College of Agricultural Sciences  
**Department or Instructional Area:** Department of Ecosystem Science and Management

**New Graduate Program, Option, or Minor:** Add  
Designation of new graduate program: Master of Professional Studies in Ecosystem Management and Administration  
Classification of Instructional Programs (CIP) Code: 039999

**Designation of new graduate option:**  
**Designation of new graduate minor:**

**Indicate effective semester:** Fall 2018  
First semester following approval  
Second semester following approval

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

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

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

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

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

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**Submitted by Graduate Program Head**  
Michael G. Messina  
Printed name  
Signature  
Date: 4/10/17

**Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:**  
John C. Ewing  
Printed name  
Signature  
Date: 7/19/17

**Approved by College/School Dean/Chancellor (or Designee):**  
Rama Radhakrishna  
Printed name  
Signature  
Date: 7/21/17
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<th>Position</th>
<th>Person</th>
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<td>Recommended by Chair, Graduate Council</td>
<td>David Babb</td>
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<td>8/30/2018</td>
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<td>Subcommittee on New and Revised Programs</td>
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<td>and Courses</td>
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<td>Recommended by Chair, Graduate Council</td>
<td>C. Andrew Cole</td>
<td></td>
<td>8/30/2018</td>
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<td>Committee on Programs and Courses</td>
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<td>Noted by Dean of the Graduate School</td>
<td>Regina Vasilatos-Younken</td>
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<td>8/30/2018</td>
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PROGRAM PROPOSAL FOR A MASTER OF PROFESSIONAL STUDIES IN ECOSYSTEM MANAGEMENT AND ADMINISTRATION (EMGT)

Department of Ecosystem Science and Management
College of Agricultural Sciences

Table of Contents
Introduction .......................................................................................................................................3
Justification........................................................................................................................................3
   Why an MPS in Ecosystem Management and Administration (EMGT)? .............................................3
Objectives of the Program...............................................................................................................4
Benefits to Students in the Program..................................................................................................4
New Courses to be Established ........................................................................................................4
Evidence of Demand for the Program Online....................................................................................5
Projected Size of the Program and its Anticipated Duration ...............................................................5
Ability of the Department to Offer a Quality Program .......................................................................5
Impact of the Proposed New Program on other Programs .................................................................5
Fiscal Responsibility for the Program................................................................................................6
Course Sequence and Typical Scheduling Pattern ..............................................................................6
Justification for the Degree Title Used..............................................................................................7
Accreditation..................................................................................................................................8
Consultation with the Office for Research Protections Regarding SARI Requirements ..................8
Elements of Residency for Online Delivery .......................................................................................10
   Interaction Between Faculty and Students Above and Beyond Direct Instruction ......................10
   Interaction Among Peers..............................................................................................................10
      a. Fostering Interaction ............................................................................................................10
      b. Group Projects....................................................................................................................10
      c. Peer Review of Presentation Rehearsals ..........................................................................10
      d. Program Office ..................................................................................................................11
Access to Information and Instructional Resources ..........................................................................11
   a. Colloquia and Seminars..........................................................................................................11
   b. Resident-based Course Offerings .........................................................................................11
c. Libraries............................................................................................................................ 11
d. Hardware and Software...................................................................................................... 11

Exposure to and Socialization in the Field of Study ................................................................. 11
  a. Professional Development Planning .............................................................................. 11
  b. Participation in Professional Activities ........................................................................... 12

Ready Access to Suitable Academic Advising and Support Services ................................... 12
  a. Academic Advising........................................................................................................... 12
  b. World Campus Student Services .................................................................................. 12
  c. Administrative Support ................................................................................................. 12

Contribution of Graduate Students to the Degree Program, the College, and the University .... 12
  a. Development of Program Courseware ........................................................................... 13
  b. Alumni mentors and Advisory Board members............................................................ 13

Identification with Penn State .................................................................................................... 13
  Sustaining the Community ................................................................................................. 13

Program Operation and Maintenance ...................................................................................... 13
  Academic Program Chair and Coordinator......................................................................... 13
  Administrative Program Assistant ...................................................................................... 13
  Providing Advising, Counseling, and Learning Support to Students .................................. 14
  Mechanisms for Assessing Program Quality ........................................................................ 14
  Available Facilities ............................................................................................................. 14

Bulletin Copy – EMGT ............................................................................................................... 15
  Ecosystem Management and Administration (EMGT) ......................................................... 15
  Degrees Conferred: ............................................................................................................. 15
  The Graduate Faculty.......................................................................................................... 15
  The Program ....................................................................................................................... 15
  Admission Requirements ..................................................................................................... 15
  Master's Degree Requirements ............................................................................................ 16
  Student Aid ......................................................................................................................... 17
  Courses ............................................................................................................................ 17
  Consultation ...................................................................................................................... 17
  Addenda ............................................................................................................................ 39
INTRODUCTION

Faculty in the College of Agricultural Sciences and Penn State Law (at UP) propose a 30-credit online MPS program in Ecosystem Management and Administration. Participating departments and faculty are: Ecosystem Science and Management (ESM) – Marc McDill, Mike Jacobson, Laura Leites, Rick Stehouwer, Jack Watson, and Douglas Miller; and Law – Lara Fowler and Robert Caccese.

JUSTIFICATION

Why an MPS in Ecosystem Management and Administration (EMGT)?

As natural resources managers progress in their careers they often need training beyond what they received in their baccalaureate degrees. In particular, they often lack training in the leadership, communication, and administration skills needed in higher-level positions. Often they need a better understanding of the legal, economic, and social context in which decisions must be made. Also, additional training may be required to keep up with rapid changes in technology and methodology. The intended target population for this degree program is professionals in domestic and international environmental consulting companies, state and federal natural resources management agencies, non-governmental organizations (NGOs) and corporations involved in land and/or forest management (e.g., forestry, wildlife, soils, water). Ideally, individuals enrolling in the program will have undergraduate degrees in fields such as forestry, wildlife, hydrology, soils, environmental science, etc., and have been in entry-level positions for two to ten years and be in or considering moving up to managerial and leadership-level positions. These individuals often cannot take extended time away from work to obtain graduate training. The program will enhance individuals’ quantitative and spatial data analysis skills, project management skills, communication and leadership skills, and their understanding of finance, economics, policy, and law.

The proposed program involves the creation of four new courses. The workload for creating and teaching these courses will be shared among the eight proposing faculty members. As the program becomes established, it is likely that additional course options (e.g., in soils, water, forestry or wildlife management) will be added. Initially, we expect enrollment in the program to be on the order of 20-40 students, but the goal is to grow it to 80-100 students within five years and ultimately to about 150 students. As the program grows, it will begin to generate revenue for the College of Agricultural Sciences and the Law School, and faculty will be encouraged to offer additional courses within the program. It is hoped that the program will become large enough to offer greater specialization through the development of options.

Two certificate programs will be offered within the major. One will focus on leadership, communication, economics, policy and law and will require students to take four courses (12 credits):

Leadership and Communication Skills for Ecosystem Managers (12 credits)

- OLEAD 464 – Communication Skills for Leaders OR OLEAD 465 – Collective Decision Making OR CAS 404 – Conflict Resolution and Negotiation (3 cr) OR MGMT 565 – Power and Influence (3 cr) OR BA 805 – Negotiation Theory and Skills (3 cr)
- EMGT 820 - Environmental Law and Policy (3 cr)
• EMGT 830 - Ecosystem Management, Planning, and Economics (3 cr)

The other would focus on quantitative analysis tools and would require three courses (9 credits):

Ecosystem Measurements and Data Analysis (9 credits)
• STAT 500 – Applied Statistics (3 cr)
• GEOG 482 – Environmental Geographic Information Systems (3 cr)
• EMGT 810 – Ecosystem Monitoring (3 cr)

The prospectus for this proposal was approved by the Advisory Committee for Graduate Education (ACGE), and the World Campus has conducted a market analysis and supports the proposal.

Objectives of the Program

As a Master of Professional Studies program, the new degree is intended to provide young professionals who have become established in their careers with key skills for moving up into higher management, administrative, and leadership positions. These skills include:

1) essential skills in working with spatial data and using geographic information management systems;
2) a better understanding of how ecosystems are inventoried and monitored and the ability to analyze common natural resources data sets to support decision-making;
3) project planning and management skills, including knowledge of decision support systems commonly used in natural resources planning and management;
4) improved communication, conflict resolution, negotiation and leadership skills;
5) the ability to apply environmental economics principles and cost-benefit analysis to common environmental and natural resources management problems; and
6) a deeper understanding of the legal and policy framework within which ecosystem management decisions are made.

The courses that are required for the proposed program have been selected specifically to meet these objectives. No similar program exists at Penn State. Many of these skills are taught in the undergraduate Forest Ecosystem Management, the Wildlife and Fisheries Sciences, and the Environmental Resources Management majors within the College of Agricultural Sciences, but this program will address these learning objectives at a more advanced level.

Benefits to Students in the Program

Students enrolled in the MPS program in EMGT will develop stronger project management, leadership, and communication skills. They will also develop the ability to apply quantitative tools – such as statistics, financial analysis, and geographic information systems – and a broader understanding of the economic, financial, legal, and policy context in managing and addressing natural resources problems and issues.

New Courses to be Established

• EMGT 810 - Ecosystem Monitoring (3 cr)
• EMGT 820 - Environmental Law and Policy (3 cr)
• EMGT 830 - Ecosystem Management, Planning, and Economics (3 cr)
• EMGT 894 - Capstone Experience (1-18 cr)
Evidence of Demand for the Program Online
The faculty involved in developing this program all know graduates of our undergraduate programs who are interested in and who have asked for a program like this. We also know from interacting with employers and professionals in our diverse fields that there is interest in and demand for this type of program. In addition, the World Campus has performed a market analysis for the proposed program, and they have concluded that the program would be viable. Their market analysis report is attached as an addendum.

Projected Size of the Program and its Anticipated Duration
The projected size is 120-150 students total, graduating 25-35 per year (this will take a few years to reach). We anticipate an indefinite duration and plan to expand the program to include more options such as soils, wildlife and water.

Ability of the Department to Offer a Quality Program
Our faculty have been working for nearly three years to develop a new degree for students who have undergraduate degrees in environmental and natural resources disciplines, and who seek to expand their expertise as they prepare to advance into higher level positions. Typically, the individuals interested in this program would be professionals in national or international companies, agencies, or organizations involved in resource management. This program development work involved discussions among numerous faculty members within the Department, the College of Agricultural Sciences, and other colleges. The initial proposal presented to the World Campus was deemed to be overly ambitious, so the core faculty team revised the proposed programmatic offerings as recommended by World Campus staff. This present proposal includes other online offerings (e.g., STAT, GEOG, MANGT, OLEAD, and BA) so students can develop skills necessary to succeed as they advance in their careers. In addition, the program proposal draws on available expertise from the Law School through the participation of Lara Fowler and Robert Caccese. Due to collaboration with others, the proposed program involves only four new courses. The development and teaching of these courses will be shared among the eight proposing faculty members. The Department will use College resources as part of the e-Learning office as well as seek additional support as necessary from the College to bring the program to fruition.

Some of the faculty leading the effort are already experienced with delivery of a quality online program. As such, each faculty member developing the program is fully aware of the required commitment to develop the courses. Each one is experienced with CANVAS as a delivery methodology and students’ expectations with that technology. The Department successfully delivers two undergraduate and three graduate resident programs, and is therefore well aware of the programmatic support required as programs develop and attract new students. During course development, in the event it becomes necessary, the Department will entertain requests for appropriate “release time” to allow faculty members sufficient time to build high-quality courses.

Impact of the Proposed New Program on other Programs
The proposed program is expected to initially be small, so that the impact on other online courses from which the program will draw is expected to be minimal. Growing course demand and the associated income will allow the Department to employ additional teaching faculty and support staff and provide supplemental salary to tenured faculty teaching in the program.
We believe that this program is consistent with the University’s strategic plan to enhance access to education and fulfill the land-grant mission, and to bring discovery-focused research from the campus to the world. We also believe that the proposed program helps provide PSU resources to create comprehensive solutions for managing ecosystems and their associated natural resources, mitigating climate change, and providing safe and abundant water.

**Fiscal Responsibility for the Program**

The College of Agricultural Sciences and the Department of Ecosystem Science and Management will be responsible for the program. Graduate assistantships are currently not available. Financial aid opportunities for part-time students who participate through the World Campus are discussed at http://worldcampius.psu.edu/StudentServices_Paying.shtml

**Course Sequence and Typical Scheduling Pattern**

Scheduling of courses in the proposed Master of Professional Studies program is quite flexible. There are only three essential scheduling requirements: 1) MANGT 510 - Project Management must be taken before MANGT 520 - Planning and Resource Management, 2) STAT 500 – Applied Statistics must be taken before EMGT 810 - Ecosystem Monitoring, and 3) all other courses required for the program must be taken prior to or concurrent with EMGT 894 - Capstone Experience. A typical course sequence might be:

- **Fall Semester, First Year** (6 credits total)
  - STAT 500 – Applied Statistics (3 cr)
  - MANGT 510 - Project Management (3 cr)

- **Spring Semester, First Year** (6 credits total)
  - MANGT 520 - Planning and Resource Management (3 cr)

- **Summer, First Year** (3 credits total)
  - OLEAD 464 – Communication Skills for Leaders OR OLEAD 465 – Collective Decision Making OR CAS 404 – Conflict Resolution and Negotiation (3 cr) OR MGMT 565 – Power and Influence (3 cr) OR BA 805 – Negotiation Theory and Skills (3 cr)

- **Fall Semester, Second Year** (6 credits total)
  - GEOG 482 - Making Maps that Matter with GIS (3 cr)
  - EMGT 810 - Ecosystem Monitoring (3 cr)

- **Spring Semester, Second Year** (6 credits total)
  - EMGT 820 - Environmental Law and Policy (3 cr)
  - EMGT 830 - Ecosystem Management, Planning, and Economics (3 cr)

- **Summer, Second Year** (3 credits total)
  - EMGT 894 - Capstone Experience (3 cr)

We hope to start enrolling students in the new program in spring semester, 2019. Planned rollout of new courses is as follows. First offer EMGT 820 - Environmental Law and Policy in fall semester, 2018; first offer EMGT 810 - Ecosystem Monitoring in spring semester, 2019; first offer EMGT 830 - Ecosystem Management, Planning, and Economics in fall semester, 2019; and first offer EMGT 894 - Capstone Experience in fall semester, 2020.
Experience in spring semester 2020. Courses will be offered in subsequent semesters based on projected demand based on current and projected enrollments in the program and projected demand for the courses by students in other programs and those seeking certificates.

**Justification for the Degree Title Used**

The degree is proposed as a Master of Professional Studies because it is intended to provide professional development, such as leadership, business, and technical skills that are critical for higher-level management and leadership positions. It is not intended to be a science degree, so a Master of Science would not be appropriate.

The original proposed program title was “Ecosystem Management.” This title was selected to highlight that the program is designed for people who are or wish to be involved in the management of ecosystems. The term “Ecosystem Management” describes the widely-accepted modern paradigm for managing land and water resources that provide a wide range of ecosystem services. These services include settings for naturally-functioning ecosystems, biodiversity, enjoyment of nature, climate regulation, clean air and water, in addition to the provision of extractive goods and services such as hunting, fishing, and timber, mineral and oil and gas. “Ecosystem management” is a broad term that is inclusive of a variety of perspectives and implies a systems approach that takes into consideration a large set of ecosystem functions and services. Furthermore, the term Ecosystem Management has been widely adopted by many management agencies including the US Forest Service, the US Fish and Wildlife Service, and the Pennsylvania Department of Conservation and Natural Resources. We want to differentiate the program from, for example, environmental sciences programs that focus more on the science and less on the management of natural resources and the implementation of management projects, programs, and policies. The word “ecosystems” is critical because it clearly identifies the focus on managing natural systems, and yet is broad enough to be inclusive of a wide range of environments, including forests and their associated wildlife communities, aquatic systems, soils, and more developed natural systems such as parks.

The Grad Council suggested that we name the program “Natural Resources Administration.” We believe that the term “Natural Resources” would be both misleading and too narrow, as it implies a focus on extractive activities, rather than the active management of these natural systems for a broad range of values and services. Furthermore, as mentioned above, the term “Ecosystem Management” describes the widely-accepted modern paradigm for managing land and water resources. Use of the term “Natural Resources” in the title of the new program would give the impression to many potential students that the new program is outdated. We do not believe the program would be viable with “Natural Resources” in the title.

However, as our proposed program will provide students with an understanding of the social and political contexts in which policy is made, we believe that adding the term “Administration” to the title would better reflect the emphasis of the program on skills such as leadership, communication, negotiation, and policymaking. We are therefore proposing to give the program the title “Ecosystem Management and Administration.”

The program is heavy on leadership, communication, management, law, and policy courses because we believe that these are precisely the skills that many ecosystem managers need most as they advance in
their careers. Students who will be interested (and who qualify for) this program will already have undergraduate degrees in their respective fields. Thus, they will already have backgrounds – and in many cases experience – in the technical aspects of ecosystem management. What such individuals often lack as they advance in their careers is training in the “people-oriented” aspects of ecosystem management. Nevertheless, the proposed program also offers a strong emphasis on the specific application of these skills to ecosystem-management-related issues and problems. This will occur through the new proposed courses in the program, which constitute 12-15 credits of the total 30 credits required for the degree.

**Accreditation**

It is not our intent to obtain accreditation for the program initially. The Society of American Foresters does have an accreditation program for ecosystem management programs, but we do not want the program to be identified as a forestry program, per se.

**Consultation with the Office for Research Protections Regarding SARI Requirements**

SARI training will be included as part of EMGT 894 - Capstone Experience. Consultation was made by email with Debrah Poveromo, Research Protections Education Coordinator within the Office for Research Protections on March 27, 2017. The emails for this consultation are inserted below.

---

**From:** Jack Watson [mailto:jew21@psu.edu]

**Sent:** Friday, March 24, 2017 2:17 PM

**To:** Poveromo, Debrah <dap192@psu.edu>

**Cc:** Mike Messina <mgm20@psu.edu>; Marc McDill <mem14@psu.edu>; Diane Monteith <dxm66@psu.edu>

**Subject:** Question about SARI for an MPS in Ecosystem Science and Management

Debrah

Our department is developing a new Master of Professional Studies in Ecosystem Management. As part of that effort we need to incorporate a process to ensure all students have the required SARI training.

We plan to incorporate 5 hours of Online Facilitated discussion as well as the requirement to complete the CITI requirements into our 890 course so we ensure each Masters student graduating from the program has completed the requirements.

Does this look workable and acceptable to you or do you see some things we need to spell out differently from how we describe it for our MS and PhD resident students?

Thank you for taking a look at this for us! If it should go to someone else, please let us know.

Cheers!

jack

***************************

Dr. Jack Watson
Hello Dr. Watson,

Thanks so much for reaching out to the ORP for consultation regarding your new graduate program proposal. I read the proposal with specific attention to the SARI requirements. I see that the graduate students will be required to take the online CITI training for Responsible Conduct of Research (RCR). Could there ever be a need for students to conduct any type of human subject research? For example, would they be asked to conduct surveys or focus groups? If so, they would need to take the IRB CITI training for human subject research. This would replace the RCR training. However, RCR training can never replace IRB training. The IRB training would be good for three years and then they would need to take a refresher course online. If no human subject research will be conducting, the RCR online training will be all that is necessary for part one of SARI.

Additionally, I noted the five hours of discussion based training offered through the EMGT 890 Course. This will definitely satisfy the second part of SARI training.

I will just need two things from you once you are granted approval for your new program. One, is to complete the SARI Program Plan Template at this site and return it to me. The other thing would be to send me a copy of your EMGT 890 course syllabus once it is developed. I will, in turn create a SARI tracking spread sheet for the program and a folder that will contain all the information regarding your program. If you could let me know the name of the person who will be the program administrator, I will send that person a link to BOX that will have the tracking form.

I hope I have answered your questions. Please feel free to contact me either by email or phone if you have any additional question.

I wish you all the best with the new program!

Sincerely,

Deb

Debrah A. Poveromo
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(814) 863-1441
ELEMENTS OF RESIDENCY FOR ONLINE DELIVERY

To best meet the needs of a national and international audience of working adult professionals, the program will be offered online through Penn State’s World Campus. The following items address the elements of residency that will be supported in the online environment.

Interaction Between Faculty and Students Above and Beyond Direct Instruction

The Academic Program Coordinator of the MPS-EMGT graduate faculty will serve as the chair of the MPS-EMGT Advising Committee and will be the initial academic adviser for incoming students. This person will conduct entry interviews with every incoming MPS-EMGT student, assist students with establishment of their professional development plan, and identify a suitable permanent academic adviser from within the MPS-EM graduate faculty. He or she will coordinate faculty advising efforts to ensure that students are receiving appropriate guidance. The Academic Program Coordinator will interact closely with the delivery of the Capstone Experience course in which MPS-EMGT students articulate topics for their culminating individual projects, develop project proposals, and participate in dress rehearsals and peer reviews of their proposals. During the Capstone Experience course, a project adviser will be identified to work with each student, supervise students’ culminating projects, and attend and critique final professional presentations.

Interaction Among Peers

a. Fostering Interaction

Voluntary interaction is important to many of the students who participate in Penn State’s online programs. A longitudinal survey of students enrolled in World Campus program between Fall 2000 and Fall 2002 indicated that between 60 and 80 percent of respondents characterized their interactions with peers as “important” or “very important” (Outreach Office of Marketing Research and Planning 2003a). The same survey revealed that 60 to 70 percent of students agreed or strongly agreed with the statement “I have felt a sense of community with my classmates in this course.” Course instructors in the MPS-EMGT program will employ several strategies to promote interaction among students. They will prompt students to share profiles of their personal and professional circumstances, and will consistently reinforce the value of peer interactions. Course assignments will frequently include students’ reflections on the relevance of study topics to professional practice. Other strategies, including group projects, peer reviews, and an MPS-EMGT “Program Office,” are described in the following sections.

b. Group Projects

Group project assignments will be required in some MPS-EMGT courses. Working adult professionals enrolled in distance education courses can be frustrated by the difficulty of aligning schedules of busy professionals in different time zones. MPS-EMGT courses will be designed to balance adult student preferences with the knowledge that today’s workforce needs to be prepared to work effectively in teams. Group project assignments are one of the ways the program will address this need. Other ways include the collaborative relationships encouraged in classes and the peer reviews of presentation rehearsals.

c. Peer Review of Presentation Rehearsals

The required professional presentation at the conclusion of each student’s capstone project provides an opportunity to promote student interaction. Every student will be required to share a dress rehearsal of his or her presentation with any registered MPS-EMGT students who wish to “attend” (one current method
for accomplishing this is Zoom video conferencing). As part of their Capstone Experience, every student will be required to contribute a formal peer review of at least one other student’s presentation rehearsal. This requirement will serve to foster meaningful interactions while informing students’ expectations of the high standards by which final presentations will be judged.

**d. Program Office**

A schedule of presentation rehearsals will be published in the MPS-EMGT web site. The program web site will include a place where students can chat with peers and advisers and peruse course descriptions and an event calendar. The web site will provide a repository of annotated links to data sources, readings, and other resources that faculty and students collect throughout their studies.

**Access to Information and Instructional Resources**

**a. Colloquia and Seminars**

The MPS-EMGT program will make relevant campus-based activities accessible to students through a combination of Web, audio, and video conferencing. Web conferencing capabilities will enable MPS-EMGT students to “attend” these campus-based presentations from their homes and offices. Selected major presentations may also be videotaped for later distribution via streaming video and audio.

**b. Resident-based Course Offerings**

MPS-EMGT students may wish to take advantage of summer course offerings available on the University Park campus. With the prior approval of their program academic adviser and the Academic Program Chair, students may be allowed to substitute a resident instruction course for one of their program course requirements.

**c. Libraries**

The Penn State University Libraries provide an extraordinary array of collections and services to students who participate in classes through the World Campus. Like any other Penn State student, MPS-EMGT students will be able to use online and print library resources to identify and locate articles, books, media, and other materials needed for their studies. In addition to a growing number of online resources—more than 15,000 electronic journals and databases—the Libraries also service requests to scan print documents and deliver PDF documents at no charge through the University network. Students can also take advantage of the “ASK” reference service, which allows students to seek assistance through phone, e-mail, or synchronous online chats.

**d. Hardware and Software**

The MPS-EMGT program will require students to possess suitably configured personal computers and Internet connections consistent with the technical requirements specified for using Penn State’s course management system, CANVAS, and Zoom video conferencing.

**Exposure to and Socialization in the Field of Study**

**a. Professional Development Planning**

Upon admission to the MPS-EMGT program, students will work with the MPS-EMGT Academic Program Coordinator to develop a professional development plan. Most students are expected to aspire to a high level of competence and reflective practice in EMGT education. Most professional development
plans will also emphasize the importance of students’ involvement in professional activities beyond the immediate scope of their employment.

b. Participation in Professional Activities
MPS-EM faculty members participate in a variety of professional meetings and conferences related to their academic fields. MPS-EMGT faculty members will encourage students to become active within their professional communities and to network with peers at meetings and conferences. Students will also be encouraged to attend other students’ independent project presentations at such conferences.

Ready Access to Suitable Academic Advising and Support Services

a. Academic Advising
The MPS-EMGT Academic Program Coordinator will serve as chair of the Faculty Advising Committee. He or she will conduct entry interviews with every incoming MPS-EMGT student, will ensure that all students are assigned an academic adviser from within the MPS-EMGT graduate faculty, and will ensure that all students are receiving appropriate academic guidance. The Academic Program Coordinator will interact closely with the delivery of the capstone course in which MPS-EMGT students articulate topics for their culminating individual projects, develop project proposals, and participate in dress rehearsals and peer reviews of their proposals. During the capstone course, a project adviser will be identified to work with each student team, supervise students’ culminating projects, and attend and critique final professional presentations.

Academic advisers will speak with their advisees by telephone or other means regularly to help them plan their academic programs of study, as well as their continuing professional development strategy. (E-mail, Web conferencing, and surface mail will also be available as communications channels.)

Students will also be welcome to contact the Academic Program Coordinator at any time with questions about administrative, academic, or professional matters.

b. World Campus Student Services
The World Campus Student Services team will respond to inquiries from prospective and current students, and will process enrollments for students who need to register for classes when the University’s LionPath registration system is closed. The World Campus “Help Desk” provides technical support to students whose system or network configurations interfere with their studies or who need tutoring on basic personal computing skills.

c. Administrative Support
Students may contact the MPS-EMGT Program Office or Penn State World Campus with questions or problems related to program administrative matters.

Contribution of Graduate Students to the Degree Program, the College, and the University
Students, through their provision of tuition and participation in the program, contribute significantly to the financial status and capability of the university. In addition, many components of the program will allow students to contribute further to the university and program.
a. Development of Program Courseware
As part of their MPS-EMGT course work, students may be required to develop resources that can be incorporated into courseware modules for future years.

b. Alumni mentors and Advisory Board members
High-performing graduates of the MPS-EMGT program will be recruited to serve as mentors for later MPS-EMGT students. The informal advising provided by mentors will complement the formal advising provided by the Graduate Advising Committee and Project Advisers. Additionally, select graduates will be invited to participate in a program Advisory Board that participates in an annual external review of the MPS-EMGT program. Alumni and industrial advisers may also be asked, when appropriate, to participate in the review of students’ final capstone projects. Further opportunities for ongoing interaction, via program sponsorship, guest lectureship, seminars, etc., will be developed as the program matures.

Identification with Penn State

Sustaining the Community
Surveys reveal that Penn State’s reputation is frequently an important factor in students’ choice to enroll for World Campus classes (Outreach Office of Marketing Research and Planning 2003b). More than half of graduates of World Campus programs surveyed in 2002 expressed interest in keeping in touch with program faculty and fellow students (Outreach Office of Marketing Research and Planning 2002). The program will establish a listserv by which the Program can announce new MPS-EMGT graduates; new course offerings; student, faculty and alumni presentation schedules; and alumni news several times a year. Current students and graduates will also receive an annual MPS-EMGT Newsletter. Finally, graduates will continue to have access to the online Program Office so they can keep in touch with current students, faculty members, and with the growing collection of student-produced resources.

PROGRAM OPERATION AND MAINTENANCE

Academic Program Chair and Coordinator
The Chair and Coordinator will provide overall academic leadership, have general responsibility for assuring that MPS-EMGT graduates achieve the program’s educational objectives, and oversee the day-to-day academic operations of the program. Dr. Marc McDill, Associate Professor of Forest Management in the Department of Ecosystem Science and Management, will serve initially as the Academic Program Chair and Coordinator of the MPS-EMGT graduate faculty. Initially, 10% of Dr. McDill’s appointment will be dedicated to this role. As the program grows, the percent of his time dedicated to the program will be increased accordingly.

Administrative Program Assistant
The Program Assistant assists the Program Chair and Coordinator in daily operations of the MPS-EMGT program. Diane Monteith, Administrative Support Assistant in the Department of Ecosystem Science and Management, will serve initially as the Administrative Program Assistant.
Providing Advising, Counseling, and Learning Support to Students

The Program Chair and Coordinator will orient students to the program, help students articulate professional development plans and individual study topics, and pair students with academic and final project advisers. Project Advisers will supervise students’ final projects, including public rehearsals and presentations. In the long term, as the number of MPS-EMGT alumni grows, students will also be paired with volunteer alumni mentors. The World Campus Student Services team will respond to inquiries from prospective and current students, and will process enrollments for students who need to register for classes when the University’s LionPath registration system is closed. The World Campus “Help Desk” provides technical support to students whose system or network configurations interfere with their studies or who need tutoring on basic personal computing skills.

Mechanisms for Assessing Program Quality

The Program Chair and Coordinator will review SRTE reports for each EMGT course each time it is offered and discuss any negative student feedback with the instructor(s) of the course.

Students in the program will be surveyed at least once each semester using Survey Monkey or a similar online survey tool. The surveys will assess student satisfaction with the program as a whole and with courses they have taken and elicit suggestions for improvement. The surveys will also ask students which courses they are planning to take in the upcoming semesters to assess demand for courses and to provide course offerings in a timely fashion. Students will also be asked to assess the quality of the advising they are receiving and be given the opportunity to make suggestions for advising improvements. Finally, students will be asked about the quality of their interactions with other students in the program and with alumni mentors.

Exit interviews will be conducted by telephone with each student after they have graduated. Graduates will be asked about 1) their overall satisfaction with the program, 2) the quality of individual courses that they took, 3) the quality of the advising that they experienced, 4) their suggestions for improving the program and individual courses, 5) whether and how the program has helped them advance their careers, and 6) their interest in serving as an alumni mentor. Employers of program graduates will also be contacted by telephone to assess their views about how the program has benefited them and how it can be improved.

Cost-effectiveness of the program will be assessed on a semester-by-semester basis. The timing of course offerings will be carefully planned to balance the sometimes-conflicting goals of maximizing individual course enrollments and providing timely course offerings to students. Opportunities to improve program marketing and to increase enrollments will be evaluated at least once a semester.

Available Facilities

The Colleges of Agricultural Sciences has facilities for online course development and learning design personnel to design and develop the courses with the collaboration of participating graduate faculty course instructors. MPS-EMGT courses will be conducted within CANVAS, the University’s Web-based course management system, which is maintained by Information Technology Services. CANVAS supports content delivery (e.g., text, graphics, animations, digital audio and video, and interactive simulations), communications (including email, asynchronous threaded discussion, and synchronous chat), automated quizzing with immediate feedback, and grade management and reporting functions. MPS-EMGT faculty members will create course content and deploy it through the CANVAS system with
instructional design assistance from College-based learning design personnel. MPS-EMGT students will have access to all of the information resources provided by the University Libraries. Their Penn State Access Account will allow them to access the online catalog, databases, digital library projects, and a growing number of full-text resources as if they were sitting at a workstation within the Libraries. The Libraries operate an Electronic Reserves service that allows faculty members to make electronic materials available to students enrolled in a particular course. Linkages to this very popular service can be made through CANVAS.

**BULLETIN COPY – EMGT**

**Ecosystem Management and Administration (EMGT)**

MICHAEL G. MESSINA, *Head of the Department of Ecosystem Science and Management and Professor of Forest Resources*

121 Forest Resources Building

814-863-7093

**Degrees Conferred:**

M.P.S. in Ecosystem Management

**The Graduate Faculty**

**The Program**

The MPS program in Ecosystem Management and Administration is designed to provide ecosystem and natural resources managers in a variety of fields a combination of leadership, business, and technical skills that are critical for higher-level management and leadership positions. The program is designed to provide students with the training they need to cope with rapid changes in technology and management methodologies and provide them with the expanded expertise they will need as they progress in their careers. The program is designed to provide students with 1) essential skills in working with spatial data and using geographic information management systems; 2) a better understanding of how ecosystems are inventoried and monitored and the ability to analyze common natural resources data sets to support decision-making; 3) project planning and management skills, including knowledge of decision support systems commonly used in natural resources planning and management; 4) improved communication, conflict resolution, negotiation and leadership skills; 5) the ability to apply natural resources economics principles and cost-benefit analysis to common natural resources management problems; and 6) a deeper understanding of the legal and policy framework within which ecosystem management decisions are made.

**Admission Requirements**

Requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.
Applicants must have an undergraduate degree in forestry, wildlife, fisheries management, soils or water management, natural resources management, environmental science, ecology, or related fields. Scores from the Graduate Record Examinations (GRE) are required for admission. A student may be admitted at the discretion of the program without GRE scores.

Application materials should be submitted before February by those who want to begin in summer or fall and before September for those who want to begin in spring semester. For admission, an applicant should have at least a 2.75 overall grade-point average and a 3.00 junior/senior average (on a 4.00 scale). Three reference letters and a brief statement describing the applicant's academic goals, career interests, and special qualifications are required. The best-qualified applicants will be accepted up to the number of spaces available. Exceptions to admission requirements may be made for students with special backgrounds, abilities, and interests, at the discretion of the program.

**Master's Degree Requirements**
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

**M.P.S.:** A minimum of 30 credits at the 400, 500, or 800 level is required, with a minimum of 18 credits at the 500 or 800 level, and at least 6 credits at the 500 level. The following are required:

- STAT 500 – Applied Statistics (3 cr)
- MANGT 510 - Project Management (3 cr)
- MANGT 520 - Planning and Resource Management (3 cr – optional*)
- OLEAD 464 – Communication Skills for Leaders OR OLEAD 465 – Collective Decision Making OR CAS 404 – Conflict Resolution and Negotiation (3 cr) OR MGMT 565 – Power and Influence (3 cr) OR BA 805 – Negotiation Theory and Skills (3 cr)
- GEOG 482 - Making Maps that Matter with GIS (3 cr)
- EMGT 810 - Ecosystem Monitoring (3 cr)
- EMGT 820 - Environmental Law and Policy (3 cr)
- EMGT 830 - Ecosystem Management, Planning, and Economics (3 cr)
- EMGT 894 - Capstone Experience (3-6 credits required*)

*Students who do not take MANGT 520 must take EMGT 894 for six credits.*

The program culminates in a project completed while students are enrolled in EMGT 894. In conjunction with their academic adviser, students will select an ecosystem management topic or issue that they will independently investigate. Students will write a paper describing their investigation and conclusions. The paper will clearly describe the ecosystem management issue, review literature relevant to the issue, identify potential ways to address the issue, and evaluate the pros and cons of possible solutions.
Student Aid

Students in this program are not eligible for graduate assistantships. World Campus students in graduate degree programs may be eligible for other types of financial aid. Refer to the Tuition and Financial Aid section of the World Campus website for more information.

Courses

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

CONSULTATION

The prospectus for this proposal was approved by the Advisory Committee for Graduate Education (ACGE), and the World Campus has conducted a market analysis and supports the proposal. The Department of Ecosystem Science and Management Graduate Program Committee has been consulted and are supportive of this dual-title degree program. We are currently in the process of completing an agreement with the Law School for them to help develop and teach EMGT 820 - Environmental Law and Policy. The program proposal and new course proposals were sent by email to the following individuals:

- Dr. Turgay Ertekin, Head of the John and Willie Leone Family Department of Energy and Mineral Engineering (positive response)
- Dr. Cynthia Brewer, Head of the Department of Geography (no response)
- Dr. Karen Fisher-Vanden, Director of Graduate Studies, Department of Agricultural, Environmental and Regional Economics (response from Dr. Kate Zipp)
- Dr. Ali Demirci, Representative for the Renewable Energy and Sustainable Systems (RESS) program and the Department of Agricultural and Biological Engineering (acknowledgement)
- Dr. Rafic Bachnak as Head of Environmental Engineering (Harrisburg)
- Dr. Patrick Fox as head of Environmental Engineering (University Park)
- Brian Cameron as Associate Dean for Professional Graduate Programs (Smeal),
- Vilmos F. Misangyi as Chair of Management & Organization (Smeal)
- Michael Filbeck as head of Business Administration (Behrend),
- Jim Nemes as head of Business Administration (Great Valley)
- Stephen Schappe as head of Business Administration (Harrisburg)

Marc McDill <mmcdill@psu.edu> to Turgay Ertekin <eur@psu.edu>

Dr. Ertekin,

I'm writing to give you, as a representative of the Department of Energy and Mineral Engineering, the opportunity to comment on a proposal to create an online Master of Professional Studies (MPS) program. The program will be managed by the Department of Ecosystem Science and Management in the College of Agriculture and delivered through the World Campus.
The attached files describe the proposed program and the four new courses that would be created for the program. The remaining courses for the program already exist.

Feel free to circulate these proposals to anyone else in your program for their review. These proposals will go to the College of Agricultural Sciences Curriculum Committee for review on June 30, so please provide any comments before then.

Thanks,
~Marc

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Turgay Ertekin <eur@psu.edu> 6/19/17
Turgay Ertekin
Professor of Petroleum and Natural Gas Engineering
George E. Trimbble Chair in Earth and Mineral Sciences
Head, John and Willie Leone Family Department of Energy and Mineral Engineering

Dear Dr. McDill,

I have circulated your proposal on online Master of Professional Studies (MPS) program in Ecosystem Management within the academic units of our Department. I have received positive and supportive responses from Environmental Systems Engineering program, Energy Engineering program, and Energy Business Finance program. Also, I have received a positive response from the Graduate Program Office of our Department. I am happy to state that EME Department is supportive of your initiative as noted above.

Thanks,
Turgay Ertekin

Marc McDill <mmcdill@psu.edu> Attachments, 6/14/17
Marc McDill <mmcdill@psu.edu> 6/14/17

Dr. Brewer,

I'm writing to give you, as a representative of the Department of Geography, the opportunity to comment on a proposal to create an online Master of Professional Studies (MPS) program. The program will be managed by the Department of Ecosystem Science and Management in the College of Agriculture and delivered through the World Campus.

The attached files describe the proposed program and the four new courses that would be created for the program. The remaining courses for the program already exist.

Feel free to circulate these proposals to anyone else in your program for their review. These proposals will go to the College of Agricultural Sciences Curriculum Committee for review on June 30, so please provide any comments before then.

Thanks,
~Marc

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No response

Marc McDill <mmcdill@psu.edu> Attachments, 6/14/17
Marc McDill <mmcdill@psu.edu> 6/14/17

Hi Karen,

I'm writing to give you, as a representative of the Department of Agricultural, Environmental and Regional Economics, the opportunity to comment on a proposal to create an online Master of...
Professional Studies (MPS) program. The program will be managed by the Department of Ecosystem Science and Management in the College of Agriculture and delivered through the World Campus.

The attached files describe the proposed program and the four new courses that would be created for the program. The remaining courses for the program already exist.

Feel free to circulate these proposals to anyone else in your program for their review. These proposals will go to the College of Agricultural Sciences Curriculum Committee for review on June 30, so please provide any comments before then.

Thanks,
~Marc

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Katherine Zipp <kyz1@psu.edu> to Marc McDill <mmcdill@psu.edu>

Hi Marc McDill,

I am a newish faculty member of Environmental and Resource Economics in the Agricultural, Environmental and Regional Economics grad program (soon to be changed to an inter-college graduate degree program) and I am teaching a natural resource economics course (CED 429) and I am not sure if it would be appropriate for your new masters program but I thought that I would make you aware of it in case you do have any economically inclined students. I have attached a flyer and syllabus from last semester.

Thanks so much!
Kate

Katherine Y. Zipp
Assistant Professor of Environmental and Resource Economics
Penn State University
112F Armsby Building
phone: 814.863.8247

Unfortunately, the class Dr. Zipp is referring to is not online, so it is not appropriate for our proposed MPS program. I discussed this in person with Dr. Zipp.

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Marc McDill <mmcdill@psu.edu> to Ali Demirci <axd29@psu.edu>

Hi Ali,

I'm writing to give you, as a representative of the RESS program and the Department of Agricultural and Biological Engineering, the opportunity to comment on a proposal to create an online Master of Professional Studies (MPS) program. The program will be managed by the Department of Ecosystem Science and Management in the College of Agriculture and delivered through the World Campus.

The attached files describe the proposed program and the four new courses that would be created for the program. The remaining courses for the program already exist.

Feel free to circulate these proposals to anyone else in your programs for their review. These proposals will go to the College of Agricultural Sciences Curriculum Committee for review on June 30, so please provide any comments before then.

Thanks,
~Marc
Hi Mark,

Thanks for sharing these proposals with us. I will share it with few people in the department. If there is anything, they might contact you directly.

Good luck,

Ali

Marc McDill <mmcdill@psu.edu> to Rafic Bachnak < rab65@psu.edu >

Hello Dr. Bachnak,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Environmental Engineering, Harrisburg, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc

R. BACHNAK < rab65@psu.edu >

to Marc McDill <mmcdill@psu.edu>

Dear Marc,

I forwarded the proposal to the Professor in Charge of our Environmental Engineering graduate program and received the following feedback:

"Ray:
I do not have any comments or concerns. It looks like a very interesting degree and it definitely fills a hole that PSU does not have. It does not conflict with our program and it may provide an elective or two in the future for our EPC students."

I also reviewed the proposal and support it. Good luck,

Ray

Rafic Bachnak, Ph.D., P.E.
Director, School of Science, Engineering, and Technology
Pennsylvania State University-Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4988
Voice: 717-948-6541, Email: rab65@psu.edu
Hello Dr. Fox,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Environmental Engineering, University Park, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc

No response

Hello Dr. Cameron,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Business Administration at the Smeal College of Business, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc

Hi Marc

I'd be happy to review the proposal and will share with our Management and Organization department as well.

When do you need our feedback?

Best regards,

Brian

Within two weeks, or sooner if possible.

Thanks,
Hello Brian,

The Joint Curricular Committee of the Grad School has asked me to reach out to you again to request consultation on our proposal for an MPS in Ecosystem Management. Could you please provide a response one way or another within two weeks? I've attached the current proposal.

Thanks,
~Marc

Brian Cameron <bcameron@smeal.psu.edu>                                                                        Jun 21, 2018
To Marc McDill mmcdill@psu.edu, Misangyi, Vilmos Fosnocht* <vfm10@psu.edu>

Hi Marc

Thanks for the reminder – I am waiting for feedback from our Management and Organization Department on the proposal. Once I receive this feedback, I will respond on behalf of our college.

Hopefully we can get feedback to you within the next two weeks.

Sorry for the delay.

Thanks,
Brian

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

Brian Cameron <bcameron@smeal.psu.edu>                                                                        July 3, 2018
To Marc McDill <mmcdill@psu.edu>
Hi Marc

Our Management and Organization Department has reviewed the proposal. In general, we have no issues with the proposal. However, we have a few new online graduate courses that might be of interest in this program

Leadership courses:
BA 565 Strategic Leadership (3)
BA 888 Strategic Leading and Identity (3)
BA 804 Ethical Leadership (3)

Negotiation courses:
BA 505 Negotiation Theory and Skills (3)
MGMT 521 Complex Negotiations (3)
MGMT 565 Power and Influence (3)

Would you be interested in learning more about these courses for possible inclusion in the program?
Best regards,
Brian

Brian H. Cameron | Associate Dean for Professional Graduate Programs | Smeal College of Business | The Pennsylvania State University | University Park, PA 16802 | Phone: 814-863-1460 | Email: bcameron@smeal.psu.edu
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Marc McDill <mmcdill@psu.edu>  July 3, 2018
to Brian Cameron <bcameron@smeal.psu.edu>

Hello Brian,

Yes, I would be interested in considering those courses. Are you around Thursday or Friday? I'd be happy to discuss them with you.

Or, if you just want to send syllabi, that would work.

~Marc

Cameron, Brian Harold <bhc103@psu.edu>  Jul 3, 2018
to: Marc McDill <mmcdill@psu.edu>
cc: "Misangyi, Vilmos Fosnocht" <vf10@psu.edu>, "Fisher, Mindy" <mxf51@psu.edu>, "Rockower, Michelle Kristen" <mkk114@psu.edu>

Great Marc

I'd like Vilmos Misangyi, the chair of the management and org department, to be there as well as he knows the course content, etc.

I think Vilmos is out of town this week. I am out of town Monday – Wed of next week.

I'll ask Mindy Fisher to work with you and see if we can make Thursday, July 12 work.

I will ask Mindy to send the course proposals/syllabi for the courses listed below to you. You can let her know if you want to meet on July 12 after you review the docs.

Thanks,
Brian

Brian H. Cameron | Associate Dean for Professional Graduate Programs | Smeal College of Business | The Pennsylvania State University | University Park, PA 16802 | Phone: 814-863-1460 | Email: bcameron@smeal.psu.edu
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Fisher, Mindy <mxf51@psu.edu>  Jul 3, 2018
to mmcdill@psu.edu

Good afternoon Marc,

Please see the course descriptions in the email below. Please let me know if you need any further information or would still like to set up a meeting for next Thursday, July 12th.

Thank you,

Mindy
On Tue, Jul 3, 2018 at 1:09 PM Cameron, Brian Harold <bhc103@psu.edu> wrote:

Hi Marc

Our Management and Organization Department has reviewed the proposal. In general, we have no issues with the proposal. However, we have a few new online graduate courses that might be of interest in this program.

Leadership courses:

BA 565 Strategic Leadership (3)- Presents a senior executive perspective on key opportunities and challenges faced by business leaders. This course presents a CEO's perspective on the key opportunities and challenges faced by business leaders as they seek to adapt themselves and their organizations to the evolving business environment.

BA 888 Strategic Leading and Identity (3)- The course takes a unique approach to strategic leadership that emphasizes identity issues that are critical to understanding individual and collective processes in organizational life. Students will learn about their own leadership as it relates to their identity and others', identities. It will provide practical and experiential exposure to classic and contemporary leadership frameworks that can be applied in a diverse range of professional environments and business settings. Students will assess their own leadership strengths and development areas, create an individual leadership development plan, apply that plan as part of the course, and complete a reflection paper upon executing the plan. The course provides an opportunity to apply and integrate the knowledge and skills they developed throughout their education and their careers.

The course will include an individual leadership style multi-rater assessment. Students will self-assess and receive feedback from others on their leadership behaviors, and will develop a plan for individual leadership development. The course will also include opportunities for students to focus on self-awareness as a leader and building leadership skills (e.g., active listening, giving/receiving feedback, mindfulness).

BA 804 Ethical Leadership (3)- The objective of the ethical leadership course is to raise awareness of the key role played as a manager and leader in creating and maintaining responsible business conduct in work groups and organizations. The course is also intended to enhance the student's ability to deal with the complexities of ethical decision making in today's dynamic business environment by clarifying and applying personal values.

Negotiation courses:

BA 505 Negotiation Theory and Skills (3)- This is BA 805 now: The ability to effectively negotiate is an essential skill for managers. Negotiations not only occur with customers or clients, but also between bosses and subordinates, among teammates and across departments. Being able to craft a successful deal, especially in difficult circumstances, requires knowledge of yourself, as well as the substantive material that you are negotiating. Effective negotiators know their own limitations as well as their strengths. They also listen well and have good analytical skills. And, they can craft agreements that
garners gains for themselves as well as for other if such gains are possible. Successful negotiating is also closely allied with successful teamwork since both processes require listening, persuasion, influence skills, and creativity.

This course will give students an overview of the difference between traditional (distributive) bargaining and interest-based (or integrative) negotiations. Students will learn the rudiments of interest-based negotiating and practice it in several negotiation simulations. They will learn how to identify their own and others’ interests, to create and claim value and to craft constructive agreements for all parties. The course will concentrate on two person and small group negotiations as well as to deal with difficult opponents.

MGMT 521 Complex Negotiations (3) - Develop concepts and strategies for analyzing and conducting multiparty negotiations.

MGMT 565 Power and Influence (3) - Provides a pragmatic and ethical framework for analyzing the sources of power in organizations and its effective use.

MGMT 565 Power and Influence (2) - Power and politics are ever-present and necessary features of organizational life. Without them, much of what gets done in organizations could never be accomplished. However, power can also be abused, and personal or political goals can overshadow organizational ones. This course provides a framework for intelligently analyzing the sources of power in organizations, and the circumstances that lead to its attainment and effective use. It also offers a framework for evaluating political behaviors on both pragmatic and ethical grounds.

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Marc McDill <mmcdill@psu.edu>                                                                                           Jul 24, 2018

to Cameron, Brian Harold <bhc103@psu.edu>, "Misangyi, Vilmos Fosnocht" <vfm10@psu.edu>,
"Fisher, Mindy" <mxf51@psu.edu>, "Rockower, Michelle Kristen" <mkk114@psu.edu>

Hello Dr. Cameron et al.,

Sorry this has taken so long. Other priorities put this project on the back burner for a while.

Here are my thoughts on your courses. First, I would rule out any course with a prerequisite that is not a requirement for our program. This seems to rule out BA 804 - Ethical Leadership and MGMT 521 - Complex Negotiations. I can't tell from the information that you sent whether BA 805 - Negotiation Theory and Skills has any prerequisites.

That said, BA 565 - Strategic Leadership and BA 888 - Strategic Leading and Identity both look like good courses to add to our list of leadership courses, and MGMT 565 - Power and Influence looks like a good course to add to our list of Communication/Negotiation courses.

Have these courses been approved?

How does this sound to you? Can I just add them to our proposal, or would you like to meet sometime. I'm pretty flexible this week and next week, Monday through Wednesday.

Thanks,
~Marc

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Cameron, Brian Harold <bhc103@psu.edu>                                                                                           Jul 25, 2018

to Marc McDill <mmcdill@psu.edu>, "Misangyi, Vilmos Fosnocht" <vfm10@psu.edu>, "Fisher, Mindy"
<mxf51@psu.edu>, "Rockower, Michelle Kristen" <mkk114@psu.edu>

Hi Marc
We are doing some course changes and below is the current information – all should be able to be used except for MGMT 521

If this is ok with Vilmos, you could just add these courses to your proposal.

Vilmos, do you want to meet with Marc and discuss further?

Thanks,
Brian

BA 804: LionPATH currently lists prereqs. BA 801 & 802 but this course is awaiting a change proposal approval where the prereqs. have been removed

MGMT 521: changing to MGMT 821 – yes, prereq. is BA 805

BA 805: no prereqs. for this course

BA 565: changing to BA 865, no prereqs. (approved)
BA 888: no prereqs. (approved)

MGMT 565: changing to offer a 3 credit version, no prereqs. (awaiting approval)

Marc McDill <mmcdill@psu.edu>                         Jul 25, 2018

Ok. Sounds good. But I will wait to hear from Vilmos before I re-submit the proposal. Vilmos, please respond ASAP.

Thanks,
~Marc

"Misangyi, Vilmos Fosnocht" <vm10@psu.edu>                              Jul 25, 2018

Hi Marc,

I fully support you including these courses as part of your new online MPS degree.

If you would still like to meet, just let me know.

Thanks,
Vilmos

Vilmos F. Misangyi
Professor of Strategic Management
BNY Mellon Fellow
Chair, Management & Organization Department
Smeal College of Business / The Pennsylvania State University
Thanks, Brian and Vilmos.
I think we are good. I will add those five courses (BA 804, BA 805, BA 865, BA 888, and MGMT 565 (3 credit version)) to the proposal.
Thanks for your prompt feedback!

Hi Marc,

The Smeal College of Business supports your proposal for an online MPS in Ecosystem Management and Administration.

We wish you the best in this endeavor.

Best regards,
Brian Cameron

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Marc McDill <mmcdill@psu.edu> to Michael Filbeck <mgf11@psu.edu>  
Attachments, Apr 26, 2018

Hello Dr. Filbeck,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Business Administration at the Smeal College of Business, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc
Hello Michael,

The Joint Curricular Committee of the Grad School has asked me to reach out to you again to request consultation on our proposal for an MPS in Ecosystem Management. Could you please provide a response one way or another within two weeks? I've attached the current proposal.

Thanks,
~Marc

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Marc McDill <mmcdill@psu.edu>  Attachments, Jun 21, 2018

to Michael Filbeck <mgf11@psu.edu>  cc Ivor Knight <itk2@psu.edu>

My apologies – I thought I had already responded to your email back in April. The program looks excellent and a great add to the Penn State offerings. Best of luck going forward!

Greg

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

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Marc McDill <mmcdill@psu.edu>  Attachments, June 21, 2018

to Michael Filbeck <mgf11@psu.edu>  cc Ivor Knight <itk2@psu.edu>

Thanks, Greg!

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Marc McDill <mmcdill@psu.edu>  Attachments, Apr 26, 2018

to JAMES A NEMES <jan16@psu.edu>

Hello Dr. Nemes,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Business Administration at the Smeal College of Business, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc
Marc,

We have no objections to the proposal. I do note that you mentioned LEAD 555 being offered in spring. It is currently scheduled for fall 2018 and typically offered once a year. Should you envision strong demand please keep us informed so we can consider offering in both spring and fall.

Best of luck with the proposal.
Jim

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<th>Name</th>
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<tr>
<td>James A. Nemes, D.Sc.</td>
<td><a href="mailto:jan16@psu.edu">jan16@psu.edu</a></td>
<td>610-648-3206</td>
<td>Chancellor and Chief Academic Officer</td>
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Marc McDill <mmcdill@psu.edu>  
Attachments, Apr 26, 2018  
to Stephen Schappe <sxs28@psu.edu>

Hello Dr. Schappe,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. I'm contacting you as head of Business Administration at the Smeal College of Business, for your consultation and review.

I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 814-769-1019) if you have any questions, comments or concerns. If you approve, please email me so I have a record of your approval.

Thanks!
~Marc

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Stephen Schappe <sxs28@psu.edu>  
To Marc McDill <mmcdill@psu.edu>  
May 3, 2018

Hi Marc,

Thank you for the opportunity to review your proposal for a new online Master of Professional Studies in Ecosystem Management.

We have no objections and are pleased to support your efforts.

Kind Regards,
Steve

Stephen P. Schappe, Ph.D.  
Director, School of Business Administration  
Penn State Harrisburg  
777 W. Harrisburg Pike  
Middletown, PA 17057  
717-948-6141
The program coordinators or instructors for each of the existing courses that will be required for the proposed MPS have been consulted and have approved our use of their courses.

**STAT 500 – Applied Statistics**

Request sent to: James L Rosenberger, Professor of Statistics, Director of Outreach and Online Programs, Department of Statistics

Request sent: 3/27/2017

Response Received: 3/27/2017

Concur: Yes (email)

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Marc McDill <mmcdill@psu.edu> to James L Rosenberger <JLR@stat.psu.edu>  1/18/16

Hi Jim,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. We would like to include STAT 500 – Applied Statistics as a required course in the program. I'm writing you to check whether you have any concerns or objections to this. I've attached the draft program prospectus. Please feel free to contact me either by email or by phone (cell - 769-1019) if you have any questions or comments.

Thanks!
~Marc

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James L Rosenberger <JLR@stat.psu.edu>  1/18/16

to Marc McDill <mmcdill@psu.edu>

Hello Marc,

I reviewed your prospectus for the MPS in Ecosystem Management, and am supportive of your requirement for STAT 500 Applied Statistics. We offer multiple sections of this course each semester, and so we will be able to accommodate your students.

If you have any further questions, or need a memo beyond this email for the graduate council, just let me know.

Best regards, Jim

James L Rosenberger, Professor of Statistics
Director of Outreach and Online Programs
Department of Statistics, 323F Thomas Building
Penn State University, University Park, PA 16802-2111 USA
Email: JLR@psu.edu  Tel: (814) 865-1340  Fax: (814) 863-7114

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Marc McDill <mmcdill@psu.edu> to James L Rosenberger <JLR@stat.psu.edu>  3/27/17

Hi Jim,

We already discussed this in an earlier exchange, but since it's been a while, I've been asked to get fresh approvals for courses we are planning to include in our proposed MPS in Ecosystem Management (see attached). As discussed before, we would like to include STAT 500 – Applied Statistics as a required course in the program. Please let me know whether you have any concerns or objections to this.

Thanks,
Hello Marc,

I see you copied my earlier approval for including STAT 500 Applied Statistics as a required course in your new professional degree program. I continue to think this course will be an important part of the training for these professionals, who will need to process and interpret many quantitative assessments which are measured with uncertainty and are based on samples from the relevant populations. I am supportive of your proposed program. We should be able to handle the modest number of new students in this online course. We teach this class online every semester with multiple sections.

I am also pleased to see that there are also courses that include monitoring, law and economics, all of which will be better understood with a background in applied statistical methods and understanding uncertainty.

I wish you success in your program.
Sincerely, Jim

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MANGT 510 - Project Management
MANGT 520 - Planning and Resource Management
Request sent to: Jeffrey K. Pinto, Andrew Morrow and Elizabeth Lee Black Chair in the Management of Technology, Black School of Business, Penn State – Erie
Request sent: 3/27/2017
Response Received On: 3/27/2017
Concur: Yes (email)
Comments: It all sounds good to me. Thanks for keeping me in the loop. I am good with the plan.

Hi Jeff,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. We would like to include Mangt 510 – Project Management as a required course in the program. I'm writing you to check whether you have any concerns or objections to this. I've attached the draft program prospectus. Please feel free to contact me either by email or by phone (cell - 769-1019) if you have any questions or comments.

Thanks!
~Marc

Hi Marc,

Thanks for the note. I think the idea of adding Mangt 510 to your prospectus makes a lot of sense. My one question at this time is to inquire whether you have any projections for enrollments in the new...
program (I realize that it is early days yet). The issue for us is capacity. Frankly, we never expected the demand for the 510 course to be this strong around the system. We currently have it being required for the Enterprise Architecture (EA) program, Turf Grass, elective for Nursing, Public Administration, etc. As you can imagine, we have to plan for the necessary number of sections well in advance to make sure that we have the capacity to satisfy expected demand.

Best regards,

Jeff

Jeffrey K. Pinto, Ph.D.
Andrew Morrow and Elizabeth Lee Black Chair
In the Management of Technology
Black School of Business
Penn State – Erie
Erie PA 16563
(814) 898-6430

Hi Jeff and Balaji,

Thanks for getting back to me on our request to include MANGT 510 and 520 in our proposed online Ecosystem Management MPS. I have to say that I really have no idea how many students we will be able to attract to the program, but I think that in the medium run we are shooting for an enrollment of 100, with about 35 new students per year (i.e., an annual demand for MANGT 510 of about 35 (30-40) and somewhat less than that for 520 since it will not be required). How we will get there is another question. We hope to start enrolling students in the fall of 2017. I'll be happy if we have 10-20 students in the program at that time. Then if we can ramp it up to 35 students by 2019, that would be great, so maybe 20-30 new students in 2018. Eventually, we will add more new courses to the program, and we may make both MANGT 510 and 520 optional when that happens.

Hi Marc,

Thanks for the information. We will use this on our end to compile a capacity projection for the next several semesters. As I mentioned, the Mangt 510 and 520 courses have been extremely popular add-ins for a variety of programs around the PSU system. I appreciate the contact and heads up on enrollment projections (recognizing, of course, that they are subject to change moving forward).

Best,

Jeff

Jeffrey K. Pinto, Ph.D.
Andrew Morrow and Elizabeth Lee Black Chair
In the Management of Technology
Black School of Business
Penn State – Erie
Erie PA 16563
(814) 898-6430
Hi Jeff,

We already discussed this in an earlier exchange, but since it’s been a while, I’ve been asked to get fresh approvals for courses we are planning to include in our proposed MPS in Ecosystem Management (see attached). As discussed before, we would like to include MANGT 510 - Project Management (3 cr) as a required course in the program and MANGT 520 - Planning and Resource Management as an optional course. We hope to enroll our first students in the program in Fall 2018, and we hope to eventually have an annual throughput of 20-30 students in the program. Please let me know whether you have any concerns or objections to this.

Thanks,
~Marc

JEFFREY PINTO <jkp4@psu.edu>  3/27/17

Hi Marc

It all sounds good to me. Thanks for keeping me in the loop. I am good with the plan.

Jeff

Jeffrey K. Pinto, Ph.D.
Andrew Morrow and Elizabeth Lee Black Chair In the Management of Technology
Black School of Business
Penn State – Erie
Erie PA 16563
(814) 898-6430

LEAD 555 – Full Range Leadership Development
OLEAD 409 – Leadership Development: a Life-Long Learning Perspective
OLEAD 410 – Leadership in a Global Context
OLEAD 411 – Women and Leadership
OLEAD 464 – Communication Skills for Leaders
OLEAD 465 – Collective Decision Making

Request sent to: Brian F. Redmond, Associate Teaching Professor & Director Organizational Leadership
Request sent: 3/27/2017
Response Received On: 3/27/2017 & 3/29/2017
Concur: Yes (email)

Traci Davis Piazza <tdp10@psu.edu>  2/15/17

Hi Marc,

Here is some information from Brian Redmond regarding leadership courses. He said he is happy to speak with you directly about what course(s) might work best for Ecosystems Management.

Regards,

Traci
Hi Amanda, thanks for bringing this to my attention.

Traci, I'm happy to talk about what courses my fit and that might be easier than sorting through all this here. But here is a quick rundown, but I'm happy to talk via phone for more details:

OLEAD 410 -- good fit for students looking to add global perspective

OLEAD 411 -- good fit for students looking to gain knowledge of women in leadership

OLEAD 409 --good fit for students looking to gain perspective on how their personal leadership develops over time and how they can influence it.

I would also recommend OLEAD 464 Communication Skills for Leaders; this course is in the process of being redesigned and will focus on developing communication skills for modern leadership in particular communicating a vision

OLEAD 465 Collective decision making, would also be a good fit as it focuses on negotiating and working with followers, particularly with this learning objective in mind.

In fact, OLEAD 464 and 465 both probably are a better fit for that learning objective than 410, 411, and 409. I also plan on offering more sections of 464 and 465 in the near future, so it would be easier for students to get the course.

CAS 404 I don't know the specifics of, but the many students that I know who have taken it have not complained.

I'm also happy to discuss LEAD 555.

Take care,

Brian

Brian F. Redmond, PhD
Director Organizational Leadership
The Pennsylvania State University
503C Keller Building (Safe Place)
University Park, PA 16802
814-867-0375
My colleague Traci Piazza is the PM for College of Ag and working with them regarding the proposed new WC program MPS Ecosystems Management. This program is interested in utilizing a few OLEAD courses as part of their curriculum.

Please see the attached prospectus for the program. Ag is in the process of preparing their full proposal and would like to specifically call out courses that Departments and Colleges outside of AG has approved.

The attached prospectus lists LEAD555 or OLEAD 409/410/411 along with CAS404.

The MPS EM program objective most closely related to these courses is:

#5 Improved communication, conflict resolution, negotiation and leadership skills

Please let Traci and I know your recommendations for the best WC leadership courses for this potential new MPS EM program.

Thanks in advance!

Sincerely,

Amanda

From: Marc McDill <mmcdill@psu.edu> Attachments, 3/27/17

to "Brian Francis Redmond" <bfr3@psu.edu>

Hi Brian,

I am in the final stages of putting together a proposal for an online MPS program in Ecosystem Management. Traci Piazza contacted you earlier regarding some OLEAD courses that we would like to include in our curriculum. I'm contacting you to seek permission to include several OLEAD courses in our program. I've attached the current program proposal for your reference. We anticipate that we might have a through-put of 20-30 students per year in this program once it is fully developed.

Here's what we're thinking right now. We're looking for students to take (at least) one course that helps them develop their leadership skills and (at least) one course that helps them develop their communication, conflict resolution, and/or negotiation skills. As it stands now, we are considering requiring students to take one course from the following list to address the first objective:


For the second objective, I was going to list CAS 404 – Conflict Resolution and Negotiation.

In your message to Traci, you also suggested OLEAD 464 Communication Skills for Leaders and OLEAD 465 Collective decision making. I'm thinking we might add these to the list for the second objective. Does this make sense to you?

If you would like to discuss this on the phone, I'm tied up for the rest of the day today, but pretty flexible tomorrow. Let me know if there's a good time for you to talk tomorrow.

Thanks,
~Marc
Hi Marc,

I think that those all make sense. The one thing that I will need to do is to waive OLEAD 100 as a prerequisite for several of the 400 level courses for your students as that course does not make sense for graduate students. I can contact my group of advisors to let them know of this waiver. I think that it makes sense to touch base on the phone. I'm pretty flexible after lunch. Does 1:30 work for you?

Take care,
Brian

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From: Marc McDill <mmcdill@psu.edu> 3/27/17 to "Brian Francis Redmond" <bfr3@psu.edu>

Sounds good, Brian. I'll call you tomorrow at 1:30.
Thanks,
~Marc

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From: Marc McDill <mmcdill@psu.edu> Attachments, 3/28/17 to "Brian Francis Redmond" <bfr3@psu.edu>

Good talking to you just now. Here's the current draft of the proposal for the new MPS in Ecosystem Management. If you have any comments or suggestions, they would be appreciated.

Thanks,
~Marc

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From: Brian Francis Redmond <bfr3@psu.edu> 3/29/17 to Marc McDill <mmcdill@psu.edu>

Hi Marc,

It was good to talk to you yesterday as well. This proposal looks good.

Take care,
Brian

CAS 404 – Conflict Resolution and Negotiation
Request sent to: John Gastil, Former Head, and Denise Solomon, Head and Liberal Arts Research Professor Communication Arts & Sciences
Request sent: 3/28/2017
Response Received On: 4/2/2017
Concur: Yes (email)
Comments: The Department of Communication Arts and Sciences is happy to offer CAS 404 (world campus) as a required course for your new online MPS degree in Ecosystem Management.

From: Marc McDill <mmcdill@psu.edu> Attachments, 1/18/16
To: john gastil <jwg22@psu.edu>

Hi John,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. We would like to include CAS 404 – Conflict Resolution and Negotiation as a required course in the program. I'm writing you to check whether you have any concerns or objections to this. I've attached the draft program prospectus. Please feel free to contact me either by email or by phone (cell - 769-1019) if you have any questions or comments.
Thanks!
~Marc

From: JOHN W GASTIL <jwg22@psu.edu> 1/18/16
To: Marc McDill <mmcdill@psu.edu>
cc: Amber Walker Jackson <amw306@psu.edu>

No problem. That would be fine. Note that we're building a major in professional comm, so in a few years, there may be another course or two you want to add to the list.

John

From: Marc McDill <mmcdill@psu.edu> Attachments, 3/27/17
To: JOHN W GASTIL <jwg22@psu.edu>

Hi John,

We already discussed this in an earlier exchange, but since it’s been a while, I’ve been asked to get fresh approvals for courses we are planning to include in our proposed MPS in Ecosystem Management (see attached). As discussed before, we would like to include CAS 404 – Conflict Resolution and Negotiation as a required course in the program. Please let me know whether you have any concerns or objections to this.

Thanks,
~Marc

From: JOHN W GASTIL <jwg22@psu.edu> 3/28/17
to Marc McDill Marc McDill <mmcdill@psu.edu>

No comments here, but I'm no longer dept head. Please check in with "DENISE HAUNANI SOLOMON" <dhs12@psu.edu> (CAS dept head), who may forward you to someone she has overseeing these.

john

John Gastil
Professor, Dept of Comm Arts & Sciences
Senior Scholar, McCourtney Institute for Democracy
Penn State University
240H Sparks Building
University Park, PA 16802
Email: jgastil@psu.edu
URL: http://cas.la.psu.edu/people/jwg22

From: Marc McDill <mmcdill@psu.edu> Attachments, 3/28/17
to DENISE HAUNANI SOLOMON <dhs12@psu.edu>

Hi Denise,

I'm in the Department of Ecosystem Science and Management, and we are proposing a new online master of professional studies in Ecosystem Management. We would like to include CAS 404 – Conflict Resolution and Negotiation as a required course in the program. I'm writing you to check whether you have any concerns or objections to this. As you can see from the emails below, I corresponded with John Gastil last year about this, and he had no objections, but I've been asked to get a "fresher" response for the proposal.
I've attached the current program proposal. Please feel free to contact me either by email or by phone (cell - 769-1019) if you have any questions or comments. However, if you approve, please email me so I have a record of your approval.

Thanks!
~Marc

Denise Solomon <dhs12@psu.edu> 4/2/17
To: Marc McDill <mmcdill@psu.edu>
cc: Amber Walker Jackson <amw306@psu.edu>, Brad Vivian <bjv113@psu.edu>

Dear Marc,

The Department of Communication Arts and Sciences is happy to offer CAS 404 (world campus) as a required course for your new online MPS degree in Ecosystem Management.

Thank you,

Denise

Denise Solomon
Head and Liberal Arts Research Professor
Communication Arts & Sciences
317 Sparks Building
University Park, PA 16802
Phone c/o Robin Haynes: 814-865-5232

GEOG 482 - Environmental Geographic Information Systems
Request sent to: Anthony C. Robinson, Assistant Professor, Department of Geography, Director for Online Geospatial Education, John A. Dutton e-Education Institute, Assistant Director, GeoVISTA Center
Request sent: 10/26/2017
Response Received On: 10/26/2017
Concur: Yes (email)

From: Anthony Robinson <acr181@psu.edu> 10/26/16
to Marc McDill <mmcdill@psu.edu>
c: DOUGLAS ALAN MILLER <dam8@psu.edu>

Hi Marc,

I am pleased to learn from Doug Miller that your proposed MPS in Ecosystem Management has chosen GEOG 482 as a required course. We have structured GEOG 482 to provide a basic introduction to geospatial technology that will serve a wide range of World Campus programs and students. This course is undergoing a comprehensive revision at the moment which will culminate with a new version offered from Fall 2017 onward, but its scope and aims will remain stable.

Please do not hesitate to contact me if you have any questions or if you require further information for your MPS program proposal.

Cheers,

-Anthony

Anthony C. Robinson, PhD
Assistant Professor, Department of Geography  
Director for Online Geospatial Education, John A. Dutton e-Education Institute  
Assistant Director, GeoVISTA Center  
The Pennsylvania State University  
sites.psu.edu/arobinson/

From: Marc McDill <mmcdill@psu.edu> 12/8/16  
To: Anthony Robinson <acr181@psu.edu>

Thanks, Anthony.
Sorry for the delayed response, but I'm just getting back to working on this.
Do you have a course change proposal or a syllabus (or both?) to include with my program proposal?
Thanks,
~Marc

To: Anthony Robinson <acr181@psu.edu> Attachments, 12/8/16  
to Marc

Hi Marc,

Sure - I've attached the course change proposal in its current form here. We were notified this week
that as long as we change the title (ugh) and resubmit by Dec. 14th, this will be approved.

Cheers,

-Anthony

BA 565 – Strategic Leadership  
BA 804 – Ethical Leadership  
BA 805 – Negotiation Theory and Skills  
BA 888 – Strategic Leading & Identity  
MGMT 565 – Power and Influence  
These courses were recommended for inclusion in the proposed MPS program by Brian Cameron,
Associate Dean for Professional Graduate Programs, Smeal College of Business, and approved by Vilmos
F. Misangyi, Professor of Strategic Management and Chair, Management & Organization Department,
Smeal College of Business. See correspondence with Dr. Cameron and Dr. Misangyi, above.

ADDENDA

Attached to this proposal are the following:

- Graduate Program Cost Analysis form
- Memorandum of Agreement (MOA) between World Campus and the College of Agricultural
  Sciences (March 21, 2017)
- World Campus Letter of Support (August 17, 2017)
- World Campus Marketing Analysis