1. Minutes of the January 16, 2019 Meeting (2 minutes)

2. Communications to Graduate Council (20 minutes)
   a) Suzanne Adair and Ann Taylor, Co-Chairs of the Special Joint Committee to Re-Examine the Consensual Relationships Section of AD85 (20 minutes)
      1. INFORMATION – Consensual Relationships Policy Draft (Appendix A)

3. Announcements/Remarks by the Vice Provost for Graduate Education and Dean of the Graduate School - Regina Vasilatos-Younken (5 minutes)

4. Reports of Standing Committees of Graduate Council (55 minutes)
   a) Committee on Committees and Procedures – Siela Maximova, Chair (5 minutes)
   b) Committee on Academic Standards – Douglas Stairs, Chair (25 minutes)
      1. VOTE – Revisions to GCAC-603 Doctoral Committee Responsibilities – Research Doctorate (Appendix B)
   c) Committee on Programs and Courses – Andy Cole, Chair (5 minutes)
      1. INFORMATION – Graduate Council Curriculum Report, 2/6/2019 (Appendix C)
   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)
   g) Subcommittee on Graduate Exhibition – Elizabeth Hughes, Chair (5 minutes)

5. Special Reports (5 minutes)
   a) Graduate and Professional Student Association (5 minutes)

6. Unfinished Business (1 minute)

7. New Business (1 minute)

8. Comments and Recommendations for the Good of the Graduate Community (1 minute)
2018-2019 Graduate Council
Minutes of the Meeting: January 16, 2019

Graduate Council met on Wednesday, January 16, 2019 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 December 12, 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. Vasilatos-Younken reported that a question had been raised regarding stipend equity for graduate assistants based upon gender, race, and nationality. With the expert assistance of statisticians from the Eberly College of Science, including Dr. David Hunter, Dr. Aleksandra Slavkovic, and Dr. Kirsten Eilertson, a statistical analysis of data on all ½-time graduate assistant (GA) appointments for Fall 2018 was conducted. The review focused on the 3,849 half-time assistantship appointments that made up approximately 97% of all GA appointments. The remaining 3% were a relatively small number of quarter-time appointments (and a handful of ¾-time) that do not allow for a direct comparison. Using a Bonferroni correction for the large number of (over 300) comparisons made, the analysis showed no statistically significant evidence of a disparity due to gender, race, or nationality. Outcomes have been shared with respective units to assure any disparities not reconciled otherwise, if any, are addressed. The summary of the analysis will be distributed to Council as soon as it is available.

Dr. Vasilatos-Younken recognized Dr. Sarah Ades who announced that there will be informational presentations at upcoming Graduate Council meetings on two major topics that affect graduate education. First, the section on consensual relationships in University administrative policy AD85 Sexual and/or Gender-Based Harassment and Misconduct (Including Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, and Related Inappropriate Conduct) is in the process of being revised. The co-chairs of the Special Joint Committee to Re-examine the Consensual Relationships Section of AD85 will attend the February Graduate Council meeting to explain the proposed revisions and receive feedback from Council members. Second, the Penn State Academic Integrity Task Force was convened to better standardize academic integrity procedures across the University. The task force has proposed establishing a central academic integrity unit. As part of this, the graduate education community will have the opportunity to develop guidelines on academic integrity that are specific to graduate students, since the focus so far has been on undergraduate education. The co-chairs of the task force, Yvonne Gaudelius and Karen Feldbaum, will discuss the task force’s recommendations at a future meeting of Council.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. Siela Maximova, Chair of the Committee on Committees and Procedures.

Dr. Maximova reported that the University Faculty Senate voted to revise its Bylaws to specify that the chair of all faculty governance bodies to which the Senate has delegated authority must be elected from the unit’s non-administrative faculty. Since this change applies to Graduate Council, changes to Council’s
Articles of Authority, Bylaws, and Standing Rules will be necessary. The committee will meet on Jan. 17 to discuss and propose revisions to Graduate Council Bylaws and Standing Rules for the qualifications of the chair and the process for electing a faculty chair of Graduate Council.

**Committee on Academic Standards**

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

Dr. Stairs presented a draft of revisions to policy GCAC-603 Doctoral Dissertation Committee Responsibilities – Research Doctorate. The committee met earlier that day and recommended some amendments to the proposed revisions due to feedback received from Council members and the Advisory Committee for Graduate Education (ACGE). While the committee feels strongly that annual synchronous meetings of the Ph.D. committee are in the best interests of the student, and continue to recommend that as a best practice, this draft removes the requirement for an annual meeting of the Ph.D. committee and substitutes a requirement for an annual written assessment of each Ph.D. student’s progress. The annual written assessment must include a review of any prior assessments, and must assess the quality of the student’s research, progress toward the degree, and professional development. The assessment must be approved by all members of the Ph.D. committee to ensure that it accurately reflects the opinions of all committee members, including any minority opinions. The student will have the opportunity to add official comments and will be required to acknowledge their receipt and understanding of the assessment.

Additional editorial revisions to the policy were suggested by Council members. Council members also expressed a desire to discuss the new proposed revisions with their constituencies prior to a vote. The Committee on Academic Standards will review the revised draft via email, and it will be distributed to Council members in advance of an anticipated vote at the February Council meeting.

**Committee on Programs and Courses**

Dr. Vasilatos-Younken recognized Dr. Andy Cole, Chair of the Committee on Programs and Courses.

Dr. Cole presented the January 9, 2019 Graduate Council Curriculum Report, which was included in the materials for this meeting and is available to the public on the Graduate School’s website.

Dr. Cole presented revisions to policy GCAC-213 Residency and Related Policies for Off-Campus Degree Programs with a motion to approve the revisions. Under the current policy, new off-campus and online programs must submit a report to the Graduate Council Committee on Programs and Courses during the third year after inception of the program. The proposed revisions eliminate the required 3-year report to the Committee on Programs and Courses, and instead will require that the requested information be submitted and reviewed as part of the Graduate School’s regular program review cycle. The motion passed.

Dr. Cole presented revisions to policy GCAC-501 Credit Load with a motion to approve the revisions. The current policy sets the maximum credit load for all graduate students at 15 credits per semester. A student requesting to exceed the maximum credit load must obtain an exception through petition to Graduate Enrollment Services. The maximum credit load was put in place when most graduate programs were research degree programs (Ph.D., M.A., and M.S.) that require students to spend a significant amount of time outside of classwork on research activities. However, Penn State now offers a significant number of professional degree programs that do not have the same expectation of research outside of the classroom. The proposed revisions would maintain the maximum credit load of 15 credits per semester for students in a research degree program (Ph.D., M.A., M.S.), but would raise the maximum
credit load to 21 credits per semester for students in a professional degree program. The proposed revisions also clarify that a college or school may set a lower credit limit for their unit. This policy does not affect the maximum credit limits for students on assistantships, which are set by a separate administrative policy. The motion passed.

Committee on Fellowships and Awards
Dr. Vasilatos-Younken recognized Dr. David Atwill, Chair of the Committee on Fellowships and Awards.

Dr. Atwill reported that the committee completed the review of the University Graduate Fellowships reports from all the colleges and drafted a memo that will be sent to the Vice Provost for Graduate Education and Dean of the Graduate School within the next few weeks.

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

Dr. Maximova reported that the committee has not met since the last Council meeting. However, it has finalized the report on barriers to sustainability and growth of Intercollege Graduate Degree Programs (IGDPs). The report will be sent to the University Faculty Senate and includes a recommendation that the Provost establish a University-level task force to identify long-term solutions to address the two major issues identified in the report: 1) establishing a programmatic funding model for these programs commensurate with their value to the University and 2) addressing the perceived second-class status of these important educational programs. The report will be presented to the Senate plenary meeting on March 12. The next meeting of the committee will be held on January 29.

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

Dr. Allen reported that the committee met earlier that day and held discussions with Cheryl Bonner, Director of Alumni Career Services, and Lesley Jackson, Student Outreach Coordinator.

The discussion with Ms. Bonner focused on LionLink, an online networking resource that connects Penn State alumni and current students. Ms. Bonner spoke about current functionalities in LionLink that can benefit graduate students and also discussed ways the current configuration could be changed or expanded to improve.

The discussion with Ms. Jackson focused on career and professional development resources for graduate students. Penn State Career Services serves graduate students as well as undergraduate students. Ms. Jackson spoke about the types of services that may benefit graduate students, such as resume review on a walk-in basis or longer appointments with career counselors. The committee suggested some additional ideas to better serve graduate students. There are two upcoming Career Services events that are specifically targeted to graduate students. A workshop on Career Fair Tips for Success: Focus for Graduate Students will be held on Wednesday, January 30. A workshop on translating Ph.D. training to non-academic careers, offered in conjunction with the College of the Liberal Arts, is also upcoming.

The committee began drafting questions for a survey of students who leave Penn State without completing their graduate degree. A draft has been circulated to the committee and will be discussed and refined at the next meeting.
Subcommittee on Graduate Exhibition

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

Dr. Hughes reported that registration for the 2019 Graduate Exhibition is now open on the Graduate School website (http://gradschool.psu.edu/exhibition/), with a closing deadline of February 22. Dr. Hughes asked that members encourage their students to participate and to consider participating themselves as judges. Registration for judges will open at the beginning of February. The exhibition will be held March 22-24. The evening of Friday, March 22 will be the performance option held in the Recital Hall. On Sunday, March 24, students will present their research through posters, video submissions, and a new design option. The design option will have a poster component, but the main focus will be a design of some sort. An information session will be held February 6 from 4:00 p.m. to 6:00 p.m. in Foster Auditorium, Paterno Library. This session will focus on the mechanics of creating a research poster and design, including organization, proper formatting, and tips for presentation. The session will also be livestreamed and recorded for students unable to attend in person.

Special Reports

Graduate and Professional Student Association

Dr. Vasilatos-Younken recognized Claire Kelling of the Graduate and Professional Student Association (GPSA).

Ms. Kelling reported that the GPSA has not met since the last Council meeting. She noted that GPSA elections are coming up in March and asked Council members to encourage any interested students to consider running.

Unfinished Business

None.

New Business

None.

Comments and Recommendations for the Good of the Graduate Community

A Council member raised concerns over the ongoing shutdown of the federal government and its ramifications on grants and research funding. Dr. Vasilatos-Younken notified Council members that the University will soon release a statement which will include resources for students affected by the shutdown. The University is focusing on the interests of students and other individuals who are supported on federal funds from affected agencies, such as grant-supported faculty, research staff, and graduate students.

Next meeting:

Wednesday, February 13, 2019 at 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Residency and Related Policies for Off-Campus Degree Programs

Programs and Curriculum Policy GCAC-213

**Purpose:** to define residency and other requirements for graduate degrees classified as “off-campus degree programs.”

**Academic Goal:** to ensure the academic standards of traditional programs are maintained as graduate degree programs are offered via distance education and other nontraditional means.

**Scope:** all graduate programs.

**Background**

One of the traditional goals of universities has been to make graduate education accessible to the widest possible range of suitably prepared and motivated students, while maintaining the academic quality that gives advanced degrees their value. With the rapid changes in available instructional technologies, a considerable array of new and innovative approaches to graduate education has become feasible.

“Residency” requirements previously have been met by a period of enrollment or the completion of a minimum number of credits that are administratively associated with a specific Penn State campus and that are fulfilled in residence. As a result, it is appropriate to reconsider the meaning of “residency” and its applicability to graduate degree programs.

In addition, there are important implications with respect to the offering of graduate degree programs via distance education and other nontraditional means. This policy also addresses those issues.

Overall, the intent of Graduate Council is to encourage creative ways of addressing student and community needs, while ensuring that such graduate degree programs maintain academic standards parallel to those of more traditional programs.

**Definitions**

**Extended Graduate Degree Programs:** Programs that are extended from the University Park campus or other approved graduate center (Behrend College, Great Valley School of Graduate Professional Studies, Capital College, College of Medicine) to another University location.

**Off-Campus Courses:** Refers to graduate courses that are offered remotely from the site responsible for the class via any suitable technologies.
**Off-Campus Degree Programs**: Refers to graduate degree programs in which more than half of the course credits required for completion of the degree consists of off-campus courses, as defined above. Off-campus degree programs are offered at a non-University location (e.g., World Campus, corporate facility, school district, etc.), and include both programs delivered in a traditional face-to-face format and those delivered at a distance.

**Policy Statement**

1. The essential elements of residency, particularly with respect to research degree programs, are:
   a. interaction between faculty members and students above and beyond direct instruction (e.g., “journal clubs,” “coffee hour” discussion groups, hallway conversations, etc.)
   b. interaction between peers (i.e., among students in a given program)
   c. access to information and instructional resources (such as libraries, laboratories, and research facilities)
   d. exposure to and socialization in the field of study, including but not limited to seminar series, workshops, research exhibitions, discussions with professional peers, informal departmental activities, and other shared experiences
   e. ready access to suitable academic advising and support services
   f. contribution of graduate students to the degree program, the college, and the University, particularly with respect to the research and scholarship of the institution as a research-intensive university
   g. identification with Penn State
2. To fulfill the residency requirements for a graduate degree, it is necessary that students be physically present on campus for at least part of their graduate studies. Therefore, the existing residency requirements for the research degrees offered by the University (Ph.D., M.A., and M.S.), as described in GCAC-601 Residency Requirement - Research Doctorate, and GCAC-631 Degree Requirements - Research Master’s are appropriate and effective in meeting these objectives.
3. For professional master’s degree programs, it may not always be possible, desirable, or necessary to fulfill residency in the traditional manner. Availability of professional mentors and accessibility to unique facilities at students’ work sites or other locales may, in some instances, confer special advantages in well-designed off-campus master’s degree programs. Nonetheless, the components of residency described above are important factors in the graduate experience. Consequently:
   a. Professional master’s degree programs that are not “off-campus degree programs” as defined above (i.e., those in which less than half of the course credits consist of off-campus courses) implicitly have a substantial involvement of the students with the campus responsible for the program, thus fulfilling the majority of the functions of residency. No further requirements are necessary.
   b. Professional master’s degree programs that fall under the definition of “off-campus degree programs” must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising. When the master’s degree program...
is established, these components must be included. Their successful incorporation into the degree program must be demonstrated and documented as part of the Graduate School’s program review.

c. Postbaccalaureate and graduate credit certificate programs need not require satisfaction of any residency requirements, but incorporation of elements that provide experiences typically provided by residency also may be appropriate for off-campus postbaccalaureate and graduate credit certificate programs.

Related Policies for Off-Campus Courses and Graduate Degree Programs:

4. All 500- and 800-level courses, whether on- or off-campus and regardless of the delivery mode, must be delivered by members of the Graduate Faculty or individuals who have been preapproved to teach specific 500- and/or 800-level courses by the Dean of the Graduate School.

5. New or revised off-campus degree programs delivered at a distance must be offered through existing departments, colleges, and/or intercollege programs at the University, and those units are to retain academic control over program definition and content.

6. While all degree programs must be available to and advertised to all applicants, off-campus degree programs or courses delivered at a distance may be offered at specific company or other organizational sites, and instruction (e.g., case studies, problems, or class projects) may be tailored to particular groups of students. Off-campus delivery sites may restrict access at proprietary facilities to their employees or other approved participants. However, off-campus degree programs will not be created to serve a specific organization or client exclusively, and a “public” offering of every degree program must be made available. Off-campus postbaccalaureate or graduate credit certificate programs also must follow these policies where possible.

7. All students enrolled in off-campus degree programs are to be advised throughout their studies, beginning with or prior to initial enrollment, by Graduate Faculty members who serve on the faculty of the relevant degree program.

8. Admissions criteria for off-campus degree programs should be the same as those for traditional degree programs, and ideally should be handled by the same individuals or committees making the admissions decisions for the corresponding on-campus degree programs. Admission is not to be offered on a blanket basis (e.g., to all students who have completed a particular training or certificate program, or to all employees identified by a given company).

9. Off-campus degree programs must have a specific program faculty director to act as a focal point for the program and to oversee its development and delivery. This individual must be a member of the Graduate Faculty in the department offering the program, and may be the program chair, department head, graduate program officer or coordinator, or any other suitable faculty member.

10. Off-campus degree programs must meet the normal accreditation standards that are applicable to corresponding on-campus degree programs, where such accreditation related to the field exists.

11. Credits completed in undergraduate, postbaccalaureate, or graduate credit certificate programs may not be used to satisfy residency requirements of a subsequent graduate
degree, but if eligible by Graduate Council standards, may be counted towards degree requirements at the discretion of the graduate program.

12. Consideration should be given to offering off-campus degree programs on a fixed-cycle basis or cohort model, with recognition of the limitations vs. benefits of this model.

**Process**

1. Off-campus programs must receive approval from the Graduate Council Committee on Programs and Courses. To determine whether a program change proposal is necessary, consider the following: delivery of any graduate (500- and 800-level) course to students at an off-campus location, either in face-to-face instruction or through distance delivery technologies, requires academic approval as noted below.
   - Up to three existing graduate courses may be offered to students at an off-campus location with approval from the chair of the Graduate Council Committee on Programs and Courses and the Dean of the Graduate School through an expedited process; see guidelines and request form for the Expedited Review Process for Limited Off-Site Course Offerings.
   - Approval to offer four existing graduate courses up to half of the course credits required for completion of the degree to students at an off-campus location requires submission of a program change proposal by the graduate program to offer a blended program.
   - Approval to offer more than half of the course credits required for completion of the degree to students at an off-campus location requires submission of a program change proposal by the graduate program to offer the degree program off-site.

2. Expedited Review Process for Limited Off-Campus Course Offerings

There are situations in which Penn State’s graduate degree-granting colleges or campuses (i.e., University Park, Penn State Great Valley, Penn State Harrisburg, Penn State Erie, Penn State College of Medicine) must move quickly to schedule courses off-site (i.e., either a Penn State location that is not a graduate center approved to offer a graduate degree, or a non-Penn State location). These situations may involve an invitation by a corporation to offer courses to employees at corporate headquarters or an unscheduled opportunity to offer courses at an undergraduate campus that does not offer a graduate degree.

The following process is designed to enable graduate degree-granting programs to offer up to three existing graduate courses at a specific off-site location for specific semesters, while bypassing the full procedure of review by the Graduate Council Committee on Programs and Courses. **This process is not a substitute for proposals involving more than three courses, new courses, or degree program delivery.**

**Conditions**

a. No more than a total of three existing courses per graduate degree program may be submitted for approval by this expedited process. Requests for more than three
existing courses must be submitted to the Graduate Council Committee on Programs and Courses.
b. The courses to be delivered off campus must be previously approved, existing courses.
c. The faculty members teaching the specified courses are members of the graduate faculty or have been preapproved to teach the courses by the Dean of the Graduate School.
d. If courses at a specific location are successful and the campus/college decides to seek approval for additional offerings, existing procedures for proposing off-site graduate degree programs must be followed.
e. Whether the courses offered would be accepted as graduate-level courses applicable toward a Penn State graduate degree would depend upon the criteria of the graduate program as defined by the graduate degree program and approved by Graduate Council.
f. Registrants in these courses must have been admitted to the Graduate School as nondegree graduate students or as degree-seeking graduate students.

Procedure

Expedited Review Process for Limited Off-Campus Course Offerings - Procedure

Fulfilling the Essential Elements of Residency in Off-Campus Graduate Degree Programs

Forms

Expedited Review Process for Limited Off-Campus Course Offerings - Form (PDF)

Revision History

Approved by Graduate Council, April 1997.
Revised by Graduate Council, September 2013.
Approved by Graduate Council, January 16, 2019. Effective date: Fall 2019 (8/12/2019)
Credit Load

Registration Policy GCAC-501

**Purpose:** to define the minimum and maximum credit load per semester for full-time academic work in a graduate program.

**Academic Goal:** to inform students and advisers of appropriate course loads within the context of “normal progress” towards a degree.

**Scope:** all graduate students.

**Background**

Full-time participation in graduate study can involve a wide range of activities not limited to classroom activities in formal courses. The nature of these activities varies because of the diversity of programs throughout the University. Thus, full time participation in graduate study is associated with a range of credit loads.

**Definitions**

**Maximum Credit Load:** the maximum number of credits a student can register for each semester without being required to request an exception.

**Policy Statement**

1. The graduate student is responsible for ascertaining, through the adviser and/or program office, the range of total activity of his or her individual program that constitutes normal progress toward the degree.
2. A graduate student who is registered for at least 9 credits in a semester is considered to be engaged in full-time academic work for that semester.
3. The maximum credit load per semester for a student in a research degree program (Ph.D., M.A., M.S.) is 15 credits.
4. The maximum credit load per semester for a student in a professional degree program is 21 credits. A college/school may set a college-wide lower semester credit limit, if desired.
5. No student is permitted to count audited credits toward the minimum credit load for full-time or part-time status.
6. Undergraduate courses taken to meet foreign language or English requirements do count in the total credit load.
Process

If a graduate student wishes to register for more than the maximum credit load in a semester, an exception must be granted through petition (with adviser’s approval) to the Office of Graduate Enrollment Services.

Revision History

Last known revision, March 2017
Adapted from Graduate Bulletin, June 2018
Approved by Graduate Council, January 16, 2019. Effective date: Fall 2019 (8/12/2019)
Consensual Relationships Policy

Policy ADXX

Purpose

To communicate the University’s policy regarding consensual romantic or sexual relationships (consensual relationships) between individuals in a supervisory, mentoring, teaching, evaluative, advising, or coaching relationship (supervisory relationship). This policy applies to all members of the University faculty, staff, and student body. Consensual relationships that involve no supervisory capacity as outlined are not covered by this policy; however, should a supervisory role develop in the course of the relationship, this policy must be followed.

Introduction

Penn State is committed to creating an environment free of discrimination and harassment. University policies AD91 and AD85 specifically address the University’s position on these issues and may at times overlap with the issues addressed in this policy.

The University community involves many diverse interactions among its members that enhance the academic and professional development of each member of the community. As a matter of sound judgement and professional ethics, those who are tasked with supervising, mentoring, teaching, evaluating, advising, and coaching responsibilities must avoid actual and perceived conflicts of interest within these relationships. Romantic and/or sexual relationships between individuals within these contexts have the potential to pose risks to the individuals involved, third parties, and the University as a whole. Such consensual relationships have the potential to lead to complaints of sexual harassment and other adverse consequences. In addition, individuals not involved in the consensual relationship may have perceptions of favoritism, undue access or advantage, and other conflicts of interest. Such perceptions undermine the atmosphere of trust essential to the educational process or the employment relationship.

Given the asymmetric nature of consensual relationships where one party has the responsibility to evaluate the other—for instance in giving grades, thesis advice, evaluations, recommendations, promotions, salary increases, or performance evaluations—the consensual nature of the relationship is inherently unequal and will be carefully scrutinized if any complaint is filed.

For these reasons, the University prohibits evaluative or supervisory responsibilities among individuals who are in consensual relationships. Therefore, such relationships require immediate disclosure at the start of the consensual relationship so that the evaluative or supervisory responsibilities can be restructured to eliminate the conflict of interest. Upon receipt of this disclosure, the relevant unit administrator will be responsible for ensuring the timely and appropriate management of the procedures to address and remediate the conflict of interest.

Commented [RV1]: Should it be outlined that this encompasses supervisory relationships, even if a few levels removed?
Definitions

This policy covers consensual relationships as defined below and applies to all members of the University community, including executives, administrators, academic administrators, faculty, staff, union-represented employees, and part-time employees; postdoctoral scholars/fellows; and students. If there is any doubt whether a relationship falls under this policy, employees should seek guidance from their supervisor, unit administrator (defined below), work unit Human Resources Strategic Partner or Consultant, University or college Ombudsperson (per Policy AC76), or the Affirmative Action Office. Students should seek guidance from their unit administrator, the LGBTQA Student Resource Center, or the Gender Equity Center.

Consensual relationships: Romantic or sexual relationships among members of the University employee or student body, whether casual or serious, short or long term, entered into with consent of both or all parties. The relationship does not have to include physical intimacy if a romantic relationship exists that is beyond the reasonable boundaries of a collegial or professional relationship. A single sexual encounter is considered to be a sexual relationship under this policy. Note: See University Policy AD85 for a definition of consent in the context of a sexual relationship.

Evaluative or supervisory authority: The power to control or influence another person’s academic advancement, employment, or extracurricular participation, including but not limited to, admission, grades, assignments, evaluations, hiring, work conditions, compensation, promotion, discipline, supervision of dissertations/theses, recommendations, financial support, or participation in extracurricular programs. This definition applies to employees and students.

Unit Administrator: The primary person responsible for supervising the conduct and performance of one or both individuals and may include the department head, Director of Academic Affairs, division head, school or center director, or unit executive. In the case of students, unit administrator may include the primary person responsible for administering the academic program in which one or both individuals are enrolled, or in which the student is employed.

Consensual Relationship Reporting Responsibilities and Procedures

The existence of evaluative or supervisory responsibilities among individuals who are in consensual romantic or sexual relationships requires immediate disclosure at the start of the relationship so that those responsibilities can be reviewed and, if possible, restructured to eliminate the conflict of interest. Although it is appropriate for any or all parties involved in the relationship to disclose it, the University specifically holds the individual who maintains evaluative or supervisory authority responsible for reporting such a relationship at the start to the relevant unit administrator. Violations of this policy will be addressed as appropriate.

Disclosure of the relationship must be made to the disclosing individual’s unit administrator, as well as to the unit administrator(s) for the other individual(s) involved in the relationship, if that is not the same person. For example, in a case where a faculty member and a student in the faculty member’s class begin a relationship, but the class is offered in an academic department that is different from the faculty member’s home department, then it is necessary to disclose the relationship to the unit administrators for both the faculty member and the student – in this case, the department head for the faculty member.
and the head of the department with direct oversight of the student’s academic program or of the specific course.

Once the relevant unit administrator has been made aware of the relationship, that individual will schedule a meeting with the parties involved to discuss the development of a plan to mitigate any conflicts of interest related to their relationship and any perceptions of bias or favoritism by others. Such a meeting should take place as soon after the disclosure as possible. In instances where the individuals involved in the consensual relationship do not have the same unit administrator, the unit administrator for the individual who has the evaluative or supervisory authority will be responsible for scheduling this meeting. When appropriate, the unit administrator will contact the administrator for the other party to adequately assess and manage the situation.

The mitigation plan must address the following components:

1) Area(s) of conflict of interest (e.g., course enrollment, thesis committee membership, direct supervision/evaluation of employment, admissions decision).
2) Immediate steps to be implemented to remove the evaluative/supervisory capacity of the relationship, including the details of all alternative arrangements to be made.
3) A specific timeline for plan implementation.
4) Individual(s) responsible for monitoring and assessing the effectiveness of the plan, determining the criteria for successful implementation of the plan, and modifying the plan as appropriate. The unit administrator is responsible for approving any changes to the plan.
5) Specific steps to be taken should one of the parties involved wish to report any concerns with the relationship throughout its duration or at any time after it has ended. Should a concern be raised or a complaint filed, alleging that the relationship is/was not consensual, policy AD85 will be followed.
6) University resources/support for all parties involved in the relationship.

The mitigation plan must be approved by all parties involved in the relationship, as well as by the unit administrator managing the plan. If agreement on a plan to mitigate the conflict cannot be reached, the unit administrator(s) will consult with their direct supervisor. This next-level administrator/executive will make the final decision, revise the plan as needed, and meet with the parties involved, including the unit administrator, to review the plan that will be implemented to remove the conflict. At any time during this process, any of the parties involved may consult with the Affirmative Action Office, their Human Resources Strategic Partner, or for students specifically, the Gender Equity Center, to seek assistance on the matter.

Once the mitigation plan has been finalized, the unit administrator managing the plan will provide a written copy to all parties involved in the relationship, and a copy of the plan will be placed in their respective unit files (e.g., employee file, student file). If at any time during or after the relationship the unit administrator determines that adjustments to the mitigation plan need to be made as a result of changes in organizational structure, relationship status, or plan ineffectiveness, they will schedule a meeting with the parties involved to develop any necessary revisions. The updated plan will also be provided to the parties involved and placed in their respective files.

Given the potential of such relationships to impact those not directly involved, a third person may also report the existence of a consensual relationship, or a perceived relationship, among individuals where
one person has evaluative or supervisory authority over the other(s). In such a case, the individual reporting the relationship should make a report to the unit administrator for the person in the relationship who has the evaluative or supervisory authority. That unit administrator will schedule a meeting with the individuals believed to be involved in the relationship, but will meet with each of the individuals separately, to discuss the report and determine its validity. If it is determined that a consensual relationship does exist, the appropriate unit administrator, as described above, will immediately develop a mitigation plan, utilizing the process outlined above. If there are questions or concerns about the impact on the reporter of third person reports, refer to University Policy AD67.

Sanctions

A person with evaluative or supervisory authority over another in a consensual relationship violates this policy by failing to disclose the consensual relationship in a timely manner. Likewise, any person in a consensual relationship failing to cooperate with a mitigation plan violates this policy. Violations may result in disciplinary actions, which can include, but are not limited to, written warnings, loss of privileges, mandatory training or education, loss of salary increase, administrative leave, suspension, expulsion, revocation of tenure, and/or termination of employment depending on the circumstances and severity of the violation. Disciplinary actions against employees (faculty and staff) and postdoctoral scholars/fellows will be handled in accordance with relevant policies such as AC76, AC70, HR68, HR78, and HR79. Disciplinary actions against unionized employees will be handled in accordance with the relevant collective bargaining agreement. Disciplinary actions against graduate students will be handled in accordance with relevant Graduate Council policies such as GCAC 801, 802, 803, 804, and/or with the Student Code of Conduct. Disciplinary actions against undergraduate students will be handled in accordance with procedures established for violations of the Student Code of Conduct.

Given the risk that consensual relationships among individuals in evaluative or supervisory contexts pose to the campus community, it is crucial that all such relationships be reported to avoid real or perceived conflicts of interest, favoritism, undue access or advantage, or exploitation. Therefore, if the person in the relationship who holds evaluative or supervisory authority reports the consensual relationship in a timely manner and cooperates in the development of a mitigation plan, an investigation and disciplinary sanctions may not need to be pursued.

Cross-References

I. AC47 General Standards of Professional Ethics
II. AD67 Disclosure of Wrongful Conduct and Protection from Retaliation
III. AD85 Sexual and/or Gender Based Harassment and Misconduct
IV. AD88 Code of Responsible Conduct
V. AD91 Discrimination and Harassment and Related Conduct
VI. HR59 Employment of Relatives
VII. HR91 Conflict of Interest
Policy GCAC-603
Policy Steward:

DOCTORAL COMMITTEE RESPONSIBILITIES – RESEARCH DOCTORATE

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

PURPOSE:
The purpose of this policy is to identify the duties and responsibilities of the Doctoral Committee – Research Doctorate (hereafter, Ph.D. Committee) in guiding the student in scholarly work and professional development.

ACADEMIC GOAL:
The academic goal of this policy is to ensure that research doctoral students receive timely and comprehensive guidance from members of the Graduate Faculty that facilitates progress toward their degree, including meeting the Graduate Council’s Scholarly and Professional Goals for All Graduate Degree Students.

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

BACKGROUND:
The broad purpose of the Ph.D. Committee is to ensure that each Ph.D. student receives the attention, guidance, and mentoring necessary to successfully earn their degree and meet the Graduate Council’s Scholarly and Professional Goals for Penn State graduates from a representative cross section of the Graduate Faculty. This policy describes the particular responsibilities of the Ph.D. Committee.

Moreover, continuing communication on a regular basis among the student, the committee chair, the dissertation adviser, and the other members of the committee is strongly recommended, in
Policy GCAC-603
Policy Steward:

order to preclude misunderstandings and to develop a collegial relationship among the student and all members of the committee.

DEFINITIONS:

POLICY STATEMENT:

1. Primary Responsibility: A doctoral program consists of a combination of courses, seminars, individual study, and research/scholarship that meets or exceeds the minimum requirements of Graduate Council. The **primary responsibility of the Ph.D. Committee bears primary responsibility for** the broad scholarly development of the Ph.D. student, as well as including direct responsibility for guidance and assessment of the student’s dissertation research and academic progress toward the Ph.D. degree. Ph.D. Committee members are appointed based on their skills and expertise with these goals in mind. Specific responsibilities include (but are not limited to):
   a. The Ph.D. Committee shall approve the educational program for each individual student beyond the program requirements.
      i. The Ph.D. Committee can require additional education, including course work, depending on the student’s background and research plans.
   b. The Ph.D. Committee shall approve a written assessment of the student’s progress on an annual basis. This assessment will:
      i. Include a review of any prior annual assessments.
      ii. Address the quality of the student’s research and progress toward their degree, including:
         1. Recommendations, as appropriate, to improve the student’s research;
         2. Any concerns identified and recommend actions to address the concerns.
      iii. Assess the student’s professional development and provide any recommendations as appropriate and that reflect, to the extent possible, the student’s career goals;
      iv. Accurately reflect the assessment by all members of the committee, including any minority opinions.
   c. The Ph.D. Committee shall administer the student’s Comprehensive Examination and assess the student’s performance on the examination.
   d. The Ph.D. Committee shall assess the student’s dissertation and recommend (or not) its approval to the Graduate School.
   e. The Ph.D. Committee shall conduct the student’s Final Oral Examination and assess the student’s performance on the examination.

2. Annual Assessments: The goal of the annual assessment is to evaluate student progress toward the degree and in meeting the Graduate Council’s Scholarly and Professional Goals for All Graduate Degree Students.
   a. The Ph.D. Committee will assess the student within one semester after its formation (excluding Summer Semester) including a review of the student’s dissertation research and the student’s understanding of the dissertation research goals, objectives, and methods. This is separate from evaluation of the student’s performance on the
Policy GCAC-603
Policy Steward:

Comprehensive Exam unless additional time and focus are added, as needed, to allow a holistic review of the student’s progress.

i. If the student’s program has received approval through the Graduate Council’s curricular review process to establish the Ph.D. Committee later than specified in GCAC-602, then the program head or designated academic adviser assumes Ph.D. Committee responsibilities as outlined in this policy. The first assessment will take place approximately one year after the Qualifying Examination is passed; the program head or designated academic adviser will provide an assessment of the student at least once annually after that until the student’s Ph.D. Committee is formed.

b. For subsequent assessments of the student, the Ph.D. Committee shall:
   i. Assess the quality and progress of the student’s research;
   ii. Assess the student’s professional development;
   iii. Decide whether any interim meetings should take place and, if so, when.

3. The Ph.D. Committee shall meet as necessary to advise the student and the student’s dissertation adviser.
   a. It is strongly recommended and a best practice for the entire Ph.D. Committee to meet together with the student to conduct the annual assessment. If there is no meeting, it is strongly recommended that the student meet individually with each member, at least annually.
   b. Meetings of the Ph.D. Committee will be held upon request of the student, the student’s Dissertation Adviser, the Ph.D. Committee Chair, or of any two members of the Ph.D. Committee may request a meeting of the Ph.D. committee.

PROCESS:

1. Committee Assessment Reports: The Ph.D. Committee will review and approve the annual assessment, which may include minority opinions.
   a. The assessment shall include:
      i. The Ph.D. Committee’s assessment of the student’s research and professional development progress, along with any advice the Ph.D. Committee may have for the student; such advice may include recommendations for supplemental study, an improvement plan (if necessary), and/or any other advice that would support the student’s progress toward their degree.
      ii. Any comments by the student with respect to the report.
      iii. The Ph.D. Committee’s decision on whether any meetings of the full Committee are to be scheduled (remote participation is acceptable).
   b. All members of the Ph.D. Committee must approve the assessment report, which denotes acknowledgement of and concurrence with the annual assessment.
   c. The student must acknowledge receipt and understanding of the annual assessment.
   d. The Ph.D. Committee Chair shall submit the completed annual assessment, with all approvals, to the major (and as appropriate, dual-title and/or minor) Graduate Program Head.
Policy GCAC-603
Policy Steward:

FORMS:
Annual Assessment of Research Doctoral Student

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 Committee Responsibilities – Research Doctorate
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.

February 6, 2018

Graduate Degree Programs

ADD

Marketing Analytics and Insights – new graduate program offering the Master of Marketing degree (Smeal College of Business), page 8

CHANGE

Biorenewable Systems – adopt the dual-title in International Agriculture and Development for the M.S. and Ph.D. degrees (College of Agricultural Sciences), page 53

Human Resources and Employment Relations – add two options to the M.S. degree and change degree requirements (College of the Liberal Arts), page 74

Graduate Courses

ADD

ACCTG 897
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 9)
Formal courses given on a topical or special interest subject with a professional orientation that may be offered infrequently; several different topics may be taught in one year or semester.
PROPOSED START: SU2019

APLNG 579
Seminar in Applied Corpus Linguistics
SEMINAR IN APPLIED CORPUS LING (3)
This graduate seminar is designed to expose students to a wide range of corpus-based studies to answer questions of interest to applied linguists and language educators. We will examine studies that use large text corpora for describing and analyzing native and learner language from diverse perspectives as well as for language teaching and learning, focusing on theoretical, methodological, and
Cancer is a disease of dysregulation of cellular growth machinery leading to loss of growth suppressive mechanisms, increased growth promoting signaling, and other key hallmarks supporting the clonal expansion of malignant cells. As the cancer phenotype progresses the tumor requires increasing amounts of metabolic intermediates to continue to grow. This leads to dramatic changes in the use of glucose, fatty acids, nitrogen containing metabolites and sterols by the tumor. These cellular changes have cascading effects on the cells in the local tumor microenvironment as well as other more distant environments such as the bone and skeletal muscle which can lead to organism wide metabolic dysregulation. The objective of this course is to provide an overview of these processes at the cellular, organ, and organism levels with emphasis on the interactions of the metabolic pathways and the potential to intervene in this metabolic dysregulation for the treatment of cancers.

PROPOSED START: SU2019

C Jain 830
Global Pricing
GLOBAL PRICING (3)
This course is designed to cover topics related to global policing and police cooperation against global crime activities. Students will study how police organizations from different countries communicate, cooperate, and collaborate with each other in order to respond global crime threats. This course will start with comparing and contrasting police systems in different countries to give an idea about similarities and differences among police organizations around the world. Then, the emergence of global policing will be discussed to understand the historical development of police cooperation in the world. Theoretical frameworks for global policing will be covered to understand the change in the area of policing from local, state, and national levels to an international level. In this course, students will also analyze current global crime trends and understand the necessity of global policing. Moreover, international treaties and laws as well as international organizations against global crime will be discussed to examine the legal foundation and the structure of global policing. Bilateral and multilateral police cooperation initiatives will be studied to see how police agencies from different countries collaborate with each other. The role of U.S. law enforcement agencies in global policing and their assistance to other countries’ police forces will be reviewed to evaluate the effectiveness of U.S. agencies in global police collaboration. This course will also analyze peace operations to understand the role of international organizations as well as the U.S. in providing police assistance in order to restore order and create a sustainable society after a war or a civil unrest in a country. Best practices in police
cooperation will also be discussed to give an idea about the effective working of police cooperation in practice and challenges and opportunities in police cooperation will be studied to understand the success and failure factors in police cooperation. This course will conclude with a discussion of the future of global policing to identify forthcoming issues and possibilities in global policing.

**CJPA 831**

Transnational Crime

TRANSNATIONAL CRIME (3)

This course is about transnational crime activities happening around the world. Crime and criminal activities have become transnational due to globalization and advances in technology. The course will start with analyzing the universe of transnational crime to understand the current trends in transnational crime activities and the role of organized crime groups in these criminal activities. Students will study different types of transnational crimes every week to explore current issues related to crimes occurring beyond national borders. Transnational crimes such as drug trafficking, migrant smuggling, human trafficking, arms trafficking, counterfeiting, cybercrime, environmental crime, and money laundering will be analyzed to understand how transnational criminals commit these crimes, what types of strategies and tactics they use, and how law enforcement agencies try to fight against these crimes at the local, national, and international levels. Global responses and the U.S. response against transnational crimes will also be studied to evaluate the role of international organizations as well as the U.S. in the fight against transnational crime.

**EEFE 600**

Thesis Research

THESIS RESEARCH (1-15/Repeatable Max: 999)

No description.

**EEFE 601**

Ph.D. Dissertation Full-Time

PH.D DISSERTATION FULL-TIME (0/Repeatable Max: 999)

No description.

**GEOG 855**

Spatial Data Analytics for Transportation

SPATIAL ANALYTICS TRANSPORT (3)

This course explores the spatial data science and technology associated with the transportation industry. This interdisciplinary field is often referred to as GIS-T. There is a natural synergy between GIS and transportation, which has resulted in a number of specialized techniques and a wide variety of GIS-T applications. To appreciate the value GIS brings to the transportation industry, students need to have some understanding of the business of transportation and the challenges and problems those in the industry face. Consequently, they will learn about a number of subdisciplines within transportation and examine how GIS has been applied to each. Students will also explore some of the key organizations in the transportation industry who use GIS and learn firsthand from transportation professionals, representing a variety of specialized fields, about the role GIS plays for them. Throughout the course, students will study GIS concepts and techniques which are fundamental to transportation, such as transportation networks and linear referencing systems. In addition, they will have the opportunity to
explore a number of GIS applications and tools related to transportation. Due to the overall breadth of the transportation industry, the course will focus primarily on the largest application areas: highway and mass transit. We will, however, examine other significant modes, including aviation, maritime, pedestrian, and bike transit. Furthermore, while much of the course content is oriented around the U.S. transportation industry, students will also look at GIS-T applications and trends in other parts of the world.

RECOMMENDED PREPERATION: GEOG 482
PROPOSED START: SU2019

INTAF 817
Weapons of Mass Destruction and International Security
WMD AND INTERNATIONAL SECURITY (2)
Although no nuclear weapon has been used in war in 73 years, they are used every day to affect international security decisions. This course will explore how nuclear weapons revolutionized thinking about war and peace among major powers and how they can become a primary focus of international diplomacy. It will examine why WMD programs (perhaps incorrectly) have come to be seen as a potential cause of war in some contexts and as a primary deterrent to war in others. The course will provide students with the technical understanding of the major classes of WMD (nuclear, chemical and biological weapons) and their effects and it will examine the evolution of international security thinking about their role. It will look both at how major powers (the U.S., Russia and China) conceive of the role of WMD and also how other countries and sub-national groups might consider them. The course will look at how nuclear and biological weapons in particular are for the first time in a generation becoming of increasing concern to strategic thinkers. Finally it will look at the means the U.S., other major powers and the broader international community have developed to limit and perhaps someday to eliminate the threat WMD pose to international peace and perhaps to human existence.
PROPOSED START: SU2019

MGMT 883
Project Management & Delivery
PROJECT MANAGEMENT & DELIVERY (1-3)
MGMT 883 addresses concepts and methodologies associated with project management and the delivery of non-repetitive business activities. In this course, students will learn how to organize and manage work activities related to delivery of a collaborative venture that has unique objectives along with a beginning and an end. Along with the acquisition of fundamental project management knowledge and learning how to apply common project management tools/techniques, students will explore how to apply project management practices in multiple industries and contexts (i.e., consulting, internal corporate, multi-party, venture start-up).
More specifically, students will learn and apply common project management tools and techniques used in various aspects of project management including but not limited to requirements gathering, stakeholder analysis, project definition/charter, project scheduling, project communication planning, risk mitigation planning, project budgeting & control, project metrics/assessment, project documentation planning, and project closeout assessment. Traditional and agile approaches to project management will be explored along with the benefits and drawbacks of each approach. Strategic considerations will include identification of success criteria, effective use of KPIs and performance metrics, timely identification and mitigation of project risk, team formation, resource constraints, project sponsorship, leadership within a project management context, and management of scope creep.
PROPOSED START: SU2019
MKTG 515
Marketing Data Integration to Create Consumer Insights
MARKETING DATA INTEGRATION (3)
This capstone course provides students the opportunity to integrate the foundational skills learned throughout the Master’s program needed to deal with disparate marketing data sources which are common in data-driven marketing analytics. The course will be a culminating experience and will build on what students have learned about the marketing analytics process by studying current research and theoretical frameworks in the field of data visualization and integration in Marketing. Next, the course will show students how to apply the marketing analytics processes for marketing data collection, data integration, data visualization, and the creation and dissemination of marketing-related managerial insights.
PROPOSED START: SU2019

PHP 897
Special Topics
SPECIAL TOPICS (1-9/Repeatable Max: 9)
Formal courses given on a topical or special interest subject with a professional orientation that may be offered infrequently; several different topics may be taught in one year or semester
PROPOSED START: SU2019

CHANGE

OLD
BAN 540
Marketing Analytics
MKTG ANALYTICS (3)
Systematic and analytical approaches to marketing decision-making within modern day enterprises. BAN 540 Marketing Analytics (3) The course objectives are to demonstrate the benefits of using a systematic and analytical approach to marketing decision-making, and to build the skills and confidence of students for undertaking such analyses and decision-making in a modern enterprise. The analytical approaches covered in the course will enable students to identify alternative marketing options and actions that enhance business performance, predict the expected market and consumer reactions associated with potential marketing actions undertaken by a business, calibrate the opportunity costs associated with each action, and choose one or more actions that have the highest likelihood of achieving established business goals. The course will help students to develop skills that will enable them to propose and justify marketing expenditures using a Return on Investment (ROI) logic that businesses are increasingly asking of their executives. This course builds on the basic business analytics concepts and methods that business students are expected to have. The hands-on learning approaches used in the course (e.g., exercises and cases using real-world data) will enable students to apply course concepts and methods to develop integrated marketing programs that can be deployed across online and offline media and channels. The topics will include traditional marketing analytics such as segmentation, targeting, positioning, product design, and marketing resource allocation as well as emerging analytics such as search engine analytics, social influence measurement, and attribution analysis.

NEW
BAN 840
Predictive Analytics for Business
PREDICTIVE ANALYTICS FOR BUS (3)
BAN 840 explores the use of predictive analytics tools and techniques throughout a wide range of
business scenarios and problems. Initially focusing on the application of traditional predictive analytics techniques to answer the question, “What will happen in the future?”, the course provides opportunities for students to apply regression and forecasting techniques to data from various business contexts to inform business leaders’ decision. Later, students explore various software applications and techniques for acquiring, preparing, and analyzing “big data”, recognizing and taking advantage of the exponential growth in the amount of structured and unstructured data generated by and available to businesses. The course next examines cutting-edge techniques gaining increased attention among analytics experts, including data mining, text analytics, and social media analytics. Finally, students will be given an overview of the future of predictive analytics, developing an awareness of artificial intelligence and machine learning concepts, such as neural networks, to help them advance their organizations’ business analytics capabilities. Software packages, concepts, and business applications will vary and evolve to keep pace with technology, theory, and instructor interests.

RECOMMENDED PREPERATION: BAN 530

OLD
GEOG 894B
Geospatial Intelligence Capstone Experience
HLS GEOINT CAPSTON (2)
Culminating experience in the iMPS-HLS for the online geospatial intelligence option.
PREREQUISITES: GEOG 594A

NEW
GEOG 894B
Geospatial Intelligence Capstone Experience
GEOINT CAPSTONE (2)
This course brings together the concepts from the geospatial intelligence program and reinforces the standards of professionalism applicable to geospatial intelligence analysis. The aim is to enhance the student’s understanding of the role of geospatial intelligence, develop individual competencies, reinforce professional concepts, and improve geospatial analytical techniques and methods. Students explore and critically analyze a current topic of interest and apply geospatial technical tools, concepts, and theories learned in previous coursework. Students prepare and deliver a formal presentation of the results of their geospatial intelligence capstone research project.
PREREQUISITES: GEOG 594A

OLD
HIST 568
Early Modern Iberia and the Americas
IBERIA AND AMERICAS (3)
This course studies the creation of Portugal, Spain, and their empires in the Americas in the fifteenth to seventeenth centuries. HIST 568 Early Modern Iberia and the Americas (3) This is a graduate seminar in European and Latin American history, designed to fulfill requirements in the fields of Early Modern European & Global History and Latin American History. Students will master both the history and the historiography of Iberia and Latin America during the period when Spain and Portugal came into being as nation-states and carved out empires in the Americas (fifteenth to seventeenth centuries). The first part of the course explores late-medieval Iberian history, investigating themes of urbanism, religious conflict, regional and community identity, disease and demography; how these led to the formation of Spain and Portugal; and how they have been interpreted in the historiography. The second part covers the history and historical literature on the Spanish explorations, invasions, conquests, and earliest settlements in the Americas, paying particular attention to how traditional narratives of conquest have been
challenged in recent decades by revisionist interpretations. The third part looks at the role played by the Portuguese in Iberian expansion, including their activities in Africa, Brazil, South Asia, and East Asia. Emphasis is placed on the contrasts between Spanish and Portuguese imperial development, and on the differences in their historiographies. The fourth and final part of the seminar returns to Iberia to analyze the impact on the peninsula of imperial expansion, transatlantic slavery, and overseas colonization; this part includes attention given to the role played by Spain and Portugal in the larger development of early modern (primarily sixteenth and seventeenth century) Europe and the Mediterranean.

NEW
HIST 568
Medicine, Science, and Technology in Latin American History
LATIN AM MED, SCIENCE, TECH (3)
This graduate course explores the history of medicine, science, and technology in early modern Latin America and Iberia, integrating interdisciplinary approaches and local/global contexts. It is designed to give students an overview of some of the key historiographical debates and research in these fields for Latin America and Iberia, and to provide a basic familiarity with the forms that this field of historical/interdisciplinary inquiry has taken in recent years. Some of the themes that we will explore are the role of empire building in shaping medical, scientific, and technological knowledge; how "non-Western" (indigenous, African, Asian, and mixed race) healers, artisans, and scientists innovated, developed, and recreated their practices and societal roles under colonial rule; the historical development of public health in Latin America; and the interactions between global processes of Western knowledge production and local-level multi-ethnic Latin American knowledge production. This course will be of interest to those studying colonial Latin America, those who wish to understand the colonial legacies of issues important to modern Latin America research topics, those interested in the early modern era in a comparative and/or global perspective, and those who wish to prepare for the Latin America or Early Modern World fields of their comprehensive exams.

DROP

PPATH 543
Pathogen Variation and Host Resistance
PATH VAR-HOST RES (3)
Mechanisms and implications of genetic variation in plant pathogens related to breeding for disease resistance in plants by genetic means.
PROPOSED END: SU2019
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: Smeal College of Business |
| Department or Instructional Area: Marketing |
| New Graduate Program, Option, or Minor: | Add |
| Designation of new graduate program: Master of Marketing in Marketing Analytics and Insights |
| Classification of Instructional Programs (CIP) Code: 521499 |
| Designation of new graduate option: |
| Designation of new graduate minor: |

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

**Penn State Graduate School**

| 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

**Office of the Vice Provost and Dean of the Graduate School**

Submitted by Graduate Program Head

Hans Baumgartner
Printed name
Signature
Date: 9/6/18

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

Arvind Rangaswamy
Printed name
Signature
Date: 9/6/18

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

Steven Huddart
Printed name
Signature
Date: 9/5/18
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For use by Graduate Council only
PROPOSAL —

MASTER OF MARKETING IN MARKETING ANALYTICS AND INSIGHTS

THE PENNSYLVANIA STATE UNIVERSITY — SMEAL COLLEGE OF BUSINESS

J. ANDREW PETERSEN, ASSOCIATE PROFESSOR OF MARKETING, SMEAL COLLEGE OF BUSINESS
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Introduction

The Smeal College of Business is proposing a Master of Marketing in Marketing Analytics and Insights (MMAI) program. The MMAI program is a 30-credit online master’s degree targeted at individuals wishing to build a skillset for a career in data-driven Marketing applications. The target population includes early- to mid-career graduates from Business-related disciplines (e.g., Marketing, Economics, Social Sciences, etc.) that want to learn how to integrate data and analytical tools into their current Marketing-related job role, though exceptional students that fall outside these general guidelines may be considered.

The MMAI program provides students with the opportunity to master analytical tools, critical thinking, and decision-making skills for application in areas including but not limited to marketing research, marketing analytics, social media analytics, digital analytics, and marketing data integration and visualization. It is designed to be an engaging, practical, and comprehensive program to provide students with an opportunity to develop a deep understanding of how to apply data and statistics to marketing decision-making and strategy. This includes both the theoretical foundations and analytical tools that will be used to turn raw marketing data into insights which can help make key business decisions. The program will be delivered through World Campus in an all online format. Students will be required to take eight core courses and two elective courses to achieve a total of 30 credits for the Master of Marketing in Marketing Analytics and Insights.

A. Program Justification

This proposed program is well researched and has been validated by market research by World Campus. Based on recent occupation and employment trends conducted by World Campus, there is significant growth expected in the demand for workers that have a skillset that can be effectively applied in data-driven Marketing applications— with growth in the area of Marketing Research Analysts and Marketing Specialists expected to be 21% in the next 10 years. Given this potential demand for this type of master’s degree, there are some other institutions which currently or are planning to offer a graduate master’s degree related to the field of Marketing Analytics and Insights. However, Penn State and World Campus have the ability to capture a significant portion of this demand given the current reputation of Penn State, the World Campus, and the area of expertise of the faculty who will be teaching in this program. Evidence of this can be seen with the Graduate Certificate in Marketing Analytics which was just recently launched (Fall 2017). This program has completed a successful first year and is on track to see an over 200% growth in enrollment in the start of its second year (Fall 2018). The proposed Master of Marketing in Marketing Analytics and Insights offered through World Campus would also fill a gap in the existing World Campus graduate business and marketing portfolio.

Background

According to Association to Advance Collegiate Schools of Business (AACSBO), “business schools offer a diverse set of degree programs (as well as many certificate, continuing education, and executive education programs) to meet the lifelong learning needs of individuals. This variety of programs is necessary because no single program is right for all individuals or for any single individual over the course of their career. As a whole, the business school ecosystem, including the business community, must work in concert to provide individuals with the right knowledge, skills, and abilities at the beginning of their career and throughout their work life” (AACSBO Blog, 2018). Expanding on that notion,
the European Foundation for Management Development (EFMD) recently reported on a CarringtonCrisp/EFMD study that found the combined percentage of respondents who prefer part-time (16%), online (19%) or blended (5%) study exceed the total of either full-time option, reflecting programmatic changes and opportunities brought about by new technologies and new delivery models (EFMD, 2018).

P. Christopher Earley, dean at the Krannert School of Management at Purdue University estimated in a US News interview that half of Krannert’s students were pursuing specialized degree programs. Earley noted, "I would predict within five years Krannert will probably have three-quarters of [its] students in specialized programs and only 25 percent in a full-time, two-year M.B.A." (Smith-Barrow, 2013). Paula Steisel Goldfarb, director of M.B.A. and executive M.B.A. admissions and financial aid at NYU’s Stern School of Business, noted that specialized degree program candidates, "really want to focus and deepen their knowledge in a specific subject area, whereas for an M.B.A. program, students are looking at broad-based skills.” Careers and employment are changing rapidly, so students want to acquire new skills and achieve a return on their investment quickly (Smith-Barrow, 2013).

In a recent analysis, the Association to Advance Collegiate Schools of Business (AACSB) used a controlled set of schools that reported enrollment data for the periods 2011–12 and 2016–17 in order to quantify and compare enrollment growth between degree programs. Total business degree program enrollment over this five-year period increased by almost 11 percent globally. The “rising star” was in specialized master’s programs, which registered more than a 30 percent increase. Generalist master’s degree enrollments (M.B.A.) were up a modest 3 percent globally (AACSB Blog, 2018).

Poets&Quants, a news website devoted to the coverage of business schools, suggested that at least in the U.S. market, “there’s nowhere for business master’s programs to go but up.” Quoting a recent Graduate Management Admissions Council (GMAC) study, “Fueled by growing candidate demand, non-M.B.A. business master’s programs continue to proliferate. Globally, the percentage of candidates considering only business master’s degrees — such as Master of Finance, Master of Accounting, and Master of Management — has increased from 15% in 2009 to 23% in 2016. This rise in interest has been particularly strong among candidates from East and Southeast Asia and Western Europe, where now more than 2 in 5 candidates report considering only these program types” (Either, 2017).

In another Poets&Quants article, Baron (2015) quoted from a recent GMAC study, “Globally, 22% of prospective business school students are focused exclusively on specialized master’s programs, according to the 2015 Prospective Students Survey by the Graduate Management Admission Council, which administers the GMAT. Student interest in specialized business master’s programs alone has increased across all respondent groups—career enhancers, career switchers, and aspiring entrepreneurs, the GMAC report says. Among ‘career enhancers,’ who are defined by GMAC as those who want personal and professional growth, and to be recognized by their employers as able to contribute more, the percentage interested only in specialized master’s programs grew to 31% from 22% between 2010 and 2014. The percentage of ‘career switchers’ interested only in those programs nearly doubled to 19% from 10%, while 16% of those in the ‘aspiring entrepreneur’ category was focused only on specialized master’s programs by 2014, compared to 10% in 2010.”

Baron (2015) noted that in a 2013 study, AACSB, the global accrediting body for business schools, reported fast-rising interest in specialized master’s programs, while interest in M.B.A. programs was dropping slightly. AACSB reported that from 2008/09 to 2012/13, M.B.A. enrollment had fallen 3% in
North America, while the numbers of students taking specialized master’s programs had skyrocketed 38%. Worldwide, schools had added 142 such programs, many of them in finance and accounting, followed by general business, strategic management, and quantitative methods (i.e., analytics). In the same article, Tim Westerbeck, founder of the business school consulting firm Eduvantis, said his firm’s research showed a general upward trend in interest in specialized master’s programs. Westerbeck offered that contributing to the popularity of many programs is millennial graduate students’ tendency to seek relatively short programs with a narrow focus and rigorous discipline (Baron, 2015).

Research by World Campus indicated that in 2017 the number of people with jobs in the areas of Marketing Manager, Marketing Research Analysts and Marketing Specialists, and Computer Occupations — all target populations for this program — totals a little over 1.12 million. And, the total population of employees in these fields is expected to grow to over 1.3 million by 2027, an increase of about 16%. At the entry-level, many of these jobs only require a bachelor’s degree. In fact, less than 25% of people employed in these jobs have master’s degrees at this point. However, it is becoming more and more common to require these employees to receive graduate-level training to achieve the maximum levels of employment in these fields. This suggests that there is significant potential in attracting many of these workers to pursue a master’s degree in Marketing Analytics and Insights, especially those that want to continue working while getting their master’s degree. The MMAI concept addresses that group of potential students.

Penn State currently offers two programs that are somewhat related to the proposed MMAI program: the online M.B.A. program coordinated by the Smeal College of Business which focuses on broad functional areas of business and quantitative skills; And, the online Master of Professional Studies in Data Analytics which focuses its instruction on big data and database design processes. By comparison, MMAI is a professional degree focused on graduates from Business-related disciplines (e.g., Marketing, Economics, Social Sciences, etc.) that want to learn how to integrate data and analytical tools into their current Marketing-related job role. Thus, the two other programs (online M.B.A. and M.P.S. in Data Analytics) are targeting a different type of student. The online M.B.A. program targets a more general management-type student and the M.P.S. in Data Analytics targets students who want to focus more on the data management technologies and techniques for descriptive, prescriptive, and predictive analytics rather than specific applications of analytics tools in data-driven marketing applications.

The research cited above corroborates the observations of our faculty and staff who have had discussions with individuals who were interested in a master’s level program in business but were not interested in an M.B.A. Those individuals tended to be early- to mid-career with some marketing-related job experience who wanted to specifically focus on advancing their careers in the data-driven marketing field.

Summary

With core course work in Marketing Management, Marketing Analytics, Digital Marketing Analytics, Customer Analytics, Brand Analytics, Marketing Data Integration and Visualization, and Ethics, the proposed Master of Marketing in Marketing Analytics and Insights program will give early- to mid-career professionals currently in a data-driven marketing role or looking to transition into a data-driven marketing role and looking for a specialized business degree in the areas of Marketing Analytics and Insights, an analytics-driven skillset that will assist greatly in advancing their careers. MMAI students will come mainly from one background: business students currently in data-driven marketing roles that want
to build on their analytics skillset, though exceptional students that fall outside of these general guidelines may be considered. Seven of the MMAI core courses will be taught by professors from Smeal’s highly-regarded Department of Marketing and one (Ethical Leadership) will be taught by professors from Smeal’s highly-regarded Department of Management & Organization.

Faculty Members

**CVs are available for all faculty**

Program Head

J. Andrew Petersen, Associate Professor of Marketing, Smeal College of Business

The Graduate Faculty

Baumgartner, Hans, Professor of Marketing

Bolton, Lisa, Professor of Marketing

Coupland, Jennifer, Clinical Professor in Marketing

Ding, Min, Smeal Professor of Marketing and Innovation

Fong, Duncan, Calvin E. and Pamala T. Zimmerman Endowed Fellow & Professor of Marketing

Hammond, Chelsea, Clinical Assistant Professor of Marketing

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Lilien, Gary, Distinguished Research Professor of Management Science; Research Director, Institute for the Study of Business Markets

Meloy, Margaret, Professor of Marketing

Oliva, Ralph, Professor of Marketing; Executive Director, Institute for the Study of Business Markets

Peterson, J. Andrew, Associate Professor of Marketing

Rangaswamy, Arvind, Jonas H. Anchel, Professor of Marketing

Slot, Johanna, Assistant Professor of Marketing

Winterich, Karen, Frank & Mary Smeal Research Fellow, Associate Professor of Marketing

B. Program Objectives
With core course work in Marketing Management, Marketing Analytics, Digital Marketing Analytics, Customer Analytics, Brand Analytics, Marketing Data Integration and Visualization, and Ethics, the proposed Master of Marketing in Marketing Analytics and Insights program will give early- to mid-career professionals currently in a data-driven marketing role or looking to transition into a data-driven marketing role and looking for a specialized business degree in the areas of Marketing Analytics and Insights, an analytics-driven skillset that will assist greatly in advancing their careers. In addition to the core curriculum, students may select from electives in the fields of Business Analytics, Supply Chain Management, Corporate Innovation and Entrepreneurship, and Strategic Management. Penn State Smeal MMAI students will come mainly from one background: business students currently in data-driven marketing roles that want to build on their analytics skillset. Seven of the MMAI core courses will be taught by professors from Smeal’s highly-regarded Department of Marketing and one (Ethical Leadership) will be taught by professors from Smeal’s highly-regarded Department of Management & Organization.

Key features of the MMAI program include:

- **Understanding marketing’s role in the global environment**: Students will learn how to examine issues in global marketing, including opportunity analysis, planning, and implementation.

- **Build an analytical toolkit for data-driven marketing applications**: Students will learn the principles of applied marketing analytics, including marketing data sources, data quality, software options, fundamentals of statistics, and integrating and visualizing marketing data.

- **Ethical and societal implications of managerial decisions**: The program will emphasize principled approaches to leadership, managerial decision-making, valuing others’ perspectives, and acting with integrity.

- **Applications of data-driven marketing cases**: Students will see how to ask the right marketing questions, find the right data, learn the right tools to analyze that data, and glean insights from the results of the data analysis in different areas of marketing analytics which include, but are not limited to, digital marketing analytics, customer analytics, and brand analytics.

- **Learning from peers with diverse backgrounds online**: Online programs become a hotbed of social network activity as students with diverse business backgrounds, yet sharing common interests, gather to learn, work as teams, and share insights.

- **Experiential learning**: The program delivers core business knowledge through high-impact experiential learning, small-group interaction in class, and team-based projects focused on real-world applications.

- **World class online learning environment**: Students engage in challenging course work that will prepare them to successfully deal with on-the-job demands in a wide range of organization environments.

**World-class faculty**: Students in the program will take classes from Smeal’s world-class faculty, who research and understand best practices in the fields of marketing management, marketing analytics, and business ethics. Our professors are respected experts in their fields, renowned for their cutting-edge research and passion for teaching.

**Learning Goals and Objectives**

The Master of Marketing in Marketing Analytics and Insights Goals and Objectives:
1. Understanding the Role of Marketing in a Global Environment  
MMAI graduates will examine strategic issues in global marketing, including opportunity analysis, planning, and implementation.  
Learning Objectives:  
- MMAI graduates will demonstrate the competency to think strategically about marketing issues and challenges and develop effective strategies for changing, complex environments.  
- MMAI graduates will be able to analyze social, political, technological, economic, and global factors; evaluate industry and market structure; and assess organizational strengths and weaknesses.  

Assessment Method: Course-embedded measure MBADM 821

2. Marketing Analytics Tools  
MMAI graduates will acquire the ability to identify and utilize the appropriate marketing analytic tools to gather, integrate, visualize, and analyze data.  
Learning Objectives:  
- MMAI graduates will develop principles of applied marketing analytics, including marketing data sources, data quality, software, and fundamentals of statistics.  
- MMAI graduates will learn to integrate and visualize marketing-related data from disparate sources such as industry data, CRM and sales data, Google Analytics, social media, and consumer surveys.  

Assessment Method: Course-embedded measure MKTG 811, MKTG 515

3. Implementation of Marketing Analytics  
MMAI graduates will learn how to apply the marketing analytics tools in different marketing-related applications.  
Learning Objectives:  
- MMAI graduates will develop systematic and analytical approaches to marketing decision-making with modern-day enterprises in areas including, but not limited to, digital marketing analytics, customer analytics, and brand analytics.  

Assessment Method: Course-embedded measure MKTG 540 (new course), MKTG 812, MKTG 813, MKTG 814

4. Ethical Responsibilities of Leaders  
MMAI graduates will be attuned to the ethical and social responsibilities of business leaders.  
Learning Objectives:  
- MMAI graduates will learn to consider and evaluate the ethical and societal implications of managerial decisions.  
- MMAI graduates will cultivate a principled approach to leadership, valuing others’ perspectives and acting with integrity.  

Assessment Method: Course-embedded measure BA 804
Target Market

The Penn State Smeal MMAI students will come mainly from one background: business students currently in data-driven marketing roles that want to build on their analytics skillset, though exceptional students that fall outside of these general guidelines may be considered.

Projected Size of the Program

Initially, the size of the first class will be limited to approximately 30-40 students to ensure that teaching, advising, and supervising are appropriately matched with faculty resources. In subsequent years, multiple sections may be needed. Classes taught in the MMAI program can be considered part of the faculty member’s teaching load or as an overload with extra compensation (on a voluntary basis) and will not impact the college’s ability to staff other curricular programs in the college.

Impact on Existing Programs

Penn State currently offers two programs that are somewhat related to the proposed MMAI program: the online M.B.A. program coordinated by the Smeal College of Business which focuses on broad functional areas of business and quantitative skills; And, the online Master of Professional Studies in Data Analytics which focuses its instruction on big data and database design processes. By comparison, MMAI is a professional degree focused on graduates from Business-related disciplines (e.g., Marketing, Economics, Social Sciences, etc.) that want to learn how to integrate data and analytical tools into their current Marketing-related job role. Thus, the two other programs (online M.B.A. and M.P.S. in Data Analytics) are targeting a different type of student. The online M.B.A. program targets a more general management-type student and the M.P.S. in Data Analytics targets students who want to focus more on the data management technologies and techniques for descriptive, prescriptive, and predictive analytics rather than specific applications of analytics tools in data-driven marketing applications.

Ability to Offer a Quality MMAI Program

The Smeal College of Business currently offers highly ranked Resident and Executive M.B.A. programs as well as leading Master’s programs. The College has 68 tenured, 29 tenure-track, and 68 fixed-term faculty with Ph.D. degrees. The Smeal faculty are respected experts in their fields, renowned for their cutting-edge research and passion for teaching.

The College has thoroughly considered workload issues within the context of existing programs and is confident that there will be no impact on existing programs. The program will only require one new course as all other core and elective courses already exist.

C. New and Redesigned Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>(New) MKTG 515: Marketing Data Integration to Create Consumer Insights (Capstone Course)</td>
<td>3</td>
<td>Required Course</td>
</tr>
<tr>
<td>(New) MKTG 540: Marketing Analytics</td>
<td>3</td>
<td>Required Course</td>
</tr>
</tbody>
</table>
The course description for this new course can be found below.

**MKTG 515: Marketing Data Integration to Create Consumer Insights (New)**

This course explores methods for integrating and visualizing marketing-related data from disparate sources such as industry data, CRM and sales data, Google Analytics, social media, and consumer surveys. Emphasis will be put on providing students with raw data from these types of sources and discussing software options to use when integrating and visualizing this data.

**MKTG 540: Marketing Analytics (New)**

This course deals with the use of data and analytics for marketing decision making. Unlike marketing courses that focus on conceptual material, this course will provide skills to translate conceptual understanding into specific operational plans – a skill in increasing demand in organizations today.

**D. Program Statement**

Program Statement (to be included in the graduate student handbook)

**D.1 Program Description**

The Master of Marketing in Marketing Analytics and Insights (PROGRAM/MMAI) program requires a minimum of 30 credits. All courses will be at the 500 or 800 level. The student will take 24 credits of required courses and select an additional 6 credits of elective coursework based on their interests. The courses will be delivered in an online format.

**Program Description**

The Master of Marketing in Marketing Analytics and Insights requires 30 credits comprised of 24 required core credits and 6 credits of electives.

**CORE COURSES (24 credits)**

The core MMAI courses are designed to provide students with an overview of marketing in a global environment, the basic data and analytical tools used in most marketing applications, specific types of marketing analytics (customer, brand, and digital), and ethical leadership.

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBADM 821</td>
<td>Marketing in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 811</td>
<td>Driving Business Success with Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BA 804</td>
<td>Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 540</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(Proposed New Course)</em></td>
<td></td>
</tr>
<tr>
<td>MKTG 812</td>
<td>Evaluating Marketing Communications in a Digital World</td>
<td>3</td>
</tr>
</tbody>
</table>
### Pattern of Course Scheduling for the Master of Marketing in Marketing Analytics and Insights Program

The following is a sample schedule of classes required for completion of the MMAI program. The degree will require at least six semesters of study.

**Fall Semester**

2 courses / 6 credits: Complete core courses MBADM 821 and MKTG 811.

**Spring Semester**

2 courses / 6 credits: Complete core courses MKTG 813 and MKTG 814.

**Summer Semester**

2 courses / 6 credits: Complete core courses MKTG 812 and (new) MKTG 540.

**Fall Semester**

2 courses / 6 credits: Complete core course BA 804 and one course from the electives list.

**Spring Semester**
1 course / 3 credits: Complete one core course MKTG 515 (the required capstone course).

Summer Semester
1 course / 3 credits: Complete one course from the electives list

E. Graduate Bulletin Copy

Marketing Analytics and Insights

Dr. J. Andrew Petersen, Associate Professor of Marketing
The Smeal College of Business
457 Business Building
814-863-1988

Degree Conferred:
M.M.A.I.

The Graduate Faculty

Baumgartner, Hans, Professor of Marketing
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Slot, Johanna, Assistant Professor of Marketing
Winterich, Karen, Frank & Mary Smal Research Fellow, Associate Professor of Marketing
Master of Marketing in Marketing Analytics and Insights

The Master of Marketing in Marketing Analytics and Insights program will prepare graduates to stand out in a competitive job market by studying at a highly reputed business school with some of the world’s leading academic thinkers and industry experts. This program will provide students with marketing analytics capabilities essential for marketing managers and analysts for data-driven marketing organizations. Students will learn about marketing in a global environment, marketing analytics tools for data collection, management, visualization, and analysis, implementation of marketing analytics for marketing problems in the areas of digital marketing, customers, and brands, and ethical leadership. The program will be taught by the same world-class professors who teach our M.B.A. students. A solid foundation in marketing, marketing analytics, and ethics will make the target audience more attractive for positions of marketing manager or analyst in data-driven marketing organizations and prepare them to advance more rapidly into those positions. These learning outcomes will be achieved by a combination of lectures by faculty, invited guest lecturers, reading of key literature, individual and team projects, and practical involvement in a marketing analytics-based culminating experience.

Admission Requirements

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 General Admissions Standards. The following are required:

- Baccalaureate degree with a 3.0 minimum undergraduate GPA (or equivalent).
- Minimum of 2 years relevant work experience is recommended. Exceptional students that fall outside the guidelines will be considered.
- Submission of a completed online Graduate School Application for Admission, including a Statement of Purpose, resume, and two letters of recommendation.
- Official transcripts from all post-secondary institutions attended.

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

- Completed online Graduate School application and payment of nonrefundable application fee.
- Statement of purpose: a 2-3 page essay articulating career and educational goals that demonstrates your written communication skills.
- Vita or Résumé.
- Two letters of recommendation that attest to your readiness for graduate study. Letters must be submitted through the online application. Within the online application you will be asked to enter the names and email addresses of two individuals who will be providing your recommendations. Those individuals will receive a note via email asking them to complete a
brief form that will serve as your recommendation. Please inform all recommenders they must submit the form for your application to be complete.

- **Official transcripts from all post-secondary institutions attended.**
- Candidates may be asked to participate in a video interview as part of the admissions process.
Degree Requirements
Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the *Graduate Bulletin*.

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.

**CORE COURSES (24 credits)**
The core MMAI courses are designed to teach students to think more strategically, assess external trends, learn from exemplar organizations, and enhance their ability to formulate, articulate, and implement strategy.

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<td>3</td>
</tr>
<tr>
<td>MKTG 813</td>
<td>Data-driven Customer Acquisition and Retention</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 814</td>
<td>Analytics for Brand Management and Customer Experience</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 515</td>
<td>Marketing Data Integration to Create Consumer Insights <em>(Proposed New Course and Capstone Course)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVES (6 Credits)**
Students will also complete 6 credits of elective courses. A list of elective courses approved to count towards the degree requirements will be maintained by the program office.

**Culminating Experience**
The culminating experience for the degree is a capstone course, MKTG 515 (3 credits), that provides an opportunity for students to apply and integrate the knowledge and skills that were gained throughout the MMAI program. MKTG 814, a core course in this proposed degree program, is the capstone course for the Graduate Certificate in Marketing Analytics. This course is a culminating experience for the courses: MKTG 811, MKTG 812, and MKTG 813. MKTG 515 not only integrates student learnings from these courses, it will also integrate learnings from the other core courses in the master's degree program including MBADM 821, BA 804, and MKTG 540. MKTG 515 will be a required course in the proposed Master of Marketing in Marketing Analytics and Insights degree. As it is the capstone course for the proposed master’s program, MKTG 515 is not available as a required or elective course in any other program.
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 to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

F. Online Delivery

According to Graduate Council’s “Residency and Related Policies for Off-Campus Graduate Degree Programs”: “Professional master’s degree programs that fall under the definition of ‘off-campus degree programs’ must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising.” The following sections address issues related to the special needs of the online program/options.

Interaction between Faculty and Students beyond Direct Instruction

The Program Director works with the Professional Graduate Programs Office on all administrative matters associated with the degree program and conducts entry interviews with newly admitted students, semi-annual reviews of student progress mediated by a mutually agreeable combination of email, Web/audio conferencing, telephone, in-person meetings, and exit interviews with graduates. Additionally, the Program Director writes letters of recommendation when requested.

A bulletin board accessible to all students will be setup for each course through Canvas. Each student is required to post at least one message during each session, either asking a new question or responding to another student’s question in a meaningful way. The course instructor will monitor the bulletin board discussions, answer the questions and if needed bring essential questions up for class discussion. The interaction will be counted as no less than 10% of the class participation grade.

Video conference through Internet (e.g., Skype) will be provided for faculty to interact with students beyond the classroom instruction. Video conference capabilities over the internet will provide opportunities for program faculty to interact with students beyond the instructional content.

Interaction among Students

A key challenge in an Internet-mediated course offering is to create and sustain an interactive learning environment among students. As offered through CANVAS, each course will incorporate threaded student discussion forums in which students are required to post responses to instructor-provided discussion questions. These interactive sessions will typically count from 15 to 20% of a student’s final course grade. As demonstrated in other online programs, it is the norm for students to post beyond the
minimum number of responses. Most students will have at least a moderate level of professional experience in business or the military. Through the threaded discussion questions, students are encouraged to share relevant personal experiences with one another.

Course instructors are responsible for creating and sustaining a learning environment that breeds valuable and respectful interactions among students.

Group Projects

In addition to the threaded discussion forums, courses will incorporate two to four small group projects. These will be based on business case studies or real-world problems, and typically account for 30 to 40% of an individual's final grade. Students will collaborate in three to four-person teams to complete group projects. Private virtual team electronic collaborative spaces will be created for each project and team to facilitate interaction; groups are encouraged to collaborate by any means they feel are most effective.

Access to Information and Instructional Resources

Distinguished Speakers

The program provides access to content experts other than the program’s instructors, distinguished speakers will be brought in virtually to speak to classes and present the opportunity for students to interact with the speakers. The speakers for these programs are largely private industry and government executives or distinguished researchers and their presentations/discussions will be captured for later playback. These resources will be available for students in the program.

Libraries

Penn State’s University Libraries provides an extraordinary array of services to Penn State students who participate in classes through the World Campus. Master’s degree students enrolled in the World Campus program can use library resources to identify and locate articles and books needed for their study and research just as graduate students enrolled in residence at Penn State University Park currently do. In addition to the Library’s hard copy holdings and growing number of electronic resources, University Libraries provides access to interlibrary loan and document delivery materials in PDF format. Students can request assistance from reference librarians via ASK!, the Libraries’ virtual reference service that provides access to live chat, and e-mail reference.

Through the University Libraries homepage, students have access to the CAT, the Libraries’ online catalog and, with their Penn State Access account, over 375 online citation databases and full-text resources. Among these resources are Compendex, Inspec, IEEE, Safari, and the ACM Digital Library. Electronic reserve facilities enable faculty members to make library resources available to online students. Once registered with the University Libraries, online students may request mail delivery of books and journal articles owned by any Penn State library location, as well as materials from other libraries through the Interlibrary Loan link on the homepage. A postage-paid and pre-addressed return envelope is provided for return of books to University Libraries. Students may also obtain articles not found in the Penn State Libraries by using unmediated document delivery provided by the Libraries. Materials requested via document delivery are faxed directly to the student. Special arrangements are made for international students whose access to mail services is limited.

The Libraries’ participation in the Pennsylvania Academic Consortium, Inc. (PALCI) and Access Pennsylvania permits students to access materials from academic and public libraries throughout the

Appendix C - Page 27
Commonwealth of Pennsylvania. Through other consortia memberships held by University Libraries, students have access to the resources of research libraries throughout the world.

University Libraries has developed online instruction in the use of its resources that is available from the LIAS instruction page. Students who need reference assistance may call any Penn State Library to ask questions. The Library staff is currently investigating the adoption of software that allows for real-time reference assistance over the Web.

**Exposure to and Socialization in the Field of Study, including but not limited to seminar series, workshops, research exhibitions, discussions with professional peers, informal departmental activities, and other shared experiences**

Students gain exposure to the field of study through their professional work experience and memberships in professional and community organizations of their choice. Students in the program will be encouraged to join and participate in these organizations as well as programs sponsored by Penn State and the Smeal College. Participation in these activities will help students gain further exposure to the field, develop their network of professionals, and provide valuable opportunities to socialize with the program faculty who attend the meetings.

**Access to Suitable Academic Advising and Support Services**

**Academic Advising**

The Program Director and Professional Graduate Programs staff work with students on all administrative matters associated with the degree program and conducts entry interviews with newly admitted students, semi-annual reviews of student progress mediated by a mutually agreeable combination of email, Web/audio conferencing, telephone, or in-person meetings, and exit interviews with graduates. Additionally, the Program Director writes letters of recommendation when requested.

**Student Services**

The Office of Professional Graduate Programs will provide services to students. In addition, World Campus Student Services is typically the first point of contact with prospective students inquiring about Penn State courses and academic programs delivered online. This team fields questions from prospective students, processes enrollments, and collects and accounts for tuition and fees. A World Campus technical support group provides timely help to students having difficulties with their system or network configurations or who need tutoring on basic computing skills. Additionally, World Campus maintains the online course and program catalog and schedule.

**Students’ Contribution to the Program, College and University**

Students completing the program online via the World Campus often share experiences from their work, which provide valuable insight to the other class members as well as to faculty. This shared knowledge is a valuable contribution to the program.

New students entering the first course in the program introduce themselves to the rest of the class by posting the following types of information: contact information; primary professional interests (topic areas, issues, problems); employer, job title, and primary job responsibilities; and family and personal
interests outside of work and studies as appropriate. Entering students prepare and maintain home pages containing this type of information and make these pages readily available in an electronic location that is not tied to a particular course.

Identification with Penn State

Students completing the program online will be considered identical to all other students within the College in that they will receive the same notices of College events and activities. In addition, activities, such as the Seminar Series and Distinguished Lecture Series, will be available as a live or archived web-cast for online students to participate in or view.

A listserv to announce new professional Master degree graduates, new course offerings, employment opportunities and alumni news facilitates this objective. Current students and graduates also receive the College’s newsletter. College-sponsored receptions at major professional conferences provide further opportunities for students, alumni, and faculty to sustain their professional community. The Associate Dean for Professional Graduate Programs and the Program Director will develop network opportunities through outreach efforts to alumni with an interest recruiting students for positions their organizations.

G. Program Operation and Maintenance

Program Coordination

Dr. J. Andrew Petersen, Director, Associate Professor of Marketing, will administrate, coordinate, and provide support to program development, admission, and evaluation.

Academic Support to Students

The academic support for online students will be provided by the Office of Professional Graduate Programs and the World Campus. Student scheduling, registration, and billing will be handled by the LionPATH system. Faculty will submit grades through World Campus. The World Campus Technical Help Desk provides student technical support by telephone and/or e-mail.

Instructional Design Support and Available Facilities

Revisions to existing course content as well as the creation of new course content delivered through Canvas will be done by the Office of Professional Graduate Programs.

Program courses are 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 discussions, and synchronous chat), automated quizzing with immediate feedback, and grade management and reporting, which is done via LionPATH.

The World Campus offers an online teaching and learning professional development course for faculty/instructors titled Online (OL) 2000. This three-week course is offered a month prior to the beginning of each semester, plus two additional offerings are available -- mid-fall and mid-spring
semesters. It is available completely online at no cost to instructors of programs offered via the World Campus. The faculty for the program will be required to participate in OL 2000 prior to teaching their first online course in this program. They also will be encouraged to complete other professional development workshops offered by the World Campus and Webinars offered by distance education organizations such as OLC and WCET.

**Technological Resources Needed by Students**

**Computing Hardware and Related Software**

Students in the online Program are expected to possess or have access to personal computers and a broadband Internet connection. Minimum system and software specifications and required software are outlined at [http://www.worldcampus.psu.edu/general-technical-requirements](http://www.worldcampus.psu.edu/general-technical-requirements).

**H. Program Quality**

Off-campus programs must incorporate a mechanism for assessing program quality through student surveys for feedback at critical milestones in the program as well as a student exit questionnaire at the time of graduation. The Program Director is responsible for the proposed program’s quality assurance plan in cooperation with the World Campus Evaluation Team. The online SRTE will be used as an evaluation instrument. Additionally, the Office of Professional Graduate Programs and Program Director will initiate one or more peer evaluations of instructors each year and will preview, as well as regularly review, course content to assure that it is current and represents an appropriate level for graduate study. Access to the online courses will be gained through the course instructor, with the full knowledge of the respective students, so course content can be reviewed, and instructor-to-student and student-to-student interactions can be observed.

**Course Evaluation Surveys**

Following completion of each online course, World Campus administers an online End-of-Course Survey (SRTE) for student feedback on the course offering. The survey includes questions that specifically address characteristics of the online learning experience. The Program Director conducts exit interviews.

Upon each student’s completion of the online degree, the Program Director conducts an exit interview for the purpose of preparing a summary evaluation of the student’s experience in the online program. Similar interviews are conducted with online students who begin but then withdraw from the program prior to completing the degree requirements.
I. Degree Title Justification

The degree conferred by the MMAI program will be a Master of Marketing in Marketing Analytics and Insights. The Smeal College of Business feels strongly that this program should not utilize a Master of Professional Studies (MPS) degree designation.

The MPS designation for business-related master’s programs puts our programs at a competitive disadvantage. Almost all business schools use the MS designation for many of their professional master’s programs. The MPS designation is never used at other leading business schools. Through discussions with counterparts at other leading business schools, we have learned that these schools often point out to prospective master’s students that Penn State awards an MPS degree and that they aren’t quite sure what that is but assure the prospective students that they will earn an MS degree at their institutions. Many prospective students question whether MPS designated business master’s programs are “real” master’s degrees as the MPS designation is not a recognized business master’s designation. Some prospective students have not selected our programs because of the MPS designation. We strongly believe that the MPS designation puts our business professional master’s programs at a disadvantage nationally and internationally.

Below is a table with a substantial list of very reputable business schools that use Master of Science (MS) for their specialized business master’s programs. Most business schools today do not have functioning traditional research-oriented MS programs and have transitioned from traditional research MS degrees to professional MS degrees. As you can see in the list below, there are many MS degrees in marketing at leading competing business schools. If we really wanted to use the most common degree title in use today, it would be an MS in Marketing. However, we realize that use of the MS designation for professional business master’s programs at Penn State is not a likely possibility and instead suggest that Smeal be allowed to use the “Master of” designation for this degree and feel that we have made a strong case for this usage.

While MS is by far the most common professional master’s designation within our business school peer group, the “Master of” designation is also used, but to a lesser extent. Exceptions to the use of the MS designation occur in other commonly used master’s programs’ titles such as the Master of Accounting, the Master of Finance, and the Master of Business Administration (MBA).

No examples of major business school competitors that use the MPS designation exist. If the committee is truly concerned with using degree titles that are common in reputable, nationally recognized universities, then an MPS in Marketing Analytics or anything marketing related should be off the table as we would be the only leading business school in the world with such a degree title.

Here are two examples of major business school competitors that use the MS designation for their professional master’s programs—many additional examples exist and are included in the table below:

Kelley School of Business (Indiana): https://kelley.iu.edu/programs/online/degrees/index.cshml
Johns Hopkins: https://carey.jhu.edu/programs/master-science/ms-marketing/
Here is one example of a leading business school competitor that uses the “Master of” designation for their professional master’s programs – this is a less common, but acceptable program designation.

Vanderbilt: [https://business.vanderbilt.edu/master-of-marketing/](https://business.vanderbilt.edu/master-of-marketing/)

Below is additional research on the master of marketing degree title. As you can see, when you factor in leading international universities, there are many nationally recognized universities that use the master of/in marketing title.

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanderbilt</td>
<td>Master of Marketing</td>
<td><a href="https://business.vanderbilt.edu/master-of-marketing/">https://business.vanderbilt.edu/master-of-marketing/</a></td>
</tr>
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<td>Clemson</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.clemson.edu/graduate/academics/program-details.html?m_id=Marketing">https://www.clemson.edu/graduate/academics/program-details.html?m_id=Marketing</a></td>
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<td>DePaul</td>
<td>Master of Science in Marketing</td>
<td><a href="https://business.dePaul.edu/academics/marketing/graduate/marketing-ms/Pages/default.aspx">https://business.dePaul.edu/academics/marketing/graduate/marketing-ms/Pages/default.aspx</a></td>
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<td>Drexel</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.lebow.drexel.edu/academics/graduate/master-of-science/ms-marketing">https://www.lebow.drexel.edu/academics/graduate/master-of-science/ms-marketing</a></td>
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<tr>
<td>Florida International University</td>
<td>Master of Science in Marketing</td>
<td><a href="https://business.fiu.edu/graduate/marketing/">https://business.fiu.edu/graduate/marketing/</a></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Master of Science in Marketing</td>
<td><a href="https://robinson.gsu.edu/masters-programs/ms-in-marketing/">https://robinson.gsu.edu/masters-programs/ms-in-marketing/</a></td>
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<tr>
<td>Indiana</td>
<td>Master of Science in Marketing</td>
<td><a href="https://kelley.iu.edu/programs/online/degrees/ms-marketing/index.cshtml">https://kelley.iu.edu/programs/online/degrees/ms-marketing/index.cshtml</a></td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td>Master of Science in Marketing</td>
<td><a href="https://carey.jhu.edu/programs/master-science/ms-marketing/">https://carey.jhu.edu/programs/master-science/ms-marketing/</a></td>
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<tr>
<td>Purdue</td>
<td>Master of Science in Marketing</td>
<td><a href="http://www.krannert.purdue.edu/masters/programs/ms-marketing/">http://www.krannert.purdue.edu/masters/programs/ms-marketing/</a></td>
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<td>Syracuse University</td>
<td>Master of Science in Marketing</td>
<td><a href="https://whitman.syr.edu/programs-and-academics/programs/ms/marketing/index.aspx">https://whitman.syr.edu/programs-and-academics/programs/ms/marketing/index.aspx</a></td>
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<tr>
<td>Temple University</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.fox.temple.edu/specialized-masters/marketing/about-the-program/">https://www.fox.temple.edu/specialized-masters/marketing/about-the-program/</a></td>
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<td>Texas A&amp;M University</td>
<td>Master of Science in Marketing</td>
<td><a href="https://mays.tamu.edu/ms-marketing/">https://mays.tamu.edu/ms-marketing/</a></td>
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<td>University of Alabama</td>
<td>Master of Science in Marketing</td>
<td><a href="http://bamabydistance.ua.edu/degrees/ms-in-marketing-with-a-specialization-in-marketing-analytics/index.php">http://bamabydistance.ua.edu/degrees/ms-in-marketing-with-a-specialization-in-marketing-analytics/index.php</a></td>
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<tr>
<td>University of Colorado, Denver</td>
<td>Master of Science in Marketing</td>
<td><a href="http://www.ucdenver.edu/academics/colleges/business/degrees/ms/marketing/Pages/Marketing.aspx">http://www.ucdenver.edu/academics/colleges/business/degrees/ms/marketing/Pages/Marketing.aspx</a></td>
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<tr>
<td>University of Illinois, Chicago</td>
<td>Master of Science in Marketing</td>
<td><a href="http://business.uic.edu/liautaud-programs/ms-marketing">http://business.uic.edu/liautaud-programs/ms-marketing</a></td>
</tr>
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<td>University of Texas, Dallas</td>
<td>Master of Science in Marketing (Specialization in Marketing Analytics)</td>
<td><a href="https://jindal.utdallas.edu/marketing/ms-marketing/">https://jindal.utdallas.edu/marketing/ms-marketing/</a></td>
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<tr>
<td>University of Texas, Austin</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.mccombs.utexas.edu/Master-of-Science-in-Marketing">https://www.mccombs.utexas.edu/Master-of-Science-in-Marketing</a></td>
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<td>USC Marshall</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.marshall.usc.edu/programs/specialized-masters-programs/master-science-marketing">https://www.marshall.usc.edu/programs/specialized-masters-programs/master-science-marketing</a></td>
</tr>
<tr>
<td>Bentley University</td>
<td>Master of Science in Marketing Analytics</td>
<td><a href="https://www.bentley.edu/academics/departments/marketing/graduate-degrees">https://www.bentley.edu/academics/departments/marketing/graduate-degrees</a></td>
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<tr>
<td>Claremont Graduate University (Drucker)</td>
<td>Master of Science in Marketing Analytics</td>
<td><a href="https://www.cgu.edu/academics/program/ms-marketing-analytics/">https://www.cgu.edu/academics/program/ms-marketing-analytics/</a></td>
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<td>Program Description</td>
<td>Program Link</td>
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</tr>
<tr>
<td>DePaul</td>
<td>Master of Marketing Analysis</td>
<td><a href="https://business.depaul.edu/academics/marketing/graduate/marketing-analysis-ms/Pages/default.aspx">https://business.depaul.edu/academics/marketing/graduate/marketing-analysis-ms/Pages/default.aspx</a></td>
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<td>Illinois Institute of Technology</td>
<td>Master of Science in Marketing Analytics</td>
<td><a href="https://stuart.iit.edu/programs/ms-marketing-analytics">https://stuart.iit.edu/programs/ms-marketing-analytics</a></td>
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<tr>
<td>Northwestern University (Medill)</td>
<td>Master of Science in Integrated Marketing Communications (w/specialization in Marketing Analytics)</td>
<td><a href="http://www.medill.northwestern.edu/imc/full-time/specializations/marketing-analytics.html">http://www.medill.northwestern.edu/imc/full-time/specializations/marketing-analytics.html</a></td>
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<tr>
<td>Pace University (Lubin)</td>
<td>Master of Science in Customer Intelligence and Analytics</td>
<td><a href="https://www.pace.edu/lubin/ms-in-customer-intelligence-analytics">https://www.pace.edu/lubin/ms-in-customer-intelligence-analytics</a></td>
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<tr>
<td>University of Maryland</td>
<td>Master of Science in Marketing Analytics</td>
<td><a href="https://www.rhsmith.umd.edu/programs/ms-marketing-analytics">https://www.rhsmith.umd.edu/programs/ms-marketing-analytics</a></td>
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<td>EU Business School, Spain</td>
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<td><a href="https://www.euruni.edu/en/Programs/Master-s-MBA/Master-in-Marketing/Overview/Master-in-Marketing.html">https://www.euruni.edu/en/Programs/Master-s-MBA/Master-in-Marketing/Overview/Master-in-Marketing.html</a></td>
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<td>University of Melbourne, Australia</td>
<td>Master of Marketing</td>
<td><a href="https://study.unimelb.edu.au/find/courses/graduate/master-of-marketing/">https://study.unimelb.edu.au/find/courses/graduate/master-of-marketing/</a></td>
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<tr>
<td>University of Otago, New Zealand</td>
<td>Master of Marketing</td>
<td><a href="https://www.otago.ac.nz/courses/qualifications/mmart.html">https://www.otago.ac.nz/courses/qualifications/mmart.html</a></td>
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<td>Victoria University, Australia</td>
<td>Master of Marketing</td>
<td><a href="https://www.vu.edu.au/courses/master-of-marketing-bmkm">https://www.vu.edu.au/courses/master-of-marketing-bmkm</a></td>
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<td>University of Liverpool, Amsterdam</td>
<td>Master of Science in Marketing</td>
<td><a href="https://www.online.liverpool.ac.uk/programmes/msc-in-marketing">https://www.online.liverpool.ac.uk/programmes/msc-in-marketing</a></td>
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<td>Regent's University</td>
<td>Master of Science in Digital Marketing &amp; Analytics</td>
<td><a href="https://www.regents.ac.uk/study/postgraduate-study/programmes/msc-digital-marketing-analytics">https://www.regents.ac.uk/study/postgraduate-study/programmes/msc-digital-marketing-analytics</a></td>
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<td>Tilburg University</td>
<td>Master of Science in Marketing Analytics</td>
<td><a href="https://www.tilburguniversity.edu/education/masters-programmes/marketing-analytics/program">https://www.tilburguniversity.edu/education/masters-programmes/marketing-analytics/program</a></td>
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<td>University of Southampton</td>
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<td>University of Gent</td>
<td>Master of Science in Marketing Analysis</td>
<td><a href="http://www.mma.ugent.be/">http://www.mma.ugent.be/</a></td>
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<td>Winchester University</td>
<td>Master of Science in Digital Marketing and Analytics</td>
<td><a href="https://www.winchester.ac.uk/study/postgraduate/courses/msc-digital-marketing-and-analytics/">https://www.winchester.ac.uk/study/postgraduate/courses/msc-digital-marketing-and-analytics/</a></td>
</tr>
</tbody>
</table>
J. Accreditation

The Master of Marketing in Marketing Analytics and Insights will be reviewed as part of the Association to Advance Collegiate Schools of Business Smeal College accreditation process.
K. Consultation Responses

From Smeal Graduate Policy Committee:

From: Bolton, Lisa Elizabeth <leb14@psu.edu>
Sent: Monday, August 27, 2018 10:54 AM
To: Brian Cameron
Cc: Rockower, Michelle Kristen; Petersen, John Andrew
Subject: RE: Program Proposal Marketing Analytics and Insights

Brian, The committee has voted to approve the marketing analytics proposal. (One vote was not forthcoming but we have a clear majority.) Best, Lisa

From: Lisa Bolton
Sent: Wednesday, August 1, 2018 3:08 PM
To: Brent Ambrose; Lisa Posey; Dan Givoly; Tony Kwasnica; Hui Zhao
Cc: Brian Cameron; Michelle Rockower; Andrew Petersen
Subject: Program Proposal Marketing Analytics and Insights

Folks,

The grad policy committee has been asked to vote on the attached proposal for a new program. It requires one new course – also attached.

If you could review and respond with any feedback and your vote by Aug 24th, it would be appreciated. (I realize it’s summer break; if this as an issue for you, please let me know.)

Many thanks, and I hope everyone is enjoying their summer!
Lisa

From: Cameron, Brian Harold [mailto:bhc103@psu.edu]
Sent: Wednesday, August 1, 2018 2:18 PM
To: Lisa Bolton <boltonle@psu.edu>
Cc: Mike Gilpatrick <mjg11@psu.edu>; Michelle Rockower <mkk114@psu.edu>; Andrew Petersen <jap57@psu.edu>
Subject: Draft Program Proposal Marketing Analytics and Insights
Importance: High

Hi Lisa

Attached is the draft program proposal for a new online master of marketing analytics and insights as well as an associated new course proposal.
Could you send to the grad policy committee and ask for a vote by August 24?

Please let me know if you have any questions regarding this program.

Thanks,

Brian

_____________________________________________________________________________________________________________________

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

Affiliate Faculty Member
Center for Enterprise Architecture
http://ea.ist.psu.edu/cameron.php

From Black School of Business, Penn State Erie

From: Filbeck, Michael  
Sent: Friday, July 27, 2018 11:43 AM  
To: Cameron, Brian Harold  
Subject: Re: Consultation for new online Master of Marketing Analytics and Insights  

Brian,

I have reviewed the documents and am in total support of your proposal! Good luck as it moves through the system!

Greg

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

From: Cameron, Brian Harold  
Sent: Friday, July 27, 2018  10:19:14 AM  
To: Filbeck, Michael  
Subject: Consultation for new online Master of Marketing Analytics and Insights

Hi Greg

Attached is the program proposal and associated new course proposal for a proposed online Master of Marketing Analytics and Insights.

Could you look over the proposal and send any feedback by August 24?

I would like to get a note of concurrence to include with the program proposal as well once you’re comfortable with the proposal.

Hope all is well,

Brian

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

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

Affiliate Faculty Member  
Center for Enterprise Architecture  
http://ea.ist.psu.edu/cameron.php
From Penn State Harrisburg:

From: Schappe, Stephen Patrick  
Sent: Thursday, August 23, 2018 12:49 PM  
To: Cameron, Brian Harold  
Subject: Re: Consultation for new online Master of Marketing Analytics and Insights

Hi Brian,

Thanks for the opportunity to review Smeal's proposed online Master of Marketing Analytics and Insights and associated course proposal.

Our Marketing program head has suggested that the course title be shortened to simply "Marketing Data Integration" and remove "to Create Consumer Insights" because the course appears to go beyond consumer insights and into additional subject areas.

Nonetheless, we do not have any objections to the program or course proposal; good luck with the process.

Regards,
Steve

Stephen P. Schappe, Ph.D.
Director, School of Business Administration
Penn State Harrisburg
E355 Olmsted Building
777 W Harrisburg Pike
Middletown, PA 17057
717-948-6142
http://hbg.psu.edu/sba

From: Cameron, Brian Harold  
Sent: Monday, August 20, 2018 4:12 PM  
To: Schappe, Stephen Patrick  
Subject: RE: Consultation for new online Master of Marketing Analytics and Insights

Hi Steve

Just checking on the consultation for this proposed program.

Thanks again,

Brian
Hi Steve

Attached is the program proposal and associated new course proposal for a proposed online Master of Marketing Analytics and Insights.

Could you look over the proposal and send any feedback by August 24?

I would like to get a note of concurrence to include with the program proposal as well once you’re comfortable with the proposal.

Hope all is well,

Brian

_________________________________________________________

Brian H. Cameron, Ph.D.
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www.smeal.psu.edu
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Affiliate Faculty Member
Center for Enterprise Architecture

http://ea.ist.psu.edu/cameron.php
From: Jablokow, Kathryn  
Sent: Monday, September 24, 2018 8:45 AM  
To: Cameron, Brian Harold  
Cc: Nemes, James A; Neill, Colin; Jablokow, Kathryn  
Subject: Great Valley Response to proposal for new Master of Marketing Analytics and Insights program

Dear Brian:

Great Valley does not concur with the proposal for the new Master of Marketing Analytics and Insights program for the following reasons:

First: We oppose the name of the program (specifically, the use of the term "Analytics" in the title). We collaborate in offering the MPS in Data Analytics with a Marketing Analytics option and feel that there would be confusion between the two.

Second: We do not feel that a program can claim to be an analytics program without a foundation in statistics and data mining, which is the core distinction between the DAAN-MAN program and this proposed program. We would support a program in marketing insights, but calling it analytics without including a solid selection of analytics topics, or requiring applicants to come from an analytical background, is not appropriate.

Third: This proposed program uses 4 of the same required courses as the DAAN-MAN program, which conflicts with the claim that the programs are distinguishable with respect to the marketing aspects of marketing analytics.

Fourth: We do not feel that a case can be made to create an entirely new degree in such a niche area. If this program is anything, it is an MPS, since it is clearly oriented towards professionals.

Thank you,

Kathryn

Kathryn W. Jablokow, PhD, FASME  
Professor of Engineering Design & Mechanical Engineering  
Associate Chief Academic Officer  
Penn State Great Valley  
School of Graduate Professional Studies  
30 E. Swedesford Rd., Malvern, PA 19355  
Phone: 610-648-3372
Smeal Response to Penn State Great Valley Consultation:

1. The first concern is regarding the use of the word ‘Analytics’ in the title of the proposed program (Master of Marketing in Marketing Analytics and Insights) and whether there would be confusion with the program Master of Professional Studies (MPS) in Data Analytics. There are several distinct differences between Data Analytics and Marketing Analytics, and therefore, there should be little confusion among prospective students and employers about the curriculum in each of the programs.

First, the MPS in Data Analytics specifically states that, “the focus of instruction is on big data and database design processes. You can learn data management technologies and techniques for descriptive, prescriptive, and predictive analytics used to leverage competitive advantage in an array of disciplines.” (see https://www.worldcampus.psu.edu/degrees-and-certificates/data-analytics-base/overview for the entire description of the MPS in Data Analytics online degree program).

The proposed Master of Marketing in Marketing Analytics and Insights (from now on MMAI) states that, “The MMAI program provides students with the opportunity to master analytical tools, critical thinking, and decision-making skills for application in areas including but not limited to marketing research, marketing analytics, social media analytics, digital analytics, and marketing data integration and visualization. It is designed to be an engaging, practical, and comprehensive program to provide students with an opportunity to develop a deep understanding of how to apply data and statistics to marketing decision-making and strategy.” (see page 4 of the Marketing Analytics and Insights Program Proposal document).

To summarize the key differences between the programs, the MPS in Data Analytics program is targeted at data scientists who want to build skillsets that “require the design and maintenance of big data and data analytics systems” and the proposed MMAI program is targeted at marketers who want to learn how to apply analytical tools to make better data-driven marketing decisions in a number of key marketing functions like marketing research, social media, and so on. A key learning outcome from MMAI is the student’s ability to make better marketing decisions supported by analytics, and there is no expectation they will learn to design or develop better analytical tools, or develop systems to manipulate and interpret large amounts of data. Thus, the target audience for the MPS in Data Analytics is a student that wants to become a better data scientist and the target audience for the proposed MMAI program is a student that wants to become a better data-driven marketer. These are two very different job functions at organizations that build on two very different core skillsets.

World Campus agrees with this position as they note in their Market Scan Report on page 4, “The proposed program does not target data science/information science professionals and does not cover the technical systems requirements and advanced analytics included in the data analytics degree.”
2. If there are concerns from Great Valley that students will still have trouble differentiating between the MPS in Data Analytics with a Marketing Analytics option and the proposed MMAI program, we would be willing to remove the Marketing Analytics option from the MPS in Data Analytics program to solve that problem. We, however, do not think that is necessary or ideal for any of the programs because giving data scientists the option to learn more about applications of Marketing Analytics could be valuable to some students. Again, World Campus agrees with this position as they note on page 4 of the Market Scan Report, “It is recommended that the Marketing Analytics Option in the Data Analytics degree continue to be offered to maximize the overall market opportunity. With a greater emphasis on marketing in the proposed program, the two programs would complement each other, rather than compete.”

3. The second concern is regarding the use of the word ‘Analytics’ in the title of the proposed MMAI program and concern that there is not sufficient analytics being taught in the program or that applicants are not coming from an analytical background.

We agree that it would be inappropriate for us to propose the name of the program to include the term ‘Data Analytics’ as that term suggests a focus on the “design and maintenance of big data and analytics systems”. However, we believe that using the term ‘Marketing Analytics’ is entirely appropriate for several reasons.

First, in the marketplace Marketing Analytics is defined as, “the practice of managing and studying metrics data in order to determine the ROI of marketing efforts, as well as the act of identifying opportunities for improvement.” (see https://www.marketo.com/marketing-analytics/). This means that Marketing Analytics is not concerned with the “design and maintenance of big data and analytics systems”. It is, however, concerned with being able to understand how the data collected about consumers, brands, and customers can be used to make better data-driven marketing-related decisions to enhance firm performance and ROI.

This means that it is not imperative for a Marketing Analytics degree program to have applicants with a deep understanding of statistics, computer programming, or analytical tools when entering the program. The students will, however, be taught foundational marketing analytics tools and how to interpret the results from the analysis using those marketing analytics tools during the proposed MMAI program (see MKTG 811, MKTG 540 (proposed new course), MKTG 812, MKTG 813, MKTG 814, and MKTG 540 (proposed new course) as examples of courses that will help student turn marketing data into marketing insights using marketing analytics). Further, the students will gain context on marketing in a global environment (MBADM 821) so they better understand marketing challenges and opportunities that need to be addressed, and they will learn how to make and implement those marketing decisions in their organizations in an ethical manner (BA 804).

Second, we designed the proposed program after looking at similar masters programs in Marketing Analytics at other schools in both the US and around the world. Take for instance the Master of Science in Marketing Analytics that is offered at the University of Maryland (see https://www.rhsmith.umd.edu/programs/ms-marketing-analytics). For a full list of similar
Many of the courses that the MS in Marketing Analytics program at the University of Maryland requires all students to take include (we provide the corresponding course number for the course in our proposed MMAI program that is closest to the description of the course in the University of Maryland program in parentheses): Market-based Management (MBADM 821), Customer Analysis (MKTG 813), Advanced Marketing Analysis (MKTG 811), Business Ethics (BA 804), Marketing Research and Analysis (MKTG 814), Web Analytics (MKTG 812), and Customer Equity Management/CRM (MKTG 813), and Statistical Programming (covered in parts in MKTG 515, 811, 813, and 814). We believe that the overlap between our proposed MMAI program and MS in Marketing Analytics programs like the one at the University of Maryland provide further evidence that our program has the appropriate curriculum for a degree that includes the term ‘Marketing Analytics’.

4. The third concern is regarding the DAAN-MAN program (MPS in Data Analytics with an option in Marketing Analytics) has 4 of the same courses making it hard to distinguish the two programs.

As noted in our response to the first comment:

If there are concerns from Great Valley that students will still have trouble differentiating between the MPS in Data Analytics with a Marketing Analytics option and the proposed MMAI program, we would remove the Marketing Analytics option from the MPS in Data Analytics program to solve that problem. We, however, do not think that is necessary or ideal for any of the programs as giving data scientists the option to learn more about applications of Marketing Analytics could be valuable to some students. Again, World Campus agrees with this position as they note on page 4 of the Market Scan Report, “It is recommended that the Marketing Analytics Option in the Data Analytics degree continue to be offered to maximize the overall market opportunity. With a greater emphasis on marketing in the proposed program, the two programs would complement each other, rather than compete.”

So, we and the World Campus believe that the two programs attract different audiences and provide a sufficiently different curriculum to justify the existence of the two programs without concerns of student confusion across programs or cannibalization of students in one program or the other.

5. The fourth concern is regarding whether Marketing Analytics is too ‘niche’ of an area to attract enough demand from students and whether it is appropriate to use the program title of Master of Marketing in Marketing Analytics and Insights versus Master of Professional Studies (MPS) in Marketing Analytics and Insights.

Regarding the first part of the concern. The field of Marketing Analytics is large and growing significantly. We see this by looking at several metrics. First, we were able to identify over 35 master’s programs at universities in the US and across the world that are either focused on
Marketing Analytics or offer a Marketing Analytics concentration within their degree. Given that many new similar programs are being started at other universities each year and that the programs at these universities are growing year-over-year, it is hard to believe that the demand in the marketplace is not sufficient to support this proposed MMAI program.

Further, in their Market Scan Report (see page 17) World Campus noted that there was an expected growth of 21% in jobs from 2017 to 2027 for employers looking for people with skillsets in Market Research Analysts and Marketing Specialists—a likely employment area of students graduating with a degree in Marketing Analytics.

We also have evidence from our own Marketing Analytics Graduate Certificate program to suggest that there is growing interest in a curriculum in the field of Marketing Analytics and Insights. We saw approximately 15 students enroll in courses in the Marketing Analytics Graduate Certificate program in its first year of existence (fall 2017 to summer 2018). Currently, we have approximately 35 students (more than 2x) enrolled in courses in the Marketing Analytics Graduate Certificate program in its second year (fall 2018 to summer 2019). We believe these are the same type of students that would be interested in the proposed MMAI program.

Regarding the second part of the concern. We believe that the program should be titled Master of Marketing in Marketing Analytics and Insights rather than Master of Professional Studies (MPS) in Marketing Analytics and Insights. There are no other master’s programs outside of Penn State in Marketing or Marketing Analytics which are labeled as MPS. In fact, most are labeled as a Master of Science in Marketing or Master of Science in Marketing Analytics (see pages 23-27 of the Proposed Program Proposal). We understand that Master of Science is unlikely to be used for this program at Penn State. However, we believe Master of Marketing in Marketing Analytics and Insights is appropriate as it is like other Penn State programs (e.g., Master of Finance in Corporate Finance).

We also believe that using MPS would hurt the potential for this program to succeed as it leads to confusion from potential students about whether a MPS provides the same curriculum as other programs with are titled as a Master of Science in Marketing Analytics or a Master of Marketing Analytics. Calling it a Master of Marketing in Marketing Analytics and Insights would remove any confusion from potential students that the proposed program should be part of the consideration set for prospective students who want to get an advanced degree in Marketing Analytics.
From Chair of the Online MBA Executive Committee on the use of MBADM 821:

From: Whiteman, Charles H
Sent: Wednesday, September 19, 2018 11:48 AM
To: Whiteman, Charles H; Ford, Ralph; Mason, John M; Nemes, James A; Engel, Renata S; Verderame, Michael
Cc: Blouch, Sharon Ann; Kershner, Suzan Lynn; Wills, Judy; Murgas, Cathleen J; Wolfe, Jessica; Cameron, Brian Harold; Fisher, Mindy
Subject: Confirmation: Approval of additional section of OMBA core course

Dear Members of the Online MBA Executive Committee,

This is to certify that the request below has been approved unanimously by the OMBA Executive Committee.

Thanks to all of you for your timely responses.

Regards,
Chuck

From: Whiteman, Charles H
Sent: Tuesday, September 18, 2018 11:33 AM
To: Whiteman, Charles H <chw17@psu.edu>; Ford, Ralph <rmf7@psu.edu>; Mason, John M <jmm7@psu.edu>; Nemes, James A <jan16@psu.edu>; Engel, Renata S <rse1@psu.edu>; Verderame, Michael <mxv8@psu.edu>
Cc: Blouch, Sharon Ann <svb5@psu.edu>; Kershner, Suzan Lynn <slk28@psu.edu>; Wills, Judy <jcw25@psu.edu>; Murgas, Cathleen J <cjm28@psu.edu>; Wolfe, Jessica <jds192@psu.edu>; Cameron, Brian Harold <bhc103@psu.edu>; Fisher, Mindy <mxf51@psu.edu>; Reitz, Lorraine <lar8@psu.edu>
Subject: Approval of additional section of OMBA core course
Importance: High

Dear Members of the Online MBA Executive Committee,

Over the last year, Smeal made the request below to create sections of select core online MBA courses for use in other Smeal masters programs. The process for allowing any of the partners in the online MBA program to create a section of any of the core online MBA courses for use in other programs is attached.

We are now planning a new online Master of Marketing in Marketing Analytics and Insights in Smeal and are asking permission of the Executive Committee to create a Smeal section of the following course for use in this new program:

MBADM 821 Marketing in a Global Environment – this course was originally developed by a Smeal faculty member and is currently taught by a Smeal faculty member in the OMBA program.
Please let me know if you concur with our request by September 25, 2018.

Best regards,

Chuck

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

To: Charles Whitman, Dean, Smeal College of Business
Fr: Karen Pollack, Assistant Vice Provost for Online and Blended Programs, World Campus
Dr: September 17, 2018
Sbj: Revenue Sharing Agreement – Master of Marketing in Marketing Analytics and Insights

The purpose of this memo is to formalize our joint agreement to deliver the Master of Marketing in Marketing Analytics and Insights degree expected to launch in Fall 2019 or Spring 2020.

Based on national conferrals, while the current market demand for graduate education in marketing is relatively small compared to other graduate business fields, there is demand for marketing analytics skills, particularly those related to measuring marketing effectiveness. To appeal to the portion of the audience with a more limited marketing background and offer more content for those performing dual analytics and marketing functions, it is recommended that the program consider offering additional courses with a marketing focus in the future. It is recommended the Marketing Analytics option in the MPS in Data Analytics degree continue to be offered to maximize the overall market opportunity. There are distinct skill sets within the audience which will likely lead to prospective students gravitating towards the degree that best fits their needs. With greater emphasis on marketing in the proposed program, the two programs would complement each other, rather than compete. In order to maintain differentiation between the programs and best serve each audience, it is recommended that additional courses from the MPS in Data Analytics not be added to the proposed program.

The proposed Master of Marketing in Marketing Analytics and Insights degree will operate under Revenue Distribution Category (RDC) 2, with all university and unit approvals in place by mutually agreed upon timelines. The Smeal College of Business will receive 66% of the revenue generated by the program’s courses. In accordance with the RDC-2 policy:

• The Smeal College of Business has academic authority for the Master of Marketing in Marketing Analytics and Insights degree and agrees to provide timely and complete courses for the World Campus to offer online that meet the Penn State Quality Assurance Standards. In addition, the Smeal College of Business is responsible for and funds the following functions: academically qualified course faculty/instructors, design and instruction related expenses, associated maintenance and revision of courses, program admissions, advising, and administration for the Master of Marketing in Marketing Analytics and Insights degree.

• The World Campus is responsible for and funds the following functions: program management for World Campus functions, LionPath course setup for student registration, program and brand marketing, student services including registration and bursar support, student affairs services including career and mental health support, and related budget/finance services.
L. SARI Requirements

All graduate students must receive Scholarship and Research Integrity (SARI) training during the program and prior to taking the capstone course. The Penn State Smeal Master of Marketing in Marketing Analytics and Insights program will fulfill this requirement by ensuring SARI related material and discussions are incorporated into the required core courses, with a particular emphasis during BA 804 Ethical Leadership.
July 31, 2018

Dear Dr. Cameron,

I am pleased to inform you that your SARI@PSU plan for a new Master of Marketing Analytics and Insights Program has been received and approved for implementation beginning in the fall semester of 2019. Thank you very much for your time and attention to detail.

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

Additionally, graduate students attending ORP workshops for SARI credit will be required to swipe their PSU ID card to verify attendance. Program administrators will no longer be receiving electronic certificates via email from students. The ORP will email program administrators to verify attendance for individual students.

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

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

Sincerely,


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

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

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

College/School: College of Agricultural Sciences
Department or Instructional Area: Agricultural and Biological Engineering

New Graduate Program, Option, or Minor: Add

Penn State Graduate School

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

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

OCT 18 2018

Office of the Vice Provost and
Dean of the Graduate School

Existing Graduate Program Option, or Minor: Change Drop

Biorenewable Systems

Current designation of graduate program: ______________________________________________________________________________
Current designation of graduate option: ________________________________________________________________________________
Current designation of graduate minor: ________________________________________________________________________________

New designation of existing graduate program (if changing): Dual Title Degree in Biorenewable Systems and International Agriculture and Development
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): Add dual title to BRS

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

Submitted by Graduate Program Head
Paul Heinemann  [Signature]  Date: 10/15/18

Printed name  Signature

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
John Ewing  [Signature]  Date: 10/16/18

Printed name  Signature

Approved by College/School Dean/Chancellor (or Designee):
Kama Radhakrishna  [Signature]  Date: 10/16/18

Printed name  Signature
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of David Babb
Printed name
Signature
Date: 2/4/19

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

On Behalf of C. Andrew Cole
Printed name
Signature
Date: 2/4/19

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 2/4/19
PROGRAM CHANGE PROPOSAL TO ADOPT A DUAL-TITLE DEGREE PROGRAM: INTERNATIONAL AGRICULTURE AND DEVELOPMENT

BioRenewable Systems Program (BRS)
Department of Agricultural and Biological Engineering
College of Agricultural Sciences

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JUSTIFICATION

What is BioRenewable Systems (BRS)?
The BRS graduate program leverages existing science, engineering, and business expertise of the faculty and allows for expansion into a growing biologically-based area. It also allows students with CAS undergraduate degrees to participate in a graduate program focusing on the science, technology, and business sides of the emerging bioeconomy. The BRS graduate program facilitates economic growth by developing well-educated and well-qualified graduates who, in turn, will help traditional agricultural and forest-anchored industries transition into production, processing, and recovery systems based on emerging biologically based products. The BRS degree program augments, broadens, and strengthens the ABE Department’s and the College’s research enterprise through enhanced collaborations in bioproducts, agricultural technologies, bioenergy, biofuels supply chains, nanotechnology, and natural resources.
What is the Relevance of INTAD to BRS?

Emerging understanding of the critical role of sustainability in agricultural operations, lignocellulosic-based materials, and natural resources makes the competencies and foci in the field of BRS an important component of successful agricultural development efforts worldwide, and is needed in the global agricultural sector. Appropriate technology deployment, energy production, water management and irrigation, processing and quality assurance are all critical needs that are addressed in the field of BRS. If agricultural development in the world is to sustainably meet the needs of the population in the coming years, smarter and more effective approaches must be developed – tomorrow’s problems will likely not be solved with yesterday’s solutions.

Because of these opportunities and needs, the combination of the BRS and INTAD program promises to be a powerful tool for preparing the next generation of difference-makers in the international agricultural development sector, and catalyzing meaningful and lasting improvements worldwide.

Goal of Dual-Title Program

The goal of the dual-title program in International Agriculture and Development and Biorenewable Systems is to prepare students to effectively apply sustainable materials and systems solutions that address agricultural development needs in an appropriate manner while creating science-based knowledge that will inform and enable the transformation of agricultural practices in the world to a more successful, renewable and sustainable basis.

Benefits to Students in Dual-Title Program

Students enrolled in the dual-title program in BRS and INTAD will be exposed to a synergistic combination of advanced Agricultural Systems and Bioproducts practice and international development practice and principles that will enable them to better understand the true nature of successful biorenewable systems development and the unique challenges and constraints that face professionals seeking to work in the international development community.

Benefits to Department, College, and University

This program will benefit the department by providing an attractive program combination to students wishing to pursue a career in international agricultural development. It will also provide a mechanism for drawing together faculty and students with interests in this area, allowing for more effective mutual support and pursuit of opportunities.

The college and university will benefit through the expanded reach of the INTAD program, additional enrollments in INTAD courses, and graduates with enhanced skills that will not only improve their career prospects and impact, but also enhance the university’s reputation worldwide.
Biorenewable systems are the structures and processes that create and support biologically-based products capable of being continuously replaced through sound technology and management. The BioRenewable Systems (BRS) degree is offered as a resident instruction, research-based M.S. and Ph.D. program. The degree requires a thesis at both levels.

BRS is positioned to be a world-renowned graduate program in renewable biologically-based materials, products, and processes that fully integrates scientific research with the principles of systems technology, business, management, marketing, leadership development, and entrepreneurship for biorenewable systems. Toward that end, the academic requirements for BRS are closely related to the disciplinary focus of agricultural and biological sciences, technological innovation and application, and business, management, and leadership within the continually evolving biobased sectors. This makes BRS unique from other fields of science and management. To promote and fulfill this uniqueness, continuation of courses in science, business, management, and technology at the graduate level is encouraged and expected.

Excellent facilities, including equipment and instrumentation, are available for research in the designated areas. Collaborative arrangements allow access to a large variety of other resources:

- Materials Research Institute;
- Penn State Institutes of the Energy and Environment;
- Housing Research Center;
- USDA Pasture Systems and Watershed Management Research Lab;
- a mushroom research and demonstration facility;
- and a 1,500-acre agricultural research center for cooperative work with agronomic and horticultural production systems as well as animal production systems.

**Admission Requirements**

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

Graduate Record Examination (GRE). All students must submit GRE general aptitude test scores (i.e., verbal, quantitative, and analytical) to be considered for admission.

The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. See GCAC-305 Admission Requirements for International Students (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/admission-requirements-international-students) for more information.
All applicants must provide official transcripts from all post-secondary institutions attended (http://www.gradschool.psu.edu/prospective-students/how-to-apply/new-applicants/requirements-for-graduate-admission), a statement of purpose written by the applicant, and at least three letters of recommendation. Admission into the BRS Graduate Program is based upon a thorough review of all applicant qualifications, and the best-qualified applicants will be accepted up to the number of students for which program resources are available.

**Master of Science (M.S.)**
Completion of a relevant undergraduate Bachelor degree program is required for admission to the M.S. degree program; relevant programs span a diverse set of academic disciplines, including but not limited to: Agricultural Sciences, Biology, Chemistry, Business, Engineering, and Environmental Sciences. Students with junior-senior GPA of at least 3.00 (4.00 base) will be competitive in the admission process.

**Doctor of Philosophy (Ph.D.)**
The program requirement for acceptance to graduate study toward a Ph.D. degree in BRS is typically an M.S. degree with research thesis in BRS or related discipline such as: Agricultural Sciences, Biology, Chemistry, Business, Engineering, and Environmental Sciences, or with a B.S. degree in Agricultural Systems Management (ASM) or BRS or equivalent. Outstanding students interested in direct admission from a B.S., B.A., or M.B.A. program to the Ph.D. Program should contact the Graduate Program Coordinator for further clarification and details. Direct admission will be based on critical evaluation of the student’s:

- potential to conduct publishable research,
- academic record,
- an additional language (other than the student’s mother tongue),
- performance on standardized tests,
- statement of purpose,
- and reference letters.

Students who apply directly to the Ph.D. program with a B.S. degree and are deemed by the admissions committee not to meet the standards for admission to the Ph.D. program may be considered either for admission into the M.S. program or for admission to the Ph.D. program on a provisional basis (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/provisional-admission). The student will remain in provisional status in the Ph.D. program until completing the following specific courses with a minimum grade-point average of 3.00:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 559</td>
<td>Biological and Agricultural Systems Simulation</td>
<td>3</td>
</tr>
<tr>
<td>BRS 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BRS 501</td>
<td>Biobased Polymers</td>
<td>3</td>
</tr>
<tr>
<td>BRS 502</td>
<td>Human Behavior and ethics in Management and Technology</td>
<td>1</td>
</tr>
<tr>
<td>BRS 511</td>
<td>Structural BioComposites</td>
<td>3</td>
</tr>
<tr>
<td>BRS 550</td>
<td>Applied Bioproducts Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BRS 551</td>
<td>Sustainable Business Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

For provisional status to change, the specific courses must be completed within the first two semesters of study.

**Degree Requirements**
**Master of Science (M.S.)**
All candidates for the M.S. degree must:

- prepare and complete a thesis
- complete a minimum of 30 credits at the 400, 500, 600, or 800 level (including a minimum of 18 credits at the 500 and 600 level, combined, and a minimum of 6 credits of research)
- obtain a minimum grade-point average of 3.00.

Only courses in which grades of C or better are earned may be counted toward the requirements of the master's degree. Each program must include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Biobased Polymers</td>
<td>3</td>
</tr>
<tr>
<td>BRS 502</td>
<td>Human Behavior and ethics in Management and Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
- Two courses from list of electives maintained by the program office: 6
- At least one statistics course: 3

Culminating Experience
- BRS 600 Thesis Research: 6

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

Official entrance into a Ph.D. program occurs upon successful completion of the Ph.D. Qualifying Examination. Ph.D. degree requirements include successful completion of the following:

- approved graduate course work,
- Ph.D. language and communication requirements,
- a comprehensive examination,
- and defense, approval, and submission of a dissertation.

No University-level (Graduate Council) minimum number of courses completed or credits earned are specified for the Ph.D.; the student’s dissertation committee will recommend the minimum requirements as appropriate for each individual student’s program of study and dissertation research. Unless previously taken for the M.S., each Ph.D. student must complete:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BRS 501</td>
<td>Biobased Polymers</td>
<td>3</td>
</tr>
<tr>
<td>BRS 502</td>
<td>Human Behavior and ethics in Management and Technology</td>
<td>3</td>
</tr>
<tr>
<td>BRS 502</td>
<td>Supervised Experiences in College Teaching (at least 1 credit)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

In addition the candidate must complete 6 credits of BRS 5XX(excluding BRS 500 and 590-596) or select from a list maintained by the program office.
The candidate is expected to develop a program of study and submit it to the appointed dissertation committee for consideration and approval. All requirements for a Ph.D. degree, whether satisfied on this campus or elsewhere, must be completed within eight years after passing the qualifying examination.

**Qualifying Examination**
The Ph.D. Qualifying Examination Committee will administer the Qualifying Examination. This committee will consist of four BRS graduate faculty members, including the Adviser, the ABE Department Head (or annually appointed designee), the BRS Graduate Program Coordinator, and one faculty member selected by the student. In cases where a member serves two roles on the committee, an additional member will be appointed by the Graduate Program Coordinator. The Qualifying Examination will consist of developing a Ph.D. research proposal following the completion of BRS 500, presenting the proposal, and defending/discussing the proposed research with the Committee. The Qualifying Examination will be completed by the student soon after s/he has completed at least 18 credits but before the end of the third semester. Successful completion of the Qualifying Examination does not mean that the student's Ph.D. research proposal is approved. Rather, final approval of the candidate's research proposal will be the responsibility of the dissertation committee.

**Dissertation Committee**
The dissertation committee must meet all of the Graduate Council requirements (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), and:

- the chairperson and at least one other member must be BRS Graduate Faculty members,
- at least one member must be from a department other than ABE ands/he should be a Graduate Faculty member of a program other than BRS,
- at least one member must represent any minor department(s) if the student selects a minor(s), and
- the dissertation committee can be appointed only after the Qualifying Examination has been passed.

**PH.D. Language and Communication Requirement**
The purpose of the communication requirement is to strengthen the student's professional communication skills. The candidate must take a minimum of one three-credit course and receive a grade of B or better. Course selections must be approved by the academic adviser prior to registration. Courses used to satisfy this requirement must include the substantial practice of writing and/or speaking.

**Comprehensive Examination**
When a Ph.D. candidate has substantially completed the course work, including the communication requirements, s/he is required to take a Comprehensive Examination covering the major, minor, and related areas of study. The Comprehensive Examination will be both written and oral. The nature and details of the Comprehensive Examination will be determined by the student's dissertation committee. In general, the student will be required to demonstrate ability to synthesize information acquired through formal coursework and to use technical literature to find information required for solving biorenewable systems problems. A favorable vote of at least two-thirds of the committee is required for passing. If a candidate fails, the committee will determine whether another examination may be taken.

**Final Oral Examination**
Upon recommendation of the Adviser, a Ph.D. candidate who has satisfied all other requirements for the degree will be scheduled to take a Final Oral Examination. The student must be a registered full-time or
part-time degree student for the semester in which the Final Oral Examination is taken. This examination is open to the public and the student should notify all departmental faculty and graduate students. The examination is related largely to the dissertation, but may cover the candidate’s entire field of study without regard to courses that have been taken either at Penn State University or elsewhere. The defense of the dissertation should be well-prepared including any appropriate visual aids. One of the aims of the preparation should be to synthesize the important conclusions in a time-efficient presentation, leaving ample time for questions and discussion. A favorable vote of at least two-thirds of the committee is required for passing. If a candidate fails, the committee will determine whether another examination may be taken.

Dual-Title M.S. and Ph.D. in BioRenewable Systems and International Agriculture and Development

Admission Requirements

Students must apply and be admitted to the graduate program in BioRenewable Systems and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the INTAD dual-title program. Refer to the Admission Requirements section of the INTAD Bulletin page. Doctoral students must be admitted into the dual-title degree program in INTAD prior to taking the qualifying examination in their primary graduate program.

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in BioRenewable Systems. In addition, students must complete the degree requirements for the dual-title in INTAD, listed on the INTAD Bulletin page.

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

In addition to the general Graduate Council requirements for dissertation committees, the dissertation committee of a BioRenewable Systems and INTAD dual-title Ph.D. student must include at least one member of the INTAD Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the dissertation committee is not also a member of the Graduate Faculty in INTAD, the member of the committee representing INTAD must be appointed as co-chair. The INTAD representative on the student’s dissertation committee will develop questions for and participate in the evaluation of the comprehensive examination.
Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their dissertation committee and reflects their original research and education in BioRenewable Systems and INTAD. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School.

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

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

Learning Outcomes
Master of Science (M.S.)

1. Know: Graduates will demonstrate knowledge of the chemistry, structure-property relationships and industrial applications of biobased polymers.

2. Critical and analytical thinking: Graduates will be able to critically and creatively conceptualize and evaluate biorenewable industrial problem formulations, analyses, and solutions.

3. Apply/Create: Graduates will demonstrate proficiency in biorenewable industry problem formulation, planning, organization and implementation of appropriate methods of analyses and solutions.

4. Communicate: Graduates will be able to effectively communicate technical knowledge, including ideas, data analysis, findings, or decision justification in written and oral presentation appropriate to the audience.

5. Professional practice: Graduates will be able to apply analytical skills for effective decision making in the biorenewable resource industries.

Doctor of Philosophy (Ph.D.)

1. Know: Graduates will demonstrate knowledge of the chemistry, structure-property relationships and industrial applications of biobased polymers.

2. Create: Graduates will demonstrate knowledge of one or more of the following: engineering technologies, science, safety, marketing, business, or management principles and methodologies as they pertain to biorenewable systems.
3. Apply: Graduates will be able to communicate, both orally and in-writing, business and/or technical concepts within the context of biorenewable industries. Graduates will be able to analyze and interpret data and demonstrate an ability to draw sound conclusions from data.

4. Critical and analytical thinking: Graduates will be able to independently analyze and critique motivations for conducting research, the research process, research results, and the implications of research and its results to our world.

5. Communicate: Graduates will be able to actively listen, convey accurately and clearly ideas and results both orally and in writing, and engage in positive, effective deliberation.

6. Professional practice: Graduates will be prepared to become leaders in our society by being able to apply systems analysis skills for effective decision making in the operations and/or management of biorenewable resource industries.

Contact

Campus
University Park

Graduate Program Head
Paul Heinz Heinemann

Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)
Jeffrey M Catchmark

Program Contact
Wendy J Thomas
249 Agricultural Engineering Building
University Park PA 16802
wjt11@psu.edu (814) 863-1524

Program Website
View (http://abe.psu.edu/graduateprograms)
INTERNATIONAL AGRICULTURE AND DEVELOPMENT

Graduate Program Head Edwin Rajotte
Program Code INTAD
Campus(es) University Park
Degrees Conferred Dual-Title
The Graduate Faculty View

Students electing this degree program through participating programs will earn a degree with a dual-title at the Master's or Ph.D. level. Students receive a degree that lists their major program and International Agriculture and Development (INTAD).

The International Agriculture and Development (INTAD) program is offered through the Departments of Agricultural Economics, Sociology, and Education, Entomology, Forest Resources, Environmental Systems Management, Plant Pathology and Environmental Microbiology, and Plant Sciences. The dual title degree enables qualified students from the College of Agricultural Sciences (CAS) and other select programs at Penn State to combine their major degree with an internationally focused program of study to gain global competency skills and techniques for application of their discipline in a global environment.

The following graduate programs offer the dual-title in INTAD:
- M.S. and Ph.D. in Agricultural and Biological Engineering (ABENG)
- M.S. and Ph.D. in Agricultural and Extension Education (AEE)
- M.S. and Ph.D. in Agronomy (AGRO)
- M.S. and Ph.D. in BioRenewable Systems (BRS)
- M.S. and Ph.D. in Entomology (ENT)
- M.S. and Ph.D. in Food Science (FDSC)
- M.S. and Ph.D. in Forest Resources (FORR)
- M.S. and Ph.D. in Horticulture (HORT)
- M.S. and Ph.D. in Plant Pathology (PPATH)
- M.S. and Ph.D. in Rural Sociology (RSOC)
- M.S. and Ph.D. in Soil Sciences (SOILS)

The INTAD dual-title graduate degree program is administered by the INTAD Academic Program Management Committee. The committee maintains the curriculum, identifies courses appropriate for the program, and develops and recommends policy and procedures for the program's operation to the dean of the College of Agricultural Sciences and the dean of the Graduate School. Members of the Graduate Faculty in INTAD also serve on master's and doctoral committees for students who are accepted into the dual-title program. This dual-title program enables students to learn about international agriculture while maintaining a close association with their primary area of interest in their home department.

ADMISSION REQUIREMENTS
Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs.
Students must apply and be admitted to their primary graduate program and The Graduate School before they can apply for admission to the INTAD dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of INTAD dual-title program. The student will submit an application to the INTAD Academic Program Committee. The application will include a written personal statement indicating the career goals they hope to accomplish by earning a dual-title degree. Doctoral students must be admitted into the dual-title degree program in INTAD prior to taking the qualifying examination in their primary graduate program.

DEGREE REQUIREMENTS
Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs.

To qualify for the INTAD dual-title degree, students must satisfy the requirements of the primary graduate program in which they are enrolled. In addition, they must satisfy the minimum requirements of the INTAD dual-title degree specified here.

Graduates of the dual-title INTAD master's degree program who wish to pursue an INTAD doctoral degree must re-apply to the INTAD program for admission. INTAD master's degree credits may be carried over to the doctoral program. Six additional INTAD credits will be required. INTAD master's degree graduates who pursue an INTAD Ph.D. are required to take INTAD 820 a second time.

MASTERS DEGREES

COURSE REQUIREMENTS
Students are required to complete a minimum of 12 INTAD course credits (400, 500, or 800) for a dual-title master's degree. Nine credits will form the core curriculum:

REQUIRED COURSES
INTAD 820 International Agricultural Development Seminar 3
AEE 450 Program Design and Delivery 3
CEDEV 505 Leadership Development 3

ELECTIVES
The remaining three credits must be taken as an internship or applied course/independent study with international development content. 3

Total Credits 12

Final course selection is determined by the students, their major program advisers and their INTAD advisers. These advisers will discuss with the student a program of study that meets the student's career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program.

THESIS
Students pursuing a M.S. degree that requires a master's thesis, in addition to the 12 credits specified above, must write the thesis on a topic that reflects both their primary graduate program and the dual-title in INTAD. At least 6 thesis research credits (600 or 610) must be taken in the
student’s primary graduate program.

All members of the student’s committee for the dual-title master’s degree will be members of the Graduate Faculty. The committee must include at least one Graduate Faculty member from INTAD.

DOCTORAL DEGREES
Students admitted to the doctoral INTAD dual-title offering must exhibit high research competence, including ability to identify, conceptualize, and execute a significant research project that makes a significant addition to the body of knowledge in the field. Students also must be fluent in reading, writing, and speaking English.

COURSE REQUIREMENTS
Students are required to complete a minimum of 18 INTAD credits for a dual-title Ph.D. degree. The 18 required credits must be at the 500 or 800 level. Nine credits will form the core curriculum:

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTAD 820 International Agricultural Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RSOC 517 International Rural Social Change</td>
<td>3</td>
</tr>
<tr>
<td>RSOC 508 Sociology of Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>or RSOC 555 Human Dimensions of Natural Resources</td>
<td></td>
</tr>
</tbody>
</table>

ELECTIVES

The remaining 9 credits must be taken from among INTAD electives. 9

Total Credits 18

In addition, students will be encouraged to pursue proficiency in a language other than English, as appropriate.

Final course selection is determined by the students and their dissertation committees. The dissertation committee will discuss with the student a program of study that meets the student’s career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program. Permission from a student’s dissertation committee, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course.

QUALIFYING EXAMINATION

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

COMMITTEE COMPOSITION

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

COMPREHENSIVE EXAM
At the end of their course work, students must pass a comprehensive examination that follows the guidelines established by the primary program and reflects both their primary program and the dual title degree curriculum. International agriculture must be one of the key areas of the exam and the INTAD representative on the student’s dissertation committee must have input into the development of and participate in the evaluation of the comprehensive evaluation.

DISSERTATION AND DISSERTATION DEFENSE
Doctoral students enrolled in the dual-title degree program are required to write and orally defend a dissertation on a topic that reflects their original research and education in both their primary program and the INTAD dual-title program. The dissertation should contribute to the body of knowledge in international agriculture. A public oral presentation of the dissertation is required. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School, and the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree.

STUDENT AID
Graduate assistantships available to students in this program and other forms of student aid are described in the Tuition & Funding section of The Graduate School’s website. Students on graduate assistantships must adhere to the course load limits set by The Graduate School. A limited number of Research Assistantships are also available through the College of Agricultural Sciences.

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.

LEARNING OUTCOMES

MASTERS DEGREES
1. In addition to competency in the core discipline, INTAD graduates will demonstrate in-depth knowledge of political, economic, social and environmental components of global food systems.
2. In addition to competency in the core discipline, INTAD graduates will apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global agricultural problems using interdisciplinary perspectives in both independent and collaborative situations.
3. In addition to competency in the core discipline, INTAD graduates will be able to identify, organize and synthesize information from appropriate scholarly sources, engage in collaboration with diverse partners, and effectively communicate the critical issues of global food issues with diverse audiences.
4. In addition to competency in the core discipline, INTAD graduates will learn, critically evaluate and apply diverse perspectives to complex subjects within natural and human systems.

5. In addition to competency in the core discipline, INTAD graduates will take informed and responsible action to address ethical, social and environmental challenges in global food systems and evaluate the local and broader consequences of individual and collective interventions.

DOCTORAL DEGREES

1. In addition to competency in the core discipline, INTAD graduates will demonstrate in-depth knowledge of political, economic, social and environmental components of global food systems.

2. In addition to competency in the core discipline, INTAD graduates will apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global agricultural problems using interdisciplinary perspectives in both independent and collaborative situations.

3. In addition to competency in the core discipline, INTAD graduates will be able to identify, organize and synthesize information from appropriate scholarly sources, engage in collaboration with diverse partners, and effectively communicate the critical issues of global food issues with diverse audiences.

4. In addition to competency in the core discipline, INTAD graduates will learn, critically evaluate and apply diverse perspectives to complex subjects within natural and human systems.

5. In addition to competency in the core discipline, INTAD graduates will take informed and responsible action to address ethical, social and environmental challenges in global food systems and evaluate the local and broader consequences of individual and collective interventions.

CONTACT
Campus University Park
Graduate Program Head Edwin George Rajotte
Director of Graduate Studies (DGS) or Professor -in-Charge
LELAND LUTHER GLENNA
Program Contact Melanie Joy Miller Foster
106 Ag Admin
University Park PA 16802
mjm727@psu.edu
(814) 867-3831
Program Website View
## Degree Requirements With Comparison Table

### Comparison of BRS Master of Science Program to INTAD Master’s Program

<table>
<thead>
<tr>
<th>Advisory Committee</th>
<th>Master’s Degree in BioRenewable Systems</th>
<th>Master’s Dual-Title in Agricultural and Biological Engineering plus International Agriculture and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least three faculty, all who are members of the Graduate Faculty. One member must be from outside the department. If a minor is selected, one member must be from the minor department</td>
<td>Adviser or co-adviser must be on INTAD faculty</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 500 (3 cr)</td>
</tr>
<tr>
<td>BRS 501 (3 cr)</td>
</tr>
<tr>
<td>BRS 502 (3 cr.)</td>
</tr>
<tr>
<td>Electives (from select list of 10 BRS, FOR, ABE, ASM, ENVSE or EME course (5-6 cr.)</td>
</tr>
<tr>
<td>Statistics (3 cr)</td>
</tr>
<tr>
<td>Additional 4XX or 5XX courses (6 or 7 cr.)</td>
</tr>
<tr>
<td>Up to 6 credits of INTAD approved courses can be applied to fulfilling BRS program requirements</td>
</tr>
<tr>
<td>BRS 600 Thesis Research (6 cr)</td>
</tr>
<tr>
<td>AEE 450 (3 cr)</td>
</tr>
<tr>
<td>CEDEV 505 (3cr)</td>
</tr>
<tr>
<td>INTAD 820 (3 cr)</td>
</tr>
<tr>
<td>Course/internship/independent study with international development content (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Oral Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each MS degree student must complete a final oral examination consisting primarily of defense of the thesis research activity</td>
</tr>
<tr>
<td>The student’s research topic must reflect both the primary degree (BRS) and the INTAD dual-title program</td>
</tr>
</tbody>
</table>

### Comparison of BRS Ph.D. Program to INTAD Ph.D. Program

<table>
<thead>
<tr>
<th>Advisory Committee</th>
<th>Ph.D. Degree in Agricultural and Biological Engineering</th>
<th>Ph.D. Dual-Title in Agricultural and Biological Engineering plus International Agriculture and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least four faculty, all who are members of the Graduate Faculty. The chair and at least one other member must be from BRS. At least one member must be from outside the department.</td>
<td>Adviser or co-adviser must be on INTAD faculty</td>
<td></td>
</tr>
</tbody>
</table>
At least two members must have doctoral degrees in engineering or be licensed professional engineers. If a minor is selected, one member must be from the minor department. The committee is only appointed after the qualifying examination has been passed.

| Course Requirements | Students must meet the department’s M.S. degree requirements, plus: | AEE 450 (3 cr)  
CEDEV 505 (3 cr)  
INTAD 820 (3 cr)  
Additional courses from the INTAD list (9 cr) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BRS 500 (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BRS 501 (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives: BRS 5XX or from select list of 10 BRS, FOR, ABE, ASM, ENVSE or EME courses (6 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications or International Language/Culture (3 cr,)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional coursework as approved by advisory committee</td>
<td></td>
</tr>
<tr>
<td>Teaching Requirement</td>
<td>Participate in resident education or extension teaching activities for the equivalent of at least one semester</td>
<td></td>
</tr>
<tr>
<td>Qualifying Examination</td>
<td>The exam will consist of presenting and defending a Ph.D. research proposal.</td>
<td></td>
</tr>
<tr>
<td>English Competency Assessment</td>
<td>Ability to read, write, and speak English will be assessed during the qualifying examination.</td>
<td>Candidates must be fluent in reading, writing, and speaking English</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>Student must spend at least 2 semesters during a 12 month period as a registered full time student engaged in academic work at the University Park campus.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>Written and oral exam of a nature determined by the advisory committee.</td>
<td>International agriculture must be a key topic in the comprehensive exam</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>Each Ph.D. degree student must complete a final oral examination consisting primarily of defense of the thesis research activity</td>
<td>The student’s research topic must reflect both the primary degree (BRS) and the INTAD dual-title program</td>
</tr>
</tbody>
</table>
Consultation

Consultation was requested of the INTAD program, and those departments that offer courses required or taken as electives specifically for the BRS INTAD dual title degree. Responses are shown below.

<table>
<thead>
<tr>
<th>Units Consulted</th>
<th>Feedback Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTAD Program</td>
<td>Support</td>
</tr>
<tr>
<td>Department of Agricultural Economics, Sociology, and Education, AEE program</td>
<td>No response within two weeks, acceptance assumed</td>
</tr>
<tr>
<td>Department of Agricultural Economics, Sociology, and Education, CEDEV program</td>
<td>Support</td>
</tr>
</tbody>
</table>

From Ed Rajotte, INTAD program leader, 9/5/18

From Laszlo Kulcsar, Head of the Department of Agricultural Economics, Sociology, and Education, 9/19/18
Hi Paul,

John and I have looked into this, and we have no concerns. The only thing your students will need to know is that they cannot register directly but have to contact Patricia Spears-Taff (pp40) to get into classes. Otherwise, it’s all good to go. Thanks for your patience,

Laszlo

Paul Heinemann
Professor and Head
Department of Agricultural and Biological Engineering
BSA-2633
htk@psu.edu

Dear Laszlo and John,

The Department of Agricultural and Biological Engineering is submitting a proposal for the dual title in Bioenergy Systems and International Agricultural Development (INTAD) at the M.S. and Ph.D. level. The CEEV 505 course is listed as a requirement for this dual title. I wanted to consult with you to make you aware of this, and asking for any concerns or feedback you may have. We anticipate 2-3 students enrolled in the BRS/INTAD program per year, so I do not believe that this would create any large enrollment increases in the course.
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: Liberal Arts
Department or Instructional Area: School of Labor and Employment Relations

New Graduate Program, Option, or Minor: Add

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

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

Existing Graduate Program Option, or Minor: X Change Drop

Current designation of graduate program: Human Resources and Employment Relations
Current designation of graduate option: none
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing): Add Human Resource Management Option and Employment Relations Option for the M.S. degree only
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above): Adding options to M.S. HRER degree, minor changes to the M.P.S. HRER degree, updating IUG programs to reflect these changes

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

Submitted by Graduate Program Head

ELAINE FARNDALE
Printed name
Signature

Date: 11/8/2018

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

Michael Putnam
Printed name
Signature

Date: 11/9/2018

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

Scott Bennett
Printed name
Signature

Date: 11/9/2018
<table>
<thead>
<tr>
<th>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</th>
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<tr>
<td>On Behalf of David Babb</td>
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<td>Date: 2/4/2019</td>
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<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
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<tr>
<td>On Behalf of C. Andrew Cole</td>
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<td>Noted by Dean of the Graduate School:</td>
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<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
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<td>Printed name:</td>
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Program Change Proposal for Human Resources and Employment Relations: Change in the Degree Requirements for the Master of Science and Master of Professional Studies

October 31, 2018

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M.S. HRER Curriculum Revision

Human Resource Management (HRM) is an organizational function focused on the effective acquisition, placement, development, and management of an organization’s human resources (aka talent). According to the Bureau of Labor Statistics, the median annual wage for human resources managers was $110,120 in May of 2017, and employment of human resource managers is projected to grow 9 per cent from 2016 to 2026, as fast as the average across occupations. Aligning the organization’s talent strategy with its business strategy; enhancing employee performance, engagement, and retention; and complying with a plethora of legal requirements are core goals of the HRM business function. The focus of HRM professionals is to maximize individual, team, business unit, and organizational performance consistently with the organization’s business strategy and objectives. A job in the field of human resource management can involve specializing in a single functional area of HRM including compensation, benefits, training, staffing, or performance management; being a generalist responsible for multiple aspects of HRM; focusing on keeping organizations’ talent processes running smoothly through diversity and inclusion or culture management roles; or serving in a consulting role. International differences in human resource management policies and practices as well as the management of expatriates are also important responsibilities of this field.

Employment Relations (ER) is concerned with the employment relationship. Because labor markets are such that employers have greater bargaining power than do employees, some inherent conflicts of interest exist as a natural part of the employment relationship. Protecting workers’ rights, unionizing, collective bargaining, and union contract administration are core elements of jobs in the field of employment relations. Understanding ER differences across countries is also an important part of the ER field. A job in ER can include negotiating or administrating collective bargaining agreements, coordinating grievance procedures to handle employee complaints, resolving disputes between employees and managers, organizing a unionization effort, or working for a union.

Penn State’s MS in Human Resources and Employment Relations (HRER) program was last revised about 20 years ago to be a heavily sociology-influenced degree program with some business relevant content. While this curriculum was at first able to prepare the modest number of students in the MS in HRER program for careers in Human Resource Management or Employment Relations or for PhD programs, over the past twenty years the two fields have evolved significantly and the current curriculum needs to be updated to ensure that our students are exposed to the knowledge and competencies required for their academic and professional success. Despite some revisions over the past few years our curriculum has yet to be brought fully into line with the suggestions of our stakeholders and with the content required by the two

main professional HRM certification bodies, the Society for Human Resource Management and the HR Certification Institute. The Society for Human Resource Management and the HR Certification Institute are important professional associations for the human resource management field that devoted considerable resources to establishing a competency model and recommended curriculum content for the HRM profession in 2011. In addition to other information from stakeholder focus groups and surveys, we used their competency and curriculum recommendations to revise and improve the focus of our curriculum. Aligning our HRM curriculum with the recommendations of these certification bodies will better prepare our students to pass their exams upon graduating from the program and be better prepared to be effective and successful professionals.

Our students’ success requires a combination of practical exposure and training in the fields of human resource management and employment relations and the ability to understand, analyze, integrate, and synthesize research and academic knowledge across multiple disciplines to handle effectively the complex situations and challenges facing professionals in these fields. We leverage the Liberal Arts to develop students’ research, analytical thinking, and writing skills in addition to giving them the professional knowledge and skills they will need to obtain good jobs and advance their careers.

The primary purpose of this program revision effort is to update our instruction to better prepare our students for their future careers in HRM and in ER, and to continue to attract students to our program in the future. We are in the process of growing our enrollments through our IUG degrees and the increased recruitment of two-year MS students and have found that we are losing admitted students to competing programs that have greater alignment with the Society for Human Resource Management’s and HRCI’s recommended curriculum content. We intend to increase our recruitment efforts and grow our MS in HRER program to admit approximately 40 students per year, including both IUG and two-year students, from approximately 30 students per year now. The proposed curriculum will make us more competitive for the top students we intend to attract, recruit, and admit to the program and better prepare them for both Human Resource Management and Employment Relations careers. Our IUG programs with our undergraduate LER degree and our IUG program with Spanish will be updated accordingly, as will our recently approved IUG with Psychology.

Comparison of Proposed and Existing MS in HRER Program Requirements

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Existing Program</th>
<th>Proposed Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants to the MS HRER program:</td>
<td>Must complete the Penn State Graduate degree application and submit the application fee</td>
<td></td>
</tr>
</tbody>
</table>
• Must submit a 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills.
• Must submit scores from the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT)
• Must submit Official transcript(s) of all institutions attended. Applicants with a 3.00 junior/senior grade-point average (on a 4.00 scale) will be considered for admission.
• Must submit three letters of recommendation sent from people who can assess adequately their likelihood of being successful in the graduate program.
• Must have completed successfully an undergraduate statistics course plus a minimum of 12 undergraduate credits in the social sciences as part of their baccalaureate degree.

<table>
<thead>
<tr>
<th>Number of Credits Required</th>
<th>37</th>
<th>39</th>
</tr>
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<tbody>
<tr>
<td>Core Course Requirements</td>
<td>(22 credits)</td>
<td>(18 credits)</td>
</tr>
<tr>
<td>HRER 501 Labor and Employment Law (3)</td>
<td>HRER 501 Labor and Employment Law (3)</td>
<td></td>
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<tr>
<td>HRER 502 Organization of the Workplace (3)</td>
<td>HRER 502 Organization of the Workplace (3)</td>
<td></td>
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<tr>
<td>HRER 504 Seminar in Employment Relations (3)</td>
<td>HRER 504 Seminar in Employment Relations (3)</td>
<td></td>
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<tr>
<td>HRER 505 Seminar in Human Resource Management (3)</td>
<td>HRER 505 Seminar in Human Resources (3)</td>
<td></td>
</tr>
<tr>
<td>HRER 510 Introduction to Graduate Studies in Human Resources and Employment Relations (1)</td>
<td>HRER 825 Strategic Business Tools for HRER Professionals (3)</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>Emphasis Courses (6 credits)</td>
<td>Elective Courses (3-9 credits)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
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</table>
| HRER 512 Research Methods in HRER I (3)  
HRER 513 Research Methods in HRER II (3)  
HRER 516 Labor Market Analysis (3) | An emphasis is an area of study related to a particular aspect or domain of industrial relations and human resources. Students select an emphasis in consultation with their master's advisory committee. | Emphasis Courses (6 credits) | NONE; changing to options instead of emphases (see next three rows of this table) |

**Emphasis Courses**

- **Emphasis Courses (6 credits)**
  - An emphasis is an area of study related to a particular aspect or domain of industrial relations and human resources. Students select an emphasis in consultation with their master's advisory committee.

**Elective Courses (3-9 credits)**

- With the faculty adviser's approval, a student selects at least 3 elective credits.

**Base Program Courses**

- **Base Program Courses**
  - None; A base program doesn’t currently exist.

**Base Program-Specific Requirements (12 credits)**

- LER 480 Current Issues in Human Resources (3)
- LER 437 Workplace Dispute Resolution (3)
- HRER 536 Diversity in the Workplace (3)
- HRER 523 Seminar in Work-Life Dilemmas, Practices and Policies (3)

**Electives (3-6 credits)**

- **Capstone Track:** requires 6 credits of electives
- **Thesis Track:** requires 3 credits of electives

**Possible Base Program Electives:** All 500- or 800-level courses in the HRER M.S. program and 400-level courses in the LER program as well as other courses approved by the Graduate Program Director.

**Human Resource Management (HRM) Option requirements**

- **Human Resource Management (HRM) Option requirements**
  - NONE; no options currently exist

**Option-Specific Requirements (12 credits)**

- HRER 527 Talent Development and Change Management (3)
- HRER 503 Seminar in International Human Resource Studies (3)
- HRER 526 Managing Talent Flow (3)
- HRER 824 Total Rewards (3)
<table>
<thead>
<tr>
<th>Employment Relations (ER) Option Requirements</th>
<th>Electives (3-6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE; no options currently exist</td>
<td>Capstone Track: requires 6 credits of electives.</td>
</tr>
<tr>
<td></td>
<td>Thesis Track: Requires 3 credits of electives</td>
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<tr>
<td></td>
<td>Possible HRM Option Electives (in addition to the required courses in the other two Options):</td>
</tr>
<tr>
<td></td>
<td>LER 435 Labor Relations in the Public Sector</td>
</tr>
<tr>
<td></td>
<td>LER 437 Workplace Dispute Resolution</td>
</tr>
<tr>
<td></td>
<td>LER 468 American Labor Unions</td>
</tr>
<tr>
<td></td>
<td>LER 475 Labor in the Global Economy</td>
</tr>
<tr>
<td></td>
<td>LER 480 Current Issues in Human Resources</td>
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<td></td>
<td>WFED 471 Training in Industry and Business</td>
</tr>
<tr>
<td></td>
<td>WFED 573 Needs Assessment for Workforce Development Professionals</td>
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<td></td>
<td>LGWR 510 International Labor Law</td>
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<tr>
<td></td>
<td>LGWR 520 Global Workers’ Rights</td>
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<tr>
<td></td>
<td>Other courses approved by the Graduate Program Director</td>
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<table>
<thead>
<tr>
<th>Employment Relations (ER) Option Requirements</th>
<th>Option-Specific Requirements (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE; no options currently exist</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>HRER 500 Topics in Comparative Industrial Relations (3)</td>
</tr>
<tr>
<td></td>
<td>LER 401 The Law of Labor-Management Relations (3)</td>
</tr>
<tr>
<td></td>
<td>And, students must choose 6 credits from the following list of courses:</td>
</tr>
<tr>
<td></td>
<td>LER 468 American Labor Unions (3)</td>
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<td></td>
<td>LER 435 Labor Relations in the Public Sector (3)</td>
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<td></td>
<td>LER 475 Labor in the Global Economy (3)</td>
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<td>LGWR 510 International Labor Law (3)</td>
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<td></td>
<td>LGWR 520 Global Workers’ Rights (3)</td>
</tr>
<tr>
<td></td>
<td>Electives (3-6 credits)</td>
</tr>
<tr>
<td></td>
<td>Capstone Track: requires 6 credits of electives.</td>
</tr>
<tr>
<td></td>
<td>Thesis Track: requires 3 credits of electives</td>
</tr>
</tbody>
</table>
Possible ER Option Electives (in addition to the required courses in the other two Options):
LER 435 Labor Relations in the Public Sector
LER 437 Workplace Dispute Resolution
LER 468 American Labor Unions
LER 475 Labor in the Global Economy
LER 480 Current Issues in Human Resources
LGWR 510 International Labor Law
LGWR 520 Global Workers’ Rights
Other courses approved by the Graduate Program Director

<table>
<thead>
<tr>
<th>Culminating Experience</th>
<th>Scholarly paper or Thesis</th>
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<tbody>
<tr>
<td></td>
<td>(3-6 credits)</td>
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<tr>
<td></td>
<td>Students can choose between the Capstone Track or Thesis Track:</td>
</tr>
<tr>
<td></td>
<td><strong>Capstone Track (3 credits)</strong></td>
</tr>
<tr>
<td></td>
<td>HRER 588 Capstone in Human Resources and Employment Relations</td>
</tr>
<tr>
<td></td>
<td><strong>Thesis Option (6 credits)</strong></td>
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<tr>
<td></td>
<td>Students complete HRER 600 (Thesis Research)</td>
</tr>
</tbody>
</table>

| Options | NONE | TWO; One in Human Resource Management and one in Employment Relations |

| Alignment with Professional Competency Model | NO | YES |
| Alignment with Society for Human Resource Management Content Recommendations | NO | YES |

**Timeline for Program Revisions Process**

The following process was undertaken by the Labor and Employment Relations faculty starting in Spring semester of 2015 to inform our revisions to the MS in HRER curriculum.

**Spring 2015**
After conducting a focus group with 9 current MS in HRER students in March, we surveyed current students (N=38), alumni (N=42), and both ER recruiters (N=3) and HR recruiters (N=9) to identify current strengths and opportunities to improve our MS in Human Resources and Employment Relations residential program.

We reviewed the Society for Human Resource Management curriculum guidelines for Master’s in HRER programs and the HR Certification Institute’s HRBP and HRMP exam descriptions.

We identified our top peer institutions (Illinois, Minnesota, Cornell, Michigan State, and Rutgers) and reviewed their Master’s degree program requirements.

We conducted a focus group of MS in HRER alumni (members of the Curriculum Committee of our Alumni Advisory Group) to get their input on our program and opportunities to improve it; our Alumni Advisory Group has been suggesting for several years that we revise our MS curriculum and were very supportive of the effort.

Fall 2015

We reviewed the Society for Human Resource Management’s recommendations for HR graduate curricula (located here: https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/2013_SHRM%20HR%20Curriculum%20Guidelines%20and%20Templates_View%20Only_FINAL.pdf) and the HR Certification Institute’s Professional in Human Resources and Senior Professional in Human Resources certification requirements (located here: https://www.hrci.org/docs/default-source/web-files/phr-sphr-exam-content-outline.pdf?sfvrsn=2) to align our human resource management curriculum with their recommendations as they are the two main certification bodies in the field.

We began learning about Middle State’s learning objective and learning objective assessment development recommendations.

We profiled our student body to identify their strengths and unique developmental needs to inform our revised curriculum to best meet their needs.

We collectively wrote a mission statement for the MS in Human Resources and Employment Relations program and started working on developing learning objectives and learning objective assessment methods for the overall MS program.

We identified the competencies recommended by the Society for Human Resource Management as well as those considered lacking in our incoming student body.
• We decided to retain the MS degree rather than change to an MPS because of the advantages to our students of retaining some of the research orientation of the program. The analytical, research, writing, and problem solving skills needed by our graduates would not be met as well by a purely professional curriculum.

• We discussed possible revisions to the MS program to take advantage of our strengths and to close the gap between our students’ knowledge and skills entering the program and those needed at the time of graduation.

**Spring 2016 - 2018**

• We learned more about the Middle States’ learning objective development process and Middle States’ learning objective assessment development process and recommendations and continued to incorporate their recommendations.

• We identified in greater detail the Society for Human Resource Management’s and the HR Certification Institute’s recommended content to inform our course requirements and the content of those courses.

• The LER Graduate Faculty identified and agreed on specific courses to meet the program learning objectives and competencies identified in Fall 2015.

• We identified a variety of desirable changes to the curriculum and to specific courses:
  
  o Added more ethics content throughout multiple courses
    
    • To better align with the Society for Human Resource Management and Human Resources Certification Institute exam content and curriculum guidelines and because the faculty agreed that our current curriculum could and should cover more in this area

  o Created formal Human Resource Management and Employment Relations Options that will appear on students’ transcripts and diplomas
    
    • In response to stakeholder feedback that the combined degree was confusing to recruiters and undermining our students’ job search efforts as a result, and to optimize the curricula for our students as they almost always choose a career in either human resource management or employment relations and rarely both, but kept the course requirements such that all of our students will get exposure to both human resource management and employment relations core content
- Added a capstone course in place of the research paper requirement but retained the scholarly conduct of research in the new course.
  - The developmental needs of our students will be better met through a culminating experience in a capstone course that provides a more comprehensive integrative experience based on scholarly research in the context of current HRER practice.

- Added Excel, financial analysis, data analytics, applied research and other business acumen competency content across the broad range of courses offered
  - In response to strong stakeholder feedback that the curriculum was lacking in this area, as well as to improve alignment with the Society for Human Resource Management and Human Resources Certification Institute exam content and curriculum guidelines

- Added applied research projects to as many classes as relevant
  - In response to strong stakeholder feedback that the curriculum was lacking in this area as well as to improve alignment with the Society for Human Resource Management and Human Resources Certification Institute exam content and curriculum guidelines

- Removed the HRER 516 Labor Market Analysis requirement and moved the relevant content to other courses (e.g., HRER 526 Managing Talent Flow)
  - We did not want to increase the credit requirement for the degree more than 2 credits and chose to remove this course as its content is not essential to most of our students and the relevant content can and will be easily covered in other courses; students who still desire to learn more about labor economics will be able to take it as an elective

- Removed HRER 510 as a requirement as it is no longer needed due to the addition of the capstone course
  - It was a one-credit course designed to introduce new MS students to potential research paper advisors, but we no longer have a research paper requirement not embedded in a course

- Developed the HRER 512 Research Methods in Human Resources and Employment Relations I course to include more material on HR and ER analytics and statistical analysis through Microsoft Excel and removed the HRER 513, Research Methods in Human Resources and Employment Relations II, course (as
this material is now incorporated in HRER 512 as well as the research projects conducted as part of other courses).

- In response to strong stakeholder (alumni and recruiter) feedback that the curriculum was lacking in HR and ER analytics and Microsoft Excel skill development, as well as to improve alignment with the Society for Human Resource Management and Human Resources Certification Institute exam content and curriculum guidelines

- Identified learning objectives for each course linked to the overall program learning objectives and ensured that the program learning objectives were represented in as many courses as possible per Middle States and Penn State guidelines

- Identified the competencies recommended by the Society for Human Resource Management and the HR Certification Institute as well as those considered lacking in our incoming student body and mapped their development in each course to ensure that the targeted competencies would be addressed sufficiently across the entire curriculum

- Committee subgroups of 2-5 faculty outlined the course content, targeted competencies, and applied projects for each course based on the identified learning objectives; this was then reviewed by the entire Curriculum Review Committee for feedback and revision suggestions and the material was revised accordingly.

- Aligned our program learning objectives and assessment criteria with Penn State’s new guidelines and Graduate School learning objectives and assessment criteria

- Reviewed our revised curriculum with our Alumni Advisory Committee to gain their feedback and support
Program Learning Objectives and Assessment Methods

MISSION STATEMENT:

The mission of the School of Labor and Employment Relations’ MS in Human Resources and Employment Relations program is to prepare students to excel in a variety of human resource management and employment relations roles by developing students’ functional knowledge, business acumen, global and ethical awareness, and analytical and strategic thinking skills required to facilitate employee and organizational success.

--Established February, 2016

In line with this mission, the following are the scholarly and professional goals for M.S. in HRER students:

M.S. IN HRER KNOW: Students will be able to demonstrate the necessary advanced knowledge and competence in the fields to excel in ER and HRM careers.

M.S. IN HRER APPLY/CREATE: Students will be able to apply their knowledge by interacting effectively with organizational leaders in helping to develop and implement organizational strategies.

M.S. IN HRER COMMUNICATE: Students will be able to effectively communicate knowledge of current topics in the fields both verbally and in writing to excel as ER and HRM professionals.

M.S. IN HRER THINK: Students will be able to recognize and analyze practical, legal, and ethical ER and HRM challenges in domestic and global workplaces.

M.S. IN HRER PROFESSIONAL PRACTICE: Students will be able to respond appropriately to practical, legal, and ethical ER and HRM challenges in domestic and global workplaces using both theoretical and practical approaches and in accordance with the standards, values and best practices of their discipline.

The following sections highlight how the M.S. in HRER objectives are aligned with the Graduate School’s scholarly and professional goals for all graduate degree students, including details of how each goal will be assessed.

PSU KNOW: Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline.
**M.S. IN HRER KNOW:** Students will have and be able to demonstrate the necessary advanced knowledge and competence in the fields to excel in ER and HRM careers.

a. At least 80% of our graduating students each semester will provide “very good” (4) to “excellent” (5) student ratings on the breadth of the content covered in the curriculum in the graduating students’ survey.

b. At least 80% of our graduating students each semester will provide “very good” (4) to “excellent” (5) student ratings on the depth of the content covered in the curriculum in the graduating students’ survey.

c. At least 80% of our graduating students each semester will provide “very good” (4) or “excellent” (5) student ratings on the quality of the program in developing their competencies to excel in their career in the graduating students’ survey.

d. At least 80% of students’ summer internship supervisors will be “very satisfied” (5) or “satisfied” (4) with students’ HR or ER competence as evidenced during their internship.

e. Our graduates’ pass rates for SHRM, HRCI, and other licensure/certification exams will exceed the national average for the exam.

f. At least 80% of respondents to an alumni survey conducted every 3-5 years will provide “very good” (4) or “excellent” (5) ratings on the degree to which the alumnus’s knowledge of the HR or ER fields at the time of graduation was sufficient to enable their career success to date.

g. At least 80% of all students’ instructor, advisor, and/or committee ratings on their capstone project or Thesis will be “very good” (4) or “excellent” (5) in the area of displaying advanced knowledge.

h. At least 80% of recruiters of students from the M.S. in HRER program who are surveyed every 3-5 years will be “very satisfied” (5) or “satisfied” (4) with students’ HR or ER competence as evidenced during their interviews and during the recruiting process.

i. Students’ final performance in any local, state, and national case competitions will be “very good” (4) or “excellent” (5) as rated by the advisor and at least 75% of the event judges where possible.

**PSU APPLY/CREATE:** Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.
M.S. IN HRER APPLY/CREATE: Students will be able to interact effectively with other organizational leaders in helping to develop and implement organizational strategies.

a. At least 80% of students’ summer internship supervisors will provide “very good” (4) or “excellent” (5) ratings on students’ ability to interact effectively with other organizational leaders in helping to develop and implement organizational strategies.

b. At least 80% of respondents to an alumni survey conducted every 3-5 years will provide “very good” (4) or “excellent” (5) ratings on the degree to which the alumnus was prepared at the time of graduation to interact effectively with other organizational leaders in helping to develop and implement organizational strategies.

PSU COMMUNICATE: Communicate the major issues of their discipline effectively.

M.S. IN HRER COMMUNICATE: Students will be able to communicate effectively knowledge of current topics in the fields both verbally and in writing to excel as ER and HRM professionals.

a. At least 80% of students’ summer internship supervisors will be “very satisfied” (5) or “satisfied” (4) with students’ ability to communicate knowledge of current topics in the fields both verbally and in writing as evidenced during their internship.

b. At least 80% of respondents to an alumni survey conducted every 3-5 years will provide “very good” (4) or “excellent” (5) ratings on the degree to which the alumnus’s ability to effectively communicate knowledge of current topics in the fields both verbally and in writing at the time of graduation was sufficient to enable their career success to date.

c. At least 80% of recruiters of students from the M.S. in HRER program will be “very satisfied” (5) or “satisfied” (4) with students’ ability to communicate knowledge of current topics in the fields both verbally and in writing as evidenced during their interviews and during the recruiting process.

d. Students’ presentation performance in local, state, and national case competitions will be “very good” (4) or “excellent” (5) as rated by the advisor and at least 75% of the event judges where possible.

e. At least 80% of all students’ instructor, advisor, and/or committee ratings on their capstone project or Thesis report will be “very good” (4) or “excellent” (5) in the area of communicating advanced knowledge verbally or in writing.
f. At least 80% of all instructor or advisor ratings of students’ capstone project or Thesis presentation will be “very good” (4) or “excellent” (5) in the area of communicating knowledge of current topics in the fields both verbally and in writing.

**PSU THINK:** *Demonstrate analytical and critical thinking within their discipline, and where appropriate, across disciplines.*

**M.S. in HRER THINK:** *Students will be able to recognize and analyze practical, legal, and ethical ER and HRM challenges in domestic and global workplaces.*

a. At least 80% of students’ summer internship supervisors will provide “very good” (4) or “excellent” (5) ratings on students’ ability to recognize and analyze practical, legal, and ethical challenges in domestic and global workplaces.

b. At least 80% of respondents to an alumni survey conducted every 3-5 years will provide “very good” (4) or “excellent” (5) ratings on the degree to which the alumnus was prepared to recognize and analyze practical, legal, and ethical challenges in domestic and global workplaces at the time of graduation sufficiently to enable their career success to date.

c. At least 80% of all students’ instructor, advisor, and/or committee ratings on their capstone project or Thesis will be “very good” (4) or “excellent” (5) in the areas of recognizing and analyzing practical, legal, and ethical challenges.

**PSU PROFESSIONAL PRACTICE:** *Know and conduct themselves in accordance with the highest ethical standards, values, and where these are defined, the best practices of their discipline.*

**M.S. IN HRER PROFESSIONAL PRACTICE:** *Students will be able to respond appropriately to practical, legal, and ethical ER and HRM challenges in domestic and global workplaces using both theoretical and practical approaches and in accordance with the standards, values and best practices of their discipline.*

a. At least 80% of students’ summer internship supervisors will provide “very good” (4) or “excellent” (5) ratings on students’ responding appropriately to practical, legal, and ethical challenges in domestic and global workplaces.

b. At least 80% of respondents to an alumni survey conducted every 3-5 years will provide “very good” (4) or “excellent” (5) ratings on the degree to which the alumnus responded
appropriately to practical, practical, legal, and ethical challenges in domestic and global workplaces at the time of graduation sufficiently to enable their career success to date.

c. At least 80% of all students’ ratings instructor or advisor ratings on their capstone project or Thesis will be at least “very good” (4) to “excellent” (5) in the area of responding appropriately to practical, legal, and ethical challenges in domestic and global workplaces.

d. At least 80% of recruiters of students from the M.S. in HRER program will be “very satisfied” (5) or “satisfied” (4) with students’ responding appropriately to practical, legal, and ethical challenges in domestic and global workplaces as evidenced during their interviews and during the recruiting process.

e. In local, state, and national case competitions students will receive the equivalent of “very good” (4) or “excellent” (5) ratings by the advisor and at least 75% of event judges where possible in the areas of responding appropriately to practical, legal, and ethical challenges in domestic and global workplaces.

**Summary of Proposed M.S. Program Changes**

**Removing or Changing**

1. Removing HRER 513 Research Methods in Human Resources and Employment Relations II

Aspects of the content of this course have been incorporated where possible in the HRER 512 course. The 512 class had deviated slightly from its original intention but has now been designed to cover the range of research methods and data analysis skills our students will require to be awarded the MS degree and to apply their knowledge and skills in the workplace through the use of Microsoft Excel. The lessons learned in the first-semester HRER 512 class are reinforced through research and data analysis projects incorporated throughout the range of courses included in the program. For example, HRER 503 will include a data analysis assignment comparing HRM practice adoption across countries. Similarly, HRER 505 will include data-driven assignments looking at issues such as gender diversity within firms. This change was made based on feedback from alumni entering the workforce and recruiters that the 513 class was not delivering essential skills. This will ensure our MS program remains relevant and attractive to future student applicants.

2. Removing HRER 510 Introduction to Graduate Studies in Human Resources and Employment Relations
HRER 510 is a one-credit course designed to introduce new MS students to potential research paper advisors. As we are replacing the research paper requirement with a required capstone course, HRER 588 Capstone in Human Resources and Employment Relations, HRER 510 is no longer needed.

3. Removing HRER 516 Labor Market Analysis

The content of this course is less important to our current students’ needs. Relevant content is being moved to other courses, in particular to HRER 526 Managing Talent Flow. Students interested in learning more about labor economics will be able to take HRER 516 as an elective.

4. Changing the research paper requirement

We are replacing the 35-page out-of-class research paper requirement with a required capstone class to better meet the educational needs of our students. (Full details of the capstone class below.)

5. The requirements that an applicant must have completed successfully an undergraduate statistics course plus a minimum of 12 undergraduate credits in the social sciences as part of their baccalaureate degree will be dropped as we require a research methods/statistics course in the curriculum that provide sufficient training in this area and previous undergraduate social science exposure is not necessary to succeed in the program.

6. Increasing the credit requirement of the degree from 37 to 39 credits

7. Aligning the curriculum to be consistent with the recommendations of the Society for Human Resource Management and the HR Certification Institute

Adding

1. ‘Human Resource Management (HRM)’, and ‘Employment Relations (ER)’ Options that will appear on transcripts and diplomas; this change will help both HRM and ER students better compete for jobs as the combined HR/ER degree was apparently confusing to employers of both HR and ER graduates; a Base Program will be available for students who are not interested in pursuing either option offered, which is consistent with Graduate School requirements. Of our five primary peer institutions (Illinois, Minnesota, Cornell, Michigan State, and Rutgers), three offer distinct Human Resource Management and Employment Relations degrees rather than a single, combined degree:

- Cornell
- Rutgers
• Michigan State (allows for a concentration in Human Resource Management or Labor Relations)

2. Changes to Program Requirements

• 825 Strategic HRM course (3 credits) that currently exists as an elective includes critical financial analysis and business acumen content; because the course will cover the most recently established knowledge and methodologies in the field of HRM and will emphasize analytical thinking and application of knowledge in the context of providing pragmatic solutions for professionals it will be at the 800 level.

• HRER 588 Capstone in Human Resources and Employment Relations (3 credits); this capstone will be the cumulative experience focused on conducting research on current trends in the HRER field. The course integrates student learning from across the curriculum, encouraging students to apply the critical thinking, analytical and ethical skills they have developed during the program. Students choose an HRER topic on which they reflect during the semester through different theoretical and paradigmatic lenses, writing a cumulative paper that requires the conduct of scholarly research in synthesizing and integrating relevant material. This capstone will replace the current research paper requirement.

3. Creation of Base Program Course Requirements

• The following courses were identified as best providing core learning in overlapping areas of both human resource management and employment relations for students desiring a more generic, less focused course of study. All are existing courses in our MS degree curriculum.

LER 480 Current Issues in Human Resources (3)
LER 437 Workplace Dispute Resolution (3)
HRER 536 Diversity in the Workplace (3)
HRER 523 Seminar in Work-Life Dilemmas, Practices and Policies (3)

4. Creation of Human Resource Management Option Course Requirements

HRER 527 Talent Development and Change Management (3; 500 level); because Training and Organizational Change are broad and important content areas for human resource management professionals and are core topics in the Society for Human Resource Management and the HR Certification Institute certification exams a course on them is important for students wishing to pursue the Human Resource Management Option.

HRER 503 Seminar in International Human Resource Studies; a current required course
HRER 526 Managing Talent Flow (3); currently an elective; because recruiting, staffing, internal employee movements, retention, employee separations, and are broad and important content areas for human resource management professionals and are core topics in the Society for Human Resource Management and the HR Certification Institute certification exams a course on these topics is important for students wishing to pursue the Human Resource Management Option.

HRER 824 Total Rewards (3); approved in Summer 2016 and currently an elective; because Compensation and Benefits are broad and important content areas for human resource management professionals and are core topics in the Society for Human Resource Management and the HR Certification Institute certification exams a course on them is important for students wishing to pursue the Human Resource Management Option.

Possible HRM Option Electives (in addition to the required courses in the other two Options):

- LER 435 Labor Relations in the Public Sector
- LER 437 Workplace Dispute Resolution
- LER 468 American Labor Unions
- LER 475H Labor in the Global Economy
- LER 480 Current Issues in Human Resources
- WFED 471 Training in Industry and Business
- WFED 573 Needs Assessment for Workforce Development Professionals
- LGWR 510 International Labor Law
- LGWR 520 Global Workers’ Rights

5. Creation of Employment Relations Option Course Requirements

HRER 500 Topics in Comparative Industrial Relations (3); because international and comparative employment relations is an important part of the field, we are requiring a course in this area for students pursuing the Employment Relations Option

LER 401 The Law of Labor-Management Relations (3); because there are many legal issues related to employment relations that are important for employment relations professionals to know, this course is being made a requirement for students pursuing the Employment Relations Option

Students must choose 6 credits from the following list of courses: Because employment relations careers can take a variety of paths from protecting workers’ rights, unionizing, collective bargaining, and administering union contracts, it is important that students pursuing the Employment Relations Option be able to customize their coursework to best prepare them for their chosen careers.
LER 468 American Labor Unions (3)
LER 435 Labor Relations in the Public Sector (3)
LER 475H Labor in the Global Economy (3)
LGWR 510 International Labor Law (3)
LGWR 520 Global Workers’ Rights (3)

Possible ER Option Electives (in addition to the required courses in the other two Options):

- LER 435 Labor Relations in the Public Sector (3)
- LER 437 Workplace Dispute Resolution (3)
- LER 468 American Labor Unions (3)
- LER 475H Labor in the Global Economy (3)
- LER 480 Current Issues in Human Resources (3)
- LGWR 510 International Labor Law (3)
- LGWR 520 Global Workers’ Rights (3)

6. Increased ethics content in many classes

We reviewed the ethics material covered in the curriculum and decided to update and expand it, including and going beyond the Penn State Ethics Model.

7. Spreadsheet (Excel), statistical data analysis, and financial analysis content and projects added to as many classes as relevant

Stakeholders as well as the Society for Human Resource Management and the HR Certification Institute recommend that students develop stronger financial analysis and other practical business skills using spreadsheets such as Microsoft Excel to manage datasets and perform statistical analyses.

8. Applied projects, business acumen, and professional competency and skill development to as many courses as relevant

Stakeholders as well as the Society for Human Resource Management and the HR Certification Institute recommend that students develop stronger business knowledge as well as practical business and consulting skills.

**M.P.S HRER Curricular Change**

**Staffing and Training**

We are proposing to change the requirements for completing the Staffing and Training concentration.
Presently the requirements are as follows:

LER 426 (3) Staffing and Training
WF ED 573 (3) Needs Assessment for Workforce Development Professionals

When the curriculum was first developed, there was no 800 level course available for MPS students to pair with the WF ED 573 elective that already existed. Subsequent review suggested that the introductory Staffing and Training course, LER 426 (Staffing and Training), which was originally included as the second elective, did not adequately prepare our students, particularly with respect to the staffing component of the offering. As a consequence, we determined that it would better to create an 800 level offering addressing more fully the staffing issue, an offering that would only be available to graduate students.

In addition, we determined that the scope of the material in WF ED 573, although certainly relevant to the theme of the concentration, was not necessarily the only alternative that should be available to our MPS students. As a consequence, we have created another 800 level offering, HRER 827 (Talent Development for HRER Practitioners). In the curricular proposal we presented, the following was a comment we made concerning the addition of HRER 827 to our curriculum.

The MPS program in Organizational Development and Change has a related course, WF ED 573: Needs Assessment for Workforce Development Professionals. This course is currently an elective available to MPS in HRER students for the “Staffing, Training and Development” concentration. The course description reads in part as follows: “Acquire skills to identify training and development needs, distinguish problems with management versus training solutions, develop and evaluate training solutions.” The proposed course will include additional opportunities to address the development and evaluation of solutions beyond classroom training, including mentoring, succession planning and related developmental activities.

Once this course is created students may use HRER 827 or WF ED 573 to complete the concentration in staffing, training and development.

As a consequence, students would take the following to complete the concentration in Staffing, Training and Development:

HRER 826 (3) Talent Management

And either,

HRER 827 (3) Talent Development for HRER Practitioners

Or
WF ED 573 (3) Needs Assessment for Workforce Development Professionals

Benefits and Compensation Concentration

To this point our graduate students have had the opportunity to choose a concentration titled "Benefits and Compensation." It is our most popular concentration. It requires that the students complete both LER 424 (Employee Compensation) and LER 425 (Employee Benefits).

The current proposal will create a new required course -- LER 428 (Total Rewards) -- for undergraduate students who choose the HR Option in the LHR major. As a consequence, we will no longer offer LER 424 and LER 425, but are in the process of developing comparable 800 level classes: HRER 822 (Employee Compensation) and HRER 823 (Employee Benefits). We have done this because our online graduate students – the majority of whom already work in HRER -- have frequently told us that the deeper dive into both of these subjects is a critical factor in helping them perform their responsibilities as HRER professionals. To combine both topics into a single three credit course does not provide the more comprehensive treatment of each area of study.

As a consequence, the concentration would read:

HRER 822 (3) Employee Compensation
and
HRER 823(3) Employee Benefits

Change in “Employment and Labor Law” Concentration

The current configuration of this concentration requires both LER 401, Law of Labor-Management Relations, and HRER 811, Labor and Employment Law II. Both courses allow students to delve more fully in areas of labor law initially addressed in HRER 501.

Since the creation of the concentration, the School has added a new course to the curriculum, HRER 801, Comparative and International Labor Law. This course is required for students in the International Human Resource and Employment Relations (IHRER) certificate program; however, it could also be of value to those HRER degree students who are interested in studying labor law from a global perspective. Providing this alternative will also strengthen our commitment in our five year plan to promote the study of Global HRER content.

Therefore, we propose to revise the “Employment and Labor Law” concentration as follows:

Students will choose two of the following three courses:

LER 401: Law of Labor-Management Relations
HRER 811: Labor and Employment Law II
HRER 801: Comparative and International Employment and Labor Law
Remove HRER 816 (Labor Market Analysis) as a Required Course

Currently MPS students are required to take either HRER 816 or HRER 825 (Strategic Business Tools for HRER Professionals). The vast majority of students choose HRER 825.

The primary motivation for removing HRER 816 is the need to make sure that we properly prepare HRER students to thrive in the organizational environments in which they work. HRER 825 provides more theory and practice related to those environments than HRER 816. In addition, The Society for Human Resource Management (SHRM) has made it clear in its most recent statements that it will closely review required course work against its academic guidelines that it will use to determine whether curricula are SHRM approved. There are certain subjects in our curriculum that SHRM requires be taught, including the majority of the topics covered in HRER 825. As we approach the point where SHRM will reassess the program, making HRER 825 a required course will help to maintain our approved status. It is critical that we maintain that designation given that it is held by our primary competitors.
Proposed Graduate Bulletin

Graduate Program Head  Paul F. Clark
Program Code  HRER
Campus(es)
  University Park (M.S.)
  World Campus (M.P.S.)
  Master of Science (M.S.)
  Master of Professional Studies (M.P.S.)

Degrees Conferred
  Integrated B.S. in Labor and Employment Relations and M.S. in Human Resources and Employment Relations
  Integrated B.S. in Labor and Employment Relations and M.P.S in Human Resources and Employment Relations
  Integrated B.S. in Psychology and M.S. in Human Resources and Employment Relations
  Integrated B.S. in Spanish and M.S. in Human Resources and Employment Relations
  Joint J.D./M.S. with Penn State Law

The Graduate Faculty  View

Master of Science in Human Resources and Employment Relations

The Master of Science (M.S.) degree in Human Resources and Employment Relations (HRER) is a two-year program designed for students anticipating careers in some aspect of human resource management or employment relations.

After completing the program:

- Students will have and be able to demonstrate the necessary advanced knowledge and competence in the fields to excel in Human Resource Management and Employment Relations careers.
- Students will be able to effectively communicate knowledge of current topics in the fields both verbally and in writing to excel as Human Resource Management and Employment Relations professionals.
- Students will be able to recognize and analyze practical, legal, and ethical challenges in domestic and global workplaces.
Students will be able to respond appropriately to practical, legal, and ethical challenges in domestic and global workplaces using both theoretical and practical approaches and in accordance with the standards, values and best practices of their discipline.

Students will be able to interact effectively with other organizational leaders in helping to develop and implement organizational strategies.

**Master of Professional Studies in Human Resources and Employment Relations**

The M.P.S. in Human Resources and Employment Relations (HRER) is a 33 credit program of study for professionals working in human resources/employment relations or considering a career in some aspect of human resources and employment relations. The program will prepare students to:

- understand the roles that employers, employees, employee organizations and unions, and public policy makers play in the employment relationship;
- analyze the complex personal, legal, and organizational issues inherent in the employment relationship;
- understand the ethical dimensions of human resource and employment relations; and
- analyze complex issues and evaluate research results in the process of administering labor and human resource systems;

Courses include the study of employment law, labor and employment relations, human resources, workplace organization, labor markets, ethics, the employment relationship, recruiting/selection, compensation and benefits, workforce development, and diversity in the workplace.

The program highlights the changing nature of the HRER field, including the impact of the globalization of private and public organizations and the growing importance of diversity in the workforce. It culminates in a capstone project in which students will demonstrate their understanding of the curriculum and apply it to their professional areas of interest. Upon completion of the M.P.S. HRER, students will be equipped to work as professionals in human resource management, employment relations, and general management with private employers, unions, government agencies, and non-profit organizations.

**Admission Requirements**

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

**Master of Professional Studies (M.P.S.)**
Students who do not have a GPA of at least 3.0 will be considered on a case-by-case basis depending on the quality of their overall application. Students are also expected to have a minimum of two years of full-time work experience prior to admission.

Admissions decisions for the program are based on the quality of the applicant’s credentials. The decisions are based on a review of the complete application portfolio. During the admission process, students who are better suited for another graduate program will be encouraged to apply to the appropriate program. Applicants to the M.P.S. HRER must submit the following materials:

- A 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills. Documentation of a minimum of two years of full-time work and a resume should be attached as a supplement;
- Three letters of recommendation that attest to the applicant’s readiness for graduate study and document the requisite minimum of two years of work experience;
- Official transcripts from all post-secondary institutions attended.

Graduate Record Examination (GRE) scores are not required.

**Master of Science (M.S.)**

Applicants to the M.S. HRER program:

- Must submit a 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills.
- Must submit scores from the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT)
- Must submit official transcripts from all post-secondary institutions attended. Applicants with a 3.00 junior/senior grade-point average (on a 4.00 scale) will be considered for admission. Exceptions to the minimum grade-point average may be made at the discretion of the program for students with special backgrounds, abilities, and interests.
- Must submit three letters of recommendation sent from people who can adequately assess the student’s likelihood of completing the graduate program.

**Degree Requirements**

**Master of Professional Studies (M.P.S.)**

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

Students pursuing the M.P.S. in HRER are required to complete a concentration designed to provide the student an opportunity to develop expertise in a specific area of human resources and employment relations.
Students will choose and complete one concentration which will include 6 credits beyond the 27 required core course credits. Students will be required to complete the capstone project in their area of concentration. For example, students choosing the Benefits and Compensation concentration are required to complete a capstone project that focuses on some aspect of benefits and compensation. The program culminates with a research project which is completed while enrolled in HRER 894.

Total Required Credits for the M.P.S.: 33 credits at the 400, 500, or 800 level; at least 18 credits must be at the 500 or 800 level, with at least 6 credits at the 500-level.

Required Courses

- **HRER 501**  Labor and Employment Law  3
- **HRER 504**  Seminar in Employment Relations  3
- **HRER 505**  Seminar in Human Resources  3
- **HRER 802**  Human Behavior and Organizational Performance  3
- **HRER 803**  Human Resources in Multinational Enterprises  3
- **HRER 825**  Strategic Business Tools for HRER Professionals  3
- **HRER 836**  Diversity in the Workplace  3
- **HRER 860**  Ethical Decision Making for HR Practitioners  3

Electives

Select 6 credits in one of the following concentration areas:  6

**Benefits and Compensation**

- **HRER 822**  Employment Compensation  3
- **HRER 823**  Employment Benefits  3

**Employment and Labor Law**

Choose two of the following:

- **LER 401**  The Law of Labor-Management Relations  3
- **HRER 811**  Labor and Employment Law II  3
- **HRER 801**  Comparative and International Employment and Labor Law  3

**Ethics and Leadership**

- **LER 464**  Communication Skills for Leaders in Groups and Organizations  3
- **LER 409**  Leadership Development: A Life-Long Learning Perspective  3
- **LER 465**  Collective Decision Making  3

**International Human Resources and Employment Relations**

- **LER 403**  International Human Resource Studies  3
- **HRER 801**  Comparative and International Employment and Labor Law  3
or LER 400 Comparative Employment Relations Systems

*Labor and Collective Bargaining*
LER 401 The Law of Labor-Management Relations
LER 435 Labor Relations in the Public Sector

*Labor Unions: Organization and Strategy*
LER 466 Labor Union Structure, Administration and Governance
LER 468 American Labor Unions

*Staffing, Training, and Development*

HRER 826 Talent Management 3
HRER 827 Talent Development 3

**Culminating Experience**
HRER 894 Research Topics (Capstone Project) 3

Total Credits 33

**Master of Science (M.S.)**

Requirements listed here are in addition to Graduate Council policies listed under [GCAC-600 Research Degree Requirements](#).

A minimum of 39 credits at the 400, 500, 600 or 800 level is required; with at least 18 credits in the 500 and 600 series. A minimum of 12 credits in course work (400, 500, and 800 series) must be completed in HRER. If the student chooses to write a thesis, at least 6 credits in thesis research (HRER 600) must be completed. The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School, and the student must pass a thesis defense. If the student chooses the capstone track, at least 18 credits must be in 500-level courses.

For the degree, an overall 3.00 (B) grade-point average must be earned in the 400, 500, and 800-level courses, and a grade of B or above must be earned in all 500-level courses. Required courses are offered once per academic year and elective courses at least once every two academic years.

**Core Curriculum**

HRER 501 Labor and Employment Law 3
HRER 502 Human Behavior at Work 3
HRER 504 Seminar in Employment Relations 3
HRER 505 Seminar in Human Resources 3
**Human Resources and Employment Relations (Base Program)**

**Base Program Prescribed Courses (12 credits)**
- LER 480 Current Issues in Human Resources (3)
- LER 437 Workplace Dispute Resolution (3)
- HRER 536 Diversity in the Workplace (3)
- HRER 523 Seminar in Work-Life Dilemmas, Practices and Policies (3)

**Electives (3-6 credits)**
Students who choose the capstone track must select 6 credits from an approved elective list in consultation with their adviser in addition to the capstone course, HRER 588. Students choosing the thesis track must select 3 credits from an approved elective list in consultation with their adviser in addition to the 6 credits of thesis research (HRER 600).

**Culminating Experience (3-6 credits)**
Students can choose between the capstone track or thesis track:

*Capstone Track (3 credits)*
- HRER 588 Capstone in Human Resources and Employment Relations (3)

*Thesis Track (6 credits)*
- Students complete 6 credits of HRER 600 (Thesis Research)

**Human Resource Management Option**

**Option-Specific Courses (12 credits)**
- HRER 527 Talent Development and Change Management (3)
- HRER 503 Seminar in International Human Resource Studies
- HRER 526 Managing Talent Flow (3)
- HRER 824 Total Rewards (3)

**Elective (3-6 credits)**
Students who choose the capstone track must select 6 credits from an approved elective list in consultation with their adviser in addition to the capstone course, HRER 588. Students choosing the thesis track must select 3 credits from an approved elective list in consultation with their adviser in addition to the 6 credits of thesis research (HRER 600).
Employment Relations Option

Option-Specific Courses (12 credits)

Required (6 credits)
HRER 500 Topics in Comparative Industrial Relations (3)
LER 401 The Law of Labor-Management Relations (3)

Students must choose 6 credits from the following list of courses:
LER 468 American Labor Unions (3)
LER 435 Labor Relations in the Public Sector (3)
LER 475H Labor in the Global Economy (3)
LGWR 510 International Labor Law (3)
LGWR 520 Global Workers’ Rights (3)

Elective (3-6 credits)
Students who choose the capstone track must select 6 credits from an approved elective list in consultation with their adviser in addition to the capstone course, HRER 588. Students choosing the thesis track must select 3 credits from an approved elective list in consultation with their adviser in addition to the 6 credits of thesis research (HRER 600).

Integrated Undergrad-Grad Programs

Integrated B.S. in Labor and Employment Relations and M.P.S. in Human Resources and Employment Relations

Requirements listed here are in addition to requirements listed in GCAC-210 Integrated Undergraduate-Graduate (IUG) Degree Programs.

The integrated LER B.S. and HRER M.P.S is a five-year program designed for academically talented World Campus baccalaureate students to obtain both the B.S. and the M.P.S. degrees in LER and HRER in an intense, accelerated program of study. Students will develop expertise in the human resources and employment relations field beyond the B.S. degree. The undergraduate curriculum introduces students to:
The graduate curriculum provides for a more intensive, individualized, and focused examination of the human resources and employment relations field. It also provides an opportunity for students to explore a concentrated sub-area of the HRER field in depth. Upon completion of the integrated degree, students will have gained advanced knowledge and expertise from conducting and analyzing empirical work and participating in online classes that can be directly applied to the workplace.

Admission Requirements

Students apply to the program via the Graduate School application for admission, and must meet the admission requirements of the Graduate School, as well as the admission requirements for the Master of Professional Studies degree in HRER.

Admissions decisions for the B.S./M.P.S. program are based on the quality of the applicant's credentials. The decisions are made after a review of the complete application portfolio. The integrated B.S./M.P.S. program will be limited to highly talented undergraduates. Applicants to the integrated program:

- must be enrolled in the LER B.S. program;
- shall be admitted no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study;
- must have an overall GPA of 3.4 (on a 4.0 scale) in undergraduate course work and a minimum GPA of 3.6 in the major;
- must submit 2 letters of recommendation from current or previous Penn State instructors and 1 additional letter of recommendation (either professional or academic);
- must submit a writing sample, a resume, and 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills;
- must present an approved plan of study (to be determined in consultation with the student’s undergraduate adviser and the Graduate Director, and to be signed by both; the approved Plan of Study should be reviewed periodically with an adviser as the student advances through the program); and
- must possess the equivalent of two years of full-time work experience prior to admission.

No GRE or GMAT scores are required for admission to the program.
Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Labor and Employment Relations are listed in the Undergraduate Bulletin. To earn the Master of Professional Studies degree in HRER, students in the IUG program must complete all of the degree requirements for the Master of Professional Studies, with one exception. The requirement for the 3-credit course HRER 860 is waived for students accepted into the IUG degree program, as a course required for the B.S. in Labor and Employment Relations covers the same material. Students must choose an additional 3-credit elective in consultation with their advisers to meet the minimum 33 credits required for the M.P.S. degree.

9 credits at the 400, 500, or 800 level can apply to both undergraduate and graduate degrees. Students can choose which 9 credits will double-count for both the undergraduate and graduate degrees from the following list:

Courses Eligible to Double Count for Both Degrees

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LER 401</td>
<td>The Law of Labor-Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>LER 400</td>
<td>Comparative Employment Relations Systems</td>
<td>3</td>
</tr>
<tr>
<td>LER 403</td>
<td>International Human Resource Studies</td>
<td>3</td>
</tr>
<tr>
<td>HRER 803</td>
<td>Human Resources in Multinational Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>LER 427</td>
<td>Organizational Context for Human Resource Management and Employment Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRER 825</td>
<td>Strategic Business Tools for HRER Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LER 460</td>
<td>Ethics in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HRER 501</td>
<td>Labor and Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRER 504</td>
<td>Seminar in Employment Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

At least 6 of the 9 double-counted credits must be at the 500- or 800-level. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree.

If students accepted into the IUG program are unable to complete the M.P.S. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.
Integrated B.S. in Labor and Employment Relations and M.S. in Human Resources and Employment Relations

Requirements listed here are in addition to requirements listed in GCAC-210 Integrated Undergraduate-Graduate (IUG) Degree Programs.

The integrated LER B.S. and HRER M.S. is a five-year program designed for academically talented baccalaureate students to obtain both the B.S. and the M.S. degrees in LER and HRER with five years of study. Students will develop expertise in the human resources and employment relations fields beyond the B.S. degree. The undergraduate curriculum educates students about:

1. the roles that employers, employees, employee organizations and public policy makers play in the employment relationship,
2. the complex personal and organizational issues inherent in the employment relationship
3. and how to systematically analyze those complex issues and evaluate research relevant to those analyses.

The graduate curriculum provides for more individualized, focused learning in a concentrated sub-area of the HRER field. The program culminates with a capstone course or thesis. Upon completion of the integrated degree, students will enter the workforce with advanced knowledge and expertise gained from conducting and analyzing empirical work and participating in seminar-style classes.

Admission Requirements

Students apply to the program via the Graduate School application for admission, and must meet the admission requirements of the Graduate School, as well as the admission requirements for the Master of Science degree in HRER.

The number of openings in the integrated B.S./M.S. program will be limited to undergraduates with strong academic records. Applicants to the integrated program:

1. must be enrolled in the LER B.S. program;
2. shall be admitted no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer of AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study;
3. must have an overall GPA of 3.2 (on a 4.0 scale) in undergraduate course work and a minimum GPA of 3.5 in the major;
4. must obtain letters of recommendation from the chairs of the Department’s undergraduate and graduate committees; and
5. must submit a writing sample, 2 transcripts, 1 letter of recommendation (in addition to those from the chairs of the Department’s undergraduate and graduate committees), and a career statement.

In consultation with an adviser, students must prepare a plan of study appropriate to this integrated program. Students must present their plan of study in person to the head of the graduate program or the appropriate committee overseeing the integrated program prior to being admitted to the program. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

No GRE or GMAT scores are required for admission to the integrated program.

Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Labor and Employment Relations are listed in the Undergraduate Bulletin. To earn the Master of Science degree in HRER, students in the IUG program must complete all of the degree requirements for the Master of Science described on the Degree Requirements tab.

Up to 12 credits may be applied to both undergraduate and graduate degree program requirements. Students can choose which 12 credits will double-count for both the undergraduate and graduate degrees from the following list:

Courses Eligible to Double Count for Both Degrees

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LER 401</td>
<td>The Law of Labor-Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>LER 400</td>
<td>Comparative Employment Relations Systems</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>HRER 500 Topics in Comparative Industrial Relations</td>
<td></td>
</tr>
<tr>
<td>LER 403</td>
<td>International Human Resource Studies</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>HRER 503 Human Resources in Multinational Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>LER 427</td>
<td>Organizational Context for Human Resource Management and Employment Relations</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>HRER 825 Strategic Business Tools for HRER Professionals</td>
<td></td>
</tr>
<tr>
<td>LER 428</td>
<td>Total Rewards</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>HRER 824 Total Rewards</td>
<td>3</td>
</tr>
<tr>
<td>LER 460</td>
<td>Ethics in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HRER 501</td>
<td>Labor and Employment Law</td>
<td>3</td>
</tr>
</tbody>
</table>
A minimum of 50% of the double-counted credits must be at the 500 or 800 level. The graduate thesis or other graduate culminating/capstone experience (including any associated credits and/or deliverables) may not be double counted towards any other degree. Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree.

If students accepted into the IUG program are unable to complete the M.S. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**Integrated B.S. in Psychology and M.S. in Human Resources and Employment Relations**

Requirements listed here are in addition to requirements listed in [GCAC-210 Integrated Undergraduate-Graduate (IUG) Degree Programs](#).

The integrated Psychology (PSYBS) B.S. and Human Resources and Employment Relations (HRER) M.S. is a five-year program designed for academically-talented undergraduate Psychology baccalaureate students to obtain both the B.S. degree in Psychology and the M.S. degree in HRER in an intense, accelerated program of study. Students will develop expertise in the human resources and employment relations field beyond that provided by their Psychology B.S. degree. The undergraduate psychology curriculum potentially introduces students to:

1. personnel selection,
2. training and development, and
3. organizational psychology.

The graduate curriculum provides for a more intensive, individualized, and focused examination of the human resources and employment relations field, including:

1. the roles employers, employees, employee organizations, and public policy makers play in the employment relationship,
2. the complex personal and organizational issues inherent in the employment relationship,
3. the laws that form the legal framework for the employee-employer relationship,
4. the tools needed to systematically analyze those complex issues and evaluate research relevant to those analyses, and
5. human resource management policies and practices that contribute to individual and organizational success.
It also provides an opportunity for students to explore a concentrated sub-area of the HRER field in depth. The program culminates with the student either completing a thesis or capstone course. Upon completion of the integrated degree, students will be well-positioned to assume positions of greater responsibility in Industrial/Organizational Psychology, Human Resource Management, Employment Relations, and related careers as a result of the advanced knowledge and expertise gained through the program.

**Admission Requirements**

Students apply to the program via the [Graduate School application for admission](#), and must meet the admission requirements of the Graduate School, as well as the admission requirements for the Master of Science degree in HRER.

Admission decisions for the B.S. Psychology /M.S. Human Resources and Employment Relations program are based on the quality of the applicant’s credentials. The decisions are made after a review of the complete application portfolio. The integrated B.S./M.S. program will be limited to highly-talented undergraduates. Applicants to the integrated program:

- Must be enrolled in the PSYBS program, pursuing the Business Option, with the successful completion of PSYCH 281, and one of the following: PSYCH 482, PSYCH 484 or PSYCH 485
- Shall be admitted no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study;
- Must have an overall GPA of 3.2 (on a 4.0 scale) in undergraduate course work and a minimum GPA of 3.5 in the major;
- Must submit three letters of recommendation; and
- Must submit a writing sample, a resume, and a 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills.

In consultation with an adviser, students must prepare a plan of study appropriate to this integrated program. Students must present their plan of study in person to the head of the graduate program or the appropriate committee overseeing the integrated program prior to being admitted to the program. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

No GRE or GMAT scores are required for admission to the integrated program.

**Degree Requirements**

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in
Psychology are listed in the Undergraduate Bulletin. To earn the Master of Science degree in HRER, students in the IUG program must complete all of the degree requirements for the Master of Science described on the Degree Requirements tab, with one exception. Students are not required to complete HRER 502, Human Behavior at Work. Instead, students will choose one additional 3-credit 500 or 800 level elective in consultation with their adviser. Up to 12 credits may be applied to both undergraduate and graduate degree program requirements. Students can choose which 12 credits will double-count for both the undergraduate and graduate degrees from the following list:

**Courses Eligible to Double Count for Both Degrees**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 484</td>
<td>Work Attitudes and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>Or PSYCH 485</td>
<td>Leadership in Work Settings</td>
<td>3</td>
</tr>
<tr>
<td>Or PSYCH 482</td>
<td>Selection and Assessment in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LER 460</td>
<td>Ethics in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HRER 500</td>
<td>Topics in Comparative Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>Or LER 400</td>
<td>Comparative Employment Relations Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRER 501</td>
<td>Labor and Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRER 503</td>
<td>Seminar in International Human Resources Studies</td>
<td>3</td>
</tr>
<tr>
<td>Or LER 403</td>
<td>International Human Resource Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 50% of the double-counted credits must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted.

Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.S. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

**Integrated B.S. in Spanish and M.S. in Human Resources and Employment Relations**

Requirements listed here are in addition to requirements listed in [GCAC-210 Integrated Undergraduate-Graduate (IUG) Degree Programs](#).
The integrated Spanish B.S. and HRER M.S. is a five-year program designed for highly qualified and motivated students seeking employment within a culturally diverse workplace. Students will develop basic skills in speaking, understanding, reading, and writing Spanish. Students will gain familiarity with Hispanic cultures through literature and the University's international education program, if they choose to have that experience. Students also will learn about:

1. the roles that employers, employees, employee organizations, and public policy makers play in the employment relationship,
2. the complex personal and organizational issues inherent in the employment relationship, and
3. how to systematically analyze those complex issues and evaluate research relevant to those analyses.

Admission Requirements

Students apply to the program via the Graduate School application for admission, and must meet the admission requirements of the Graduate School, as well as the admission requirements for the Master of Science degree in HRER.

The number of openings in the integrated B.S./M.S. program will be limited to undergraduates with strong academic records. Applicants to the integrated program:

- must be enrolled in the Spanish B.S. Applied Spanish Option
- shall be admitted no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study;
- must have an overall GPA of 3.2 (on a 4.0 scale) in undergraduate course work and a minimum GPA of 3.5 in the major;
- must obtain letters of recommendation from the chairs of the Spanish undergraduate committee and the HRER graduate committee; and
- must submit a writing sample, 2 transcripts, 1 letter of recommendation (in addition to those from the chairs of the Department’s undergraduate and graduate committees), and a career statement.

In consultation with an adviser, students must prepare a plan of study appropriate to this integrated program. Students must present their plan of study in person to the head of the graduate program or the appropriate committee overseeing the integrated program prior to being admitted to the program. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

No GRE or GMAT scores are required for admission to the program.
Degree Requirements

To earn the Master of Science degree in HRER, students in the IUG program must complete all of the degree requirements for the Master of Science.

Up to 12 credits may be applied to both undergraduate and graduate degree program requirements. Students can choose which 12 credits will double-count for both the undergraduate and graduate degrees from the following list:

Courses Eligible to Double Count for Both Degrees

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>LER 460</td>
<td>Ethics in the Workplace</td>
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</tr>
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<td>HRER 501</td>
<td>Labor and Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRER 500</td>
<td>Topics in Comparative Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRER 502</td>
<td>Human Behavior at Work</td>
<td>3</td>
</tr>
<tr>
<td>HRER 503</td>
<td>Human Resources in Multinational Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>HRER 504</td>
<td>Seminar in Employment Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 50% of the double-counted credits must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted.

Students must sequence their courses so all undergraduate degree requirements are fulfilled before taking courses to count towards the graduate degree. If students accepted into the IUG program are unable to complete the M.S. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

Joint Degrees

Joint J.D. / M.S. with Penn State Law

Requirements listed here are in addition to requirements listed in GCAC-211 Joint Degree Programs.

Penn State Law and the Human Resources and Employment Relations graduate program (HRER) offer a joint degree program leading to a Juris Doctor (J.D.) and a Master of Science (M.S.) in Human Resources and Employment Relations.

Admission Requirements

The number of openings in the joint degree J.D./M.S. program will be limited to students with an outstanding academic record who have successfully completed the first-year curriculum at Penn
State Law. Admissions requirements and applications for admission for Penn State Law are available at the J.D. Admissions section of the Penn State Law website.

Students apply to the joint degree program via the Graduate School application for admission, and must meet the admission requirements of the Graduate School, as well as the admission requirements for the Master of Science degree in HRER.

Applicants to the joint degree program:

- must have been admitted to Penn State Law;
- must have successfully completed the first-year curriculum at Penn State Law with a minimum grade point average of 3.0;
- must complete a plan of study, to be determined in consultation with the student's Law School Adviser and the Director of the HRER Graduate Program;
- must submit two letters of recommendations from Penn State Law faculty;
- must submit two transcripts from Penn State Law; and
- must submit a career statement outlining the student's objectives and reasons for applying to the program.

Please note that applicants to the J.D./M.S. HRER program are not required to submit GRE or GMAT scores.

Degree Requirements

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

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

Double-Counting of Credits

Penn State Law: Up to twelve (12) credits of relevant course work for the HRER graduate program can be double-counted towards the requirements for the J.D. degree. The only two HRER courses that will not be credited toward the J.D. degree are HRER 501 and HRER 510.

HRER: Up to twelve (12) credits of relevant course work from Penn State Law can be double-counted toward the degree requirements for the M.S. degree. The twelve credits can be chosen from the courses below:

Courses Eligible to Double Count for Both Degrees
LABOR 962 The Employment Relationship 3
LABOR 964 Employment Discrimination 3
LABOR 965 Workers’ Compensation Law 3
LABOR 966 The Law of Employee Benefits 3
LABOR 970 Labor Law 3

Advising

All students in the program will have two advisers, one from Penn State Law and one from the School of Labor and Employment Relations. Periodic interaction between the two advisers is encouraged. A program of study will be developed for each student, taking into account the fact that some courses at both locations are offered on a rotating or intermittent basis.

Student Aid

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

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

Courses

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

Learning Outcomes

Master of Professional Studies (M.P.S.)

1. Graduates will have and be able to demonstrate the necessary advanced knowledge and competence in the fields of human resources and employment relations to excel in their careers.
2. Graduates will be able to recognize and analyze practical, legal, and ethical challenges related to HRER issues in domestic and global workplaces.
3. Graduates will be able to effectively apply relevant theories and practices when solving problems in domestic and global workplaces.
4. Graduates will be able to interact effectively with other organizational leaders in helping to develop and implement organizational strategies in domestic and global workplaces.

5. Graduates will be able to effectively communicate knowledge of current topics in the fields both verbally and in writing to excel as HRER professionals.

6. Graduates will be able to conduct independent inquiries to identify current scholarship and best practices when solving problems related to HRER subject areas.

Master of Science (M.S.)

1. **KNOW**: Students will have and be able to demonstrate the necessary advanced knowledge and competence in the fields to excel in ER and HRM careers.

2. **COMMUNICATE**: Students will be able to effectively communicate knowledge of current topics in the fields both verbally and in writing to excel as ER and HRM professionals.

3. **THINK**: Students will be able to recognize and analyze practical, legal, and ethical challenges related to ER and HRM issues in domestic and global workplaces.

4. **PROFESSIONAL PRACTICE**: Students will be able to respond appropriately to practical, legal, and ethical challenges in domestic and global workplaces using both theoretical and practical approaches of the field.

5. **APPLY/CREATE**: Students will be able to apply their knowledge by interacting effectively with other organizational leaders in helping to develop and implement organizational policies and strategies.

Contact

University Park Program and Contact Information

Campus

Graduate Program Head

Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)

Program Contact

Program Website

World Campus Program and Contact Information
Campus

Graduate Program Head
Paul Clark

Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)
Antone John Aboud

Program Contact
Erin Hetzel
506 Keller Building
University Park PA 16802
eab27@psu.edu
(814) 867-4167

Program Website
View
Consultation

**Omid Ansary, Sr. Associate Dean of Academic Affairs, Penn State Harrisburg**

From: Ansary, Omid <axa8@psu.edu>
Sent: Monday, October 22, 2018 9:53 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: Clark, Paul <pclark@psu.edu>; Aboud, Antone John <aja19@psu.edu>; Farndale, Elaine <euf3@psu.edu>
Subject: Re: MS Degree Change 10.1.2018

Hi Trisha,

You have my support for your proposal.

Best,
Omid
Omid Ansary, Ph.D.
Sr. Associate Dean for Academic Affairs &
Professor of Electrical Engineering
Pennsylvania State University at Harrisburg, The Capital College
777 W. Harrisburg Pike
Middletown Pa, 17057
Tel: (717) 948-6103

**Eric Baumer, Head, Department of Sociology and Criminology**

From: Baumer, Eric P <epb5167@psu.edu>
Sent: Thursday, October 25, 2018 10:50 AM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: Clark, Paul <pclark@psu.edu>; Aboud, Antone John <aja19@psu.edu>; Farndale, Elaine <euf3@psu.edu>
Subject: RE: MS Degree Change 10.1.2018

Hi Tricia,

I have looked at this and have no suggested changes or concerns. Looks very interesting.

Best,
Eric

Eric P. Baumer
Roy Clariana, Head, Department of Learning and Performance Systems

From: Clariana, Roy
Sent: Wednesday, October 03, 2018 5:26 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: Farndale, Elaine <euf3@psu.edu>; Clark, Paul <pfc2@psu.edu>
Subject: RE: MS Degree Change 10.1.2018

From LPS,

these look ok to us...Roy

Janet Duck, Faculty Director of Online MBA

From: Duck, Janet
Sent: Monday, October 22, 2018 11:31 AM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Subject: Re: MS Degree Change 10.1.2018

Hi Trisha,

My apologies for the delay in responding. I reviewed these changes earlier in October, but neglected to respond to you.

I have no suggested edits or concerns with the updated changes to this proposal.

Thank you.
Janet

Paola Giuli Dussias, Head, Department of Spanish, Italian, and Portuguese

From: Giuli Dussias <pdussias@psu.edu>
Sent: Wednesday, October 10, 2018 4:21 AM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: DUSSIAS, PAOLA EULALIA <ped10@psu.edu>; Truglio, Maria Rosa <mxt34@psu.edu>; Clark, Paul <pfc2@psu.edu>
Subject: Re: FW: MS Degree Change 10.1.2018

Dear Trisha,

Thank you for sending the document with the degree changes. I am supportive of the changes you are proposing to your M.P.S, M.S., and I.U.G. programs

All the best,

Giuli

----------------------------
Paola Giuli Dussias
Professor of Spanish, Linguistics and Psychology
Head, Department of Spanish, Italian and Portuguese

Christopher Hollenbeak, Department Head, Department of Health Policy and Administration

From: Hollenbeak, Christopher Samuel <csh10@psu.edu>
Sent: Friday, October 26, 2018 1:29 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Subject: Re: Request for Consultation

Hi Patricia,

I have reviewed your proposal, and as far as I can tell, these changes do not impact HPA. Therefore, we are supportive of your efforts. Thanks for the chance to review, and best of luck with implementation.

All the best,

Chris
Avis Kunz, Assistant Dean for Online Education and Outreach, College of the Liberal Arts

From: Kunz, Avis Lynn <alm2@psu.edu>
Sent: Monday, October 29, 2018 12:24 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: Aboud, Antone John <aja19@psu.edu>; Clark, Paul <pclark@psu.edu>; Farndale, Elaine <euf3@psu.edu>
Subject: Re: MS Degree Change 10.1.2018

Trisha,

I support the changes to the proposal.

Best,
Avis

Melvin Mark, Head, Department of Psychology

From: Mark, Melvin Michael
Sent: Tuesday, October 02, 2018 4:55 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Subject: Re: MS Degree Change 10.1.2018

I support this revised proposal.

Mel Mark

Vilmos Misangyi, Chair, Management and Organization Department, Smeal College of Business

From: Misangyi, Vilmos Fosnocht <vfm10@psu.edu>
Sent: Friday, November 02, 2018 3:59 PM
To: Clark, Paul <pclark@psu.edu>
Cc: Everhart, Patricia Ann <pxm205@psu.edu>
Subject: RE: Labor & Employment Relations Proposal u

Dear Paul and Trisha,

Sorry for my delayed response. I support your proposed changes.

Best regards,

Vilmos
Peter Newman, Head, Department of Recreation, Park, and Tourism Management

From: PETER B NEWMAN <pbn3@psu.edu>
Sent: Thursday, October 25, 2018 7:04 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Subject: Re: MS Degree Change 10.1.2018

Hello Trisha,

Our Grad Faculty had a look and we are supportive.

Peter

Peter Newman
Professor and Department Head
Department of Recreation, Park and Tourism Management
Penn State University
801 Ford Building
University Park, PA 16802

Karen Paulson, Associate Professor, Coordinator of Online Programs, Education Policy Studies

From: Farndale, Elaine <euf3@psu.edu>
Sent: Monday, October 29, 2018 10:45 AM
To: Paulson, Karen <kxp4@psu.edu>
Cc: Everhart, Patricia Ann <pxm205@psu.edu>; Aboud, Antone John <aja19@psu.edu>; Clark, Paul <pclark@psu.edu>
Subject: RE: Request for Consultation

Dear Karen

Thank you so much for your detailed review of the proposal and your support. We will certainly take into account all of your very helpful suggestions. The assessment piece is certainly something that we can give further consideration too as this was our first step in developing appropriate metrics.
Thanks again,
Elaine

From: Paulson, Karen
Sent: Sunday, October 28, 2018 2:35 PM
To: Farndale, Elaine <euf3@psu.edu>
Cc: Everhart, Patricia Ann <pxm205@psu.edu>; Aboud, Antone John <aja19@psu.edu>; Clark, Paul <pclark@psu.edu>
Subject: RE: Request for Consultation

Elaine and Trish (and Antone and Paul!):

Thanks for asking me to review your updated HRER degree. When I got to the end and read the other support consultations it occurred to me that I may have gone overboard. Trish will attest that this is just my MO; I edit everything. My background is also assessment so I made a number of comments about your metrics. All are just suggestions; use as you see fit. And, many of my suggestions are not needed for a curricular change, but if you want to talk about them vis-à-vis your program’s assessment plan, please let me know. I’ve attached a document with my tracked changes.

You have done A LOT of work and incorporated information from several areas really nicely. Higher Ed is supportive of the new design and I look forward to letting my students know about your courses.

Let me know if you have questions.
Best, KP

Alexander Siedschlag, Interim Director, School of Public Affairs

From: Siedschlag, Alexander
Sent: Thursday, October 18, 2018 3:34 PM
To: Everhart, Patricia Ann <pxm205@psu.edu>
Cc: Aboud, Antone John <aja19@psu.edu>; Farndale, Elaine <euf3@psu.edu>; Clark, Paul <pclark@psu.edu>
Subject: Re: Request for Consultation

Hi Patricia,

After internal conversation, the School of Public Affairs has no comments or concerns about this particular proposed curricular changes.

Thank you for the opportunity to review.

Best regards,
Alexander

Alexander Siedschlag, Ph.D., M.A.
Interim Director, School of Public Affairs
Professor of Homeland Security and Public Health Sciences
Chair, Intercollege Master of Professional Studies Program in Homeland Security (MPS-HLS)
Member, Penn State Center for Security Research and Education
Consultation with Office for Research Protections

Date: November 5, 2018
To: SARI@PSU.EDU
From: Elaine Farndale
    Associate Professor and Graduate Director, M.S. HRER Program
    EufB@psu.edu
Subject: Proposed Change in SARI

To this point, all MS in HRER students have fulfilled their 5-hours of discussion-based activity by completing HRER 513, Research Methods in Human Resources and Employment Relations II, a required course for all students in the M.S. HRER program. Additionally, students were required to complete the online CITI course.

We are proposing a change to our M.S. HRER curriculum which involves the removal of HRER 513 as a required course. Due to this proposed change, we are proposing the changes noted below.

SARI@PSU Program Plan

College (and graduate program) submitting this SARI@PSU Program Plan:

School of Labor and Employment Relations, MS program in Human Resources and Employment Relations (HRER), the College of the Liberal Arts.

Part 1: CITI online RCR training program:

Please describe A) how students will be made aware of the requirement; B) when students will be expected to complete the requirement; and C) how student participation will be monitored:

A. We will make students aware of the requirement during orientation, prior to the first day of classes.

B. It is required that students will complete the CITI online requirement the first semester in the program in the mandatory class, HRER 512 Research Methods in Human Resources and Employment Relations I, unless they receive written permission to complete it no later than the second semester.
C. Our Graduate Program Assistant will receive notifications of completion from each student and will update the LionPath Milestones with that information.

**Part 2: Five hours of discussion-based RCR education:**

**Type of program(s) to be offered (e.g. workshop, seminar series, credit offering, ORP workshop, etc.) and frequency of offering:**

Students will complete the five hours of discussion-based RCR education in HRER 512, Research Methods in Human Resources and Employment Relations I, a required course for all M.S. HRER students. This course is offered every fall semester.

**RCR topics to be discussed:**

Based on the nature of research MS in HRER students conduct (applied research designed for the practitioner/scholar), student will address the following topics:

- Ethics in business research
- Policies regarding human subjects
- Data acquisition and analysis tools
- Data interpretation

**How will discussion be facilitated in the instruction?**

The instructor for HRER 512 will incorporate all relevant material in the course syllabus and facilitate discussion in the classroom on these topics.

Please explain how your plan will meet the needs of students in particular disciplines or programs in your college, considering the different categories of programs (e.g. Biomedicine, Science and Engineering; Social Sciences; Humanities; and Professional):

As an applied social science degree, we focus on ensuring students have a very clear understanding of the importance of ethical handling of data, creating scientists as responsible members of society. In particular, the focus is placed on educating students on the societal impacts of scientific research, i.e. how research on employees in organizations has individual, organizational and societal consequences.
November 6, 2018

Dear Dr. Farndale,

I am pleased to inform you that your SARI@PSU Plan revisions for MS students in the Human Resources and Employment Relations (HRER) Program has been received and approved for implementation beginning in the fall semester of 2018. Thank you very much for your time and attention to detail.

SARI requirements are now tracked as a Milestones in LionPath. Graduate program administrators are responsible for keeping track of the students’ progress for fulfilling their SARI@PSU requirements in LionPath. Each Milestone has two levels: one for the in-person requirement and one for CITI online courses. Graduate students who attend ORP workshops for SARI credit will be recorded by the ORP within the SARI In-Person Milestone Level (comment section) with the date and title of event.

Information regarding SARI Milestones and helpful links can be found at https://wikispaces.psu.edu/pages/viewpage.action?pageId=369754315

All SARI program plans will be kept with the Office for Research Protections. If, in the future, you find that circumstances require you to modify your SARI@PSU plan, please let us know and submit a revised SARI@PSU program plan form to the ORP at least 30 days prior to the change. You may do this by email. Documents to support the SARI@PSU program can be found on the SARI@PSU website (www.research.psu.edu/training/sari), which includes additional resources for SARI@PSU education. Any new graduate programs, whether research or professional degrees, must set up a consultation with the ORP and submit a SARI@PSU program plan prior to the start of the program.

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

Best wishes,

Deb
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