AGENDA

1. Minutes of the 11 December 2013 Meeting

2. Communications to Graduate Council

3. Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Interim Dean of the Graduate School, Chair of Graduate Council

4. Reports of Standing Committees of Graduate Council
   a) Committee on Programs and Courses – Christina Grozinger, Chair
      Informational item (Appendix A):  
      1) Graduate Council Curriculum Report, 1/8/2014
   b) Committee on Academic Standards – Jon Nussbaum, Chair
      Item for discussion/vote (Appendix B):
      1) Proposed revisions of Graduate Council Doctoral Degree Requirements
   c) Committee on Committees and Procedures – Kenneth Davis, Chair
   d) Committee on Fellowships and Awards – Robert Edwards, Chair
   e) Committee on Graduate Research – David Spencer, Chair
   f) Committee on Graduate Student and Faculty Issues – Lori Francis, Chair

5. Reports of Special Committees
   a) Graduate School’s Graduate Exhibition Subcommittee – Libby Tisdell, Graduate Council liaison on the Subcommittee

6. Special Reports
   a) Graduate Student Association
   b) Project LionPATH – Michael Busges, Director of Enterprise Projects

7. Unfinished Business
8. New Business

   a) Expedited process for approval of policy changes related to Project LionPATH – Regina Vasilatos-Younken

9. Comments and Recommendations for the Good of the Graduate Community

   ________________________________
   Coffee - 3:10 PM; Business - 3:30 PM
GRADUATE COUNCIL

Graduate Council met on Wednesday, December 11, 2013, at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Interim Dean of the Graduate School, chaired the meeting. The minutes of the meeting of November 13, 2013, were approved with the addition of clarification in the report from the Committee on Programs Courses that members of Graduate Council will be notified by the Graduate School when graduate program proposals are placed on Graduate Council curricular review committee agendas.

COMMUNICATIONS AND REMARKS OF THE INTERIM DEAN OF THE GRADUATE SCHOOL

Dr. Vasilatos-Younken introduced Tracey Noviello, who joined the Office of the Dean of the Graduate School in the new position of the Dean’s Executive Assistant in November.

REPORTS OF STANDING COMMITTEES OF GRADUATE COUNCIL

Committee on Programs and Courses

Dr. Vasilatos-Younken recognized Dr. Joan Redwing, who reported on behalf of Dr. Christina Grozinger, Chair, Committee on Programs and Courses.

Dr. Redwing presented one informational item to Council on behalf of the Committee on Programs and Courses:

Graduate Council Curriculum Report, 12/4/2013 – Appendix A

Committee on Academic Standards

Dr. Vasilatos-Younken recognized Dr. Jon Nussbaum, Chair, Committee on Academic Standards.

Dr. Nussbaum reported that the Committee met earlier in the day to continue its review of proposed revisions to clarify the Graduate Council policy on doctoral degree requirements. The Committee is working to finalize its recommendations and plans to bring the proposed revisions to Graduate Council for discussion/vote at January’s Council meeting.

Dr. Nussbaum also reported on the work of the Ad Hoc Subcommittee on Graduate Faculty. The Subcommittee has been tasked with drafting revised standards for and categories of graduate faculty membership. Dr. Nussbaum reported that the Subcommittee’s report will be presented to the Committee on Academic Standards, and proposed revisions supported by the Committee will be shared broadly with the Advisory Committee on Graduate Education (ACGE) and the Senate Committee on Research (SCOR), among other groups, before final revisions are presented to Graduate Council members for discussion/vote.

Committee on Committees and Procedures

Dr. Vasilatos-Younken reported on behalf of Dr. Kenneth Davis, Chair, Committee on Committees and Procedures, that the Committee had nothing to report.
Committee on Fellowships and Awards

Dr. Vasilatos-Younken recognized Dr. Robert Edwards, Chair, Committee on Fellowships and Awards.

Dr. Edwards reported that the awards for excellence in graduate teaching, scholarship, and mentoring will soon be announced. He also reported that the final report on last year’s University Graduate Fellowships will be submitted to the interim dean of the Graduate School by the end of December.

Committee on Graduate Research

Dr. Vasilatos-Younken recognized Dr. David Spencer, Chair, Committee on Graduate Research.

Dr. Spencer reported that the Senate Committee on Research (SCOR) met on December 10 with Dr. Vasilatos-Younken attending as an invited guest. Much of the discussion at the meeting focused on the existing guidelines and categories for Graduate Faculty membership. One of the issues raised by members of SCOR from campus locations is the difficulty faced by non-University Park (UP) faculty who wish to participate in graduate education. Becoming a member of the Graduate Faculty for individuals who are in units that do not offer the highest degree in the field requires nomination by a graduate program. Nominations for campus faculty are often not supported by graduate programs at UP. There was a further discussion of the need for building relationships between campus faculty and centers offering graduate programs. The idea of a searchable database with research profiles of campus faculty who wish to become more involved in graduate student training was mentioned, such that faculty and graduate students at locations offering graduate degree programs could refer to the database to identify faculty with expertise in their respective fields who could be invited to participate. This topic will be revisited at a future Council meeting in the interest of exploring other ideas for promoting greater collaboration and interaction.

Committee on Graduate Student and Faculty Issues

Dr. Vasilatos-Younken recognized Dr. Lori Francis, Chair, Committee on Graduate Student and Faculty Issues.

Dr. Francis reported that the Committee met on the previous day and continued its discussion of developing new professional development opportunities for graduate students that are focused on issues of integrity and mentoring. The Committee will continue to explore initiatives that are designed to better prepare students for their lives and careers after graduate school, including encouraging the use of Penn State Career Services. The Committee also discussed new approaches intended to make Graduate School policies more evident to graduate students.

REPORTS OF SPECIAL COMMITTEES

Graduate School’s Graduate Exhibition Subcommittee

Dr. Vasilatos-Younken recognized Dr. Libby Tisdell, Graduate Council liaison to the Graduate School’s Graduate Exhibition Subcommittee.

Dr. Tisdell reported that the Exhibition Subcommittee met earlier in the day and reminded Council that the 2014 Exhibition will be held on April 4 (performance) and April 6 (posters/visual arts) in
Dr. Tisdell also noted that the Exhibition Subcommittee is currently looking for volunteers to serve as judges for the Exhibition and encouraged Council members to participate as judges as well as to spread the word throughout their units about the need for judges.

SPECIAL REPORTS

Graduate Student Association

Dr. Vasilatos-Younken recognized Ms. Katherine Kragh-Buetow representing the Graduate Student Association (GSA).

Ms. Kragh-Buetow reported that President Rodney Erickson served as invited guest at the Association’s most recent meeting. The remainder of that meeting centered on plans for GSA’s end-of-semester gala, which is to be held December 13 at the Penn Stater Conference Center Hotel.

Ms. Kragh-Buetow clarified that, despite some confusion, including the premature appearance of the new name on the GSA website, the GSA’s formal name change to the “Graduate and Professional Students Association” will be effective June 1, 2014.

Ms. Kragh-Buetow also reported that the GSA contacted the Office of Human Resources (OHR) in order to clarify the impact of the University’s proposed changes to the benefits package offered to graduate assistants and new restrictions on wage-payroll positions in response to the Affordable Care Act. The GSA’s concerns about students who hold graduate assistantships were addressed by OHR, but the GSA remains concerned about potential adverse impacts on graduate students who hold or seek wage-payroll positions with the University.

UNFINISHED BUSINESS

None.

NEW BUSINESS

None.

COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE GRADUATE COMMUNITY

Dr. Vasilatos-Younken notified Council members that Michael Busges, Director of Enterprise Projects, who is overseeing the implementation of the new student information system—termed Project LionPATH—at Penn State, will be a guest at the January Graduate Council meeting. Mr. Busges will give an overview of Project LionPATH and answer Council members’ questions regarding the project. He also will discuss some of the capabilities and efficiencies of the new system, and explain the choice of the software and implementation vendors that have been hired by the University to complete the project. Dr. Vasilatos-Younken strongly encouraged all Council members to be present for the discussion.

There being no further comments or discussion, the meeting was adjourned at 4:23 p.m.

NEXT MEETING: Wednesday, January 15, 2014, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate program 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 Executive Director of Graduate Education Administration, Elizabeth Price.

January 8, 2014

1. **New Program:** Geodesign, offering the Master of Professional Studies (M.P.S.) degree (College of Arts and Architecture), page 2
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES

SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 copy of the proposal form and 25 copies of the supporting documentation as outlined below to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for consideration by the Graduate School’s Subcommittee on New and Revised Programs and Courses, and the Committee on Programs and Courses. For a detailed explanation of the form, see the Guide to Curricular Procedures.

College Department or Instructional Area

Department of Landscape Architecture, College of Arts & Architecture

NEW PROGRAM, OPTION OR MINOR

Designation of program ____________

Classification of Instructional Programs Code (CIP) 04.0301 City/Urban, Community and Regional Planning

Designation of option ____________

Designation of minor ____________

Indicate effective date Spring 2014

SUBMITTED BY

In Charge of Graduate Program

Date 6/14/13

NOTED BY

College Representative to Graduate Council Subcommittee on New and Revised Programs and Courses

Date 6/20/13

APPROVED BY

Dean of College

Date 6/19/13

RECOMMENDED BY

Subcommittee on New and Revised Programs and Courses

Date 9/29/13

Committee on Programs and Courses

Date 12/10/13

NOTED BY

Dean of the Graduate School

Date 12/18/13
Geodesign Graduate Degree Program Proposal, offering the M.P.S.

Submitted Summer 2013

Revised September 19, 2013
Revised November 13, 2013
New Degree Proposal for the Master of Professional Studies (MPS) in Geodesign

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New Degree Proposal for the
Master of Professional Studies (MPS) in Geodesign

1. Common Requirements for New Off Campus Degree Programs

1A. Justification

“Geodesign is a set of concepts and methods that are derived from geography and other spatially oriented sciences, as well as from several of the design professions, including architecture, landscape architecture, urban and regional planning, and civil engineering, among others.” (ESRI Press, 2012) This emerging discipline is rooted in the physical design professions coupled with social and geographic sciences and informed by geospatial technologies. The goal of the MPS in Geodesign program at Penn State is to leverage progressive online delivery mechanisms that can bridge the university’s considerable strengths in spatial arts and sciences to meet already identified needs for skilled professionals who can do Geodesign.

While historically regarded as core skill sets of landscape architects and planners (McHarg, 1969, Hopkins, 1977), the recognition of Geodesign as demanding of a distinct disciplinary focus is rapidly gaining traction worldwide, driven by the availability of sophisticated and mature geospatial tools and the societal demand for spatially-informed responses to a wide range of social and environmental changes—such as urbanization, energy development, and land-use responses to climate change. There have been a series of international conferences on this topic over the past four years (ESRI’s Geodesign Summit convocations 2010-13). In May 2012, Geodesign was the subject of the keynote at the international Digital Landscape Architecture conference in Bernburg/Dessau, Germany. In July 2012 at the largest annual gathering of GIS professionals -- the ESRI International Users Conference in San Diego -- seven sessions were devoted to Geodesign, signaling the central importance of the topic. In 2013 a Geodesign-Europe conference in September and a Geodesign-China conference in October will provide more international exposure for this emerging field.

Penn State’s Department of Landscape Architecture, recognizing the university’s complementary strengths in geospatial science and design, led the establishment of a Geodesign Advisory Board. The group of over 20 practicing professionals and academics includes both external members, who are internationally recognized experts in this emerging field, as well as interested faculty from several colleges at Penn State, including those engaged in the existing programs in Geographic Information Systems in the College of EMS. At their first meeting in June 2012 they voiced unanimous support for creating a Master in Professional Studies in Geodesign at Penn State.

The Department of Landscape Architecture and the Stuckeman School of Architecture and Landscape Architecture are partnering with the College of Arts and Architecture’s e-Learning Institute for the development of the courses and program. The e-Learning Institute has extensive experience in developing and delivering online courses; their
expertise, coupled with the World Campus, is supporting the recently approved Graduate Certificate in Geodesign. This team is well positioned to assist the department and school in delivering a quality online graduate program.

The primary fiscal responsibility for the program rests with the Landscape Architecture department, with additional support and backing from the Stuckeman School of Architecture and Landscape Architecture and the College of Arts and Architecture. While some current faculty will be involved in the program, the program will also use part-time, external, and fixed-term faculty for teaching, therefore no adverse impact on faculty teaching loads is anticipated. This program is part of planned growth in graduate program offerings. Initially the program seeks to admit and then graduate about 15 students per year, with plans that this number will increase overtime.


1B. Graduate Bulletin Listing

Below is the proposed text for the graduate bulletin listing. Additional information regarding the course sequence and typical scheduling pattern are included in Appendix A. The Graduate Faculty will teach courses, advise on course content, and/or may serve as the adviser of the culminating experience for students in the program.

Geodesign (GEODZ)

Program Home Page

RON HENDERSON, FASLA, Head
121 Stuckeman Family Building
814-865-9511

Degree Conferred: M.P.S. in Geodesign

The Graduate Faculty

Peter J. Aeschbacher, M.Arch, M.U.P. (UCLA) Associate Professor of Landscape Architecture
Mallika Bose, Ph.D. (Wisconsin) Associate Professor of Landscape Architecture
C. Andrew Cole, Ph.D. (Southern Illinois) Associate Professor of Landscape Architecture and Ecology
Stuart Echols, Ph.D. (Virginia Tech) Associate Professor of Landscape Architecture
Kelleann Foster, M.L.A. (Massachusetts) Associate Professor of Landscape Architecture
David E. Goldberg, M.L.A. (Penn State) Practitioner Instructor of Landscape Architecture
Larry Gorenflo, Ph.D. (UCSB) Professor of Landscape Architecture
Ronald E. Henderson, M.L.A. (Pennsylvania) Professor of Landscape Architecture and Asian Studies; Chair in Integrative Design
Gary B. Kesler, M.L.A (Harvard), Associate Dean Undergraduate Studies, College of Arts and Architecture and Associate Professor of Landscape Architecture
Neil P. Korostoff, M.L.A. (Pennsylvania) Associate Professor of Landscape Architecture
Timothy M. Murtha, Ph.D. (Penn State) Associate Professor of Landscape Architecture
Brian Orland, M.L.A. (Arizona), Distinguished Professor of Landscape Architecture
Ken Tamminga, M.P.L. (Queen’s) Professor of Landscape Architecture

Geodesign is a rapidly-emerging and powerful approach to spatial problem-solving that requires the synthesis of geographic knowledge and scientific data with the best practices of environmental design. Graduates from the Master in Professional Studies (M.P.S.) in Geodesign program will be prepared to take leadership roles in addressing complex environmental design problems in settings ranging from urban design to conservation planning.

The M.P.S. in Geodesign program’s goal is to provide practicing professionals with an advanced skill set in geodesign. They will learn to capitalize on the power of spatial knowledge and evolving technologies, identify opportunities that emerge to better inform the design, understand their relevance to particular situations and assist communities in designing alternative futures based on a unique process that brings all this information into focus.

The M.P.S in Geodesign program is intended specifically for professionals who are able to participate principally on a part-time basis and at a distance. It is offered exclusively through the World Campus.

**Admission Requirements**

Requirements listed here are in addition to general Graduate Council requirements stated in the [GENERAL INFORMATION section](#) of the [Graduate Bulletin](#).

To be admitted to the program, applicants must be able to meet the following requirements:

1. A completed online Graduate School application and payment of the application fee.
2. Personal statement of background and interest in the program, including an outline of possible topic for the individual capstone project (maximum 3-pages).
3. Official undergraduate transcript
4. TOEFL scores (see below)
5. Three (3) letters of recommendation

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination, will be considered, but are not required for admission.

Applicants must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates.
Students with a 3.00 junior/senior average (on a 4.00 scale) will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces available for new students. Exceptions to the minimum 3.00 grade-point average may be made for students with special backgrounds, abilities, and interests.

The language of instruction at Penn State is English. International applicants must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total score of 80 with a 19 on the speaking section for the internet-based test. The minimum composite score for the IELTS is 6.5.

International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

Student Aid

Graduate assistantships are not available. Financial aid opportunities for part-time students who participate through the World Campus are discussed at:
http://www.worldcampus.psu.edu/tuition-and-financial-aid/financial-aid

Degree Requirements

Students earn the M.P.S. in Geodesign degree by successfully completing a minimum 35 credits of course work, including a supervised individual study project. Course requirements include a minimum of 18 credits at the 500 level or above, with a minimum of 6 credits at the 500 level. Note that because most of the available elective courses are worth 3 credits, many students are likely to take at least 36 credits (9 elective credits) to complete their degree program. The individual study capstone project is the culminating experience for the graduate degree and requires the student to apply the geodesign framework to a real-world challenge, of his/ her choosing, in order to demonstrate aptitude in analytic, design and collaborative skills. For most students the project will culminate in a formal public presentation, attended by the student's adviser, who is member of the graduate faculty at Penn State. If the adviser is unable to attend, the department will send a representative from the graduate faculty. The presentation will take place at an appropriate professional conference, approved in consultation with the project adviser. Typically the presentation will be at an annual conference (at the national, regional or state level) of professional organizations, such as the American Planning Association, American Society of Landscape Architects, the Urban and Regional Information Systems Association, ESRI User Conferences, or other suitable professional organization- affiliated venues. The final venue selection will be one that is mutually agreeable between the student and adviser as to location and appropriate level of professional rigor. Alternatively, students who will be unable
to attend a conference, or have other professional objectives, may work with their adviser to get
approval to write and submit a project report as an article for an appropriate peer-reviewed
journal. The student will provide the adviser with the article, who will in turn recommend final
submission to the journal. This will provide an alternative path to successfully complete the
culminating experience. Presentations and papers are preceded by dress rehearsals that are open
to all students in the program through Web and audio conferencing. As part of his or her
individual studies, every student is expected to contribute a formal peer review of one other
student's rehearsal.

An Advisory Board consisting of accomplished design, geography and planning professionals in
government and industry, as well as Penn State faculty members in a variety of disciplines,
guides the ongoing development of the curriculum. Based on taking courses on a part-time basis
and at a distance, the curriculum will take at a minimum two-and-a-half years to complete.

**Prescribed Courses:**

**GEODESIGN (GEODZ)**

511. Geodesign History, Theory, Principles (3)

822. GeoDesign Models I: Evaluation and Decision (3)

One of these two additional models courses:

824. GeoDesign Models II: Process and Impact (3)

or

826. GeoDesign Models III: Representation and Change (3)

842: Geodesign Studio I: Rural/Regional Challenges (6)

852: Geodesign Studio II: Urban/District-scale Challenges (6)

596A: Individual Studies—Geodesign Capstone Project Proposal and Peer Review (3)

596B: Individual Studies—Geodesign Capstone Project Dissemination (3)

**Electives:**

In addition to the 27 required credits specified above, students must select three courses (at
least 8 credits) of GEOG courses at the 400 level or higher; courses must be approved in
advance by the student's adviser. A list of acceptable electives is maintained by the program
office.
1C. Essential elements of residency

Element 1: Interaction between faculty members and students above and beyond direct instruction

The program will have several means for providing students with opportunities for interaction with faculty and visiting guests. A typical way will be to provide mentoring and counseling through telephone conversations and/or electronic mail exchanges. Additionally, this program will offer a unique immersive, virtual environment where students and faculty can meet online through a simple webpage portal. The immersive environment meeting space simulates conference rooms, small meeting rooms, and lounge with chairs. It includes opportunities for audio/voice, sharing webcams as well as avatar interface, such as handshakes, laser pointing, etc. It also provides a means for private dialog, ensuring that others in the space cannot hear the conversation. (Screen capture of immersive space shown below.) This form of virtual interaction has already been extensively tested in classroom contexts to address the expectation of immediate and intimate feedback traditional in the design studio/planning workshop setting.

Similarly, open discussions, non-class lectures or seminars can be conducted in “real time” chat via the above referenced immersive, virtual environment meeting space. Additionally, faculty or a guest speaker can be provided an advance set of readings for discussion or make an on-line presentation, then be available to answer questions or interact with students through electronic bulletin board discussions over a designated period of days.

A design studio experience requires collaborative peer to peer and professor to student interactions, some of which will work best in realtime, for which this virtual environment is proving to be very effective. The immersive space will also work for asynchronous use, for example as a place to post multiple drawings/maps/scenarios, for classmates/faculty to compare/comment at their own time/pace. Along with the usual online forms of communication, such as discussion forums, there will also be other means for desired graphical communication, such as an online graphically rich white board called “Conceptboard” (again either asynchronous or synchronous works well for these design-based collaborations).

Below is example of the immersive, virtual environment where students and faculty can meet online; one participant’s webcam is visible on top right:
Element 2: Interaction among students in a given program

Our program is particularly sensitive to this topic as student collaboration is a key component of M.P.S. in Geodesign. The immersive virtual environment will connect and support real-time or delayed-time group collaboration on problem-based studio project preparation, project design critiques, class presentations, and the like. Virtual environments are open 24 hours per day, 7 days per week. Regarding student academic-themed groups and social organizations, students can form computer-mediated chat groups based on mutual interests, whether academic or social. Electronic bulletin boards can set up to support the exchange of information among students interested in a particular area of study or pastime. Additionally, the availability of the immersive virtual environment enables students the maximum flexibility to have group meetings out of class time—transcending time zones as well as daily schedules.

Element 3: Access to information and instructional resources

The Penn State libraries’ electronic connections and other online repositories of information are important resources that will complement the information and knowledge provided in the classroom. Each course’s webpages will offer course-specific resources and also direct students to related sources of information. Data and other files needed for projects will be provided via ANGEL and a dedicated server.

Video teleconferencing, audio-conferencing, and computer conferencing, all of which are possible through our immersive, virtual environment are ways to directly connect students to extra-institutional content experts. Online seminars and workshops with experts from around the world, structured and facilitated by the course faculty, greatly expand the geographic range from which these experts can be drawn.

Our program is designed for students to undertake research projects, in the form of problems-based studio work, that introduce them to the ways in which knowledge in this field is constructed and validated. We expect that students will be pursuing this
professional master’s degree to enhance the field in which they are currently employed or in a place where their research ideas can be tested. The student’s required capstone project provides an important opportunity for both conducting original research and for putting the results of that research into practice. Such "situated" problem-based research and practice provides an excellent way for students to integrate classroom knowledge with new insights gained from real-world research and practice.

**Element 4: Exposure to and socialization in the field of study**

The program anticipates several different types of current issues exploration and socialization opportunities. Seminars, research displays and discussions with professional peers are all ways that will be utilized to introduce students to the contemporary topics in research and practice, and enable interaction with colleagues in geodesign and related fields. These can be conducted via video teleconferencing, audio-conferencing, and computer conferencing, all of which are possible through our immersive, virtual environment. Depending on the situation, the content and interaction can be either real-time or asynchronous for delayed, reflective interaction.

Additionally while students will be encouraged to participate in regional and/or national conferences and professional society meetings in their geographic areas, the M.P.S. in Geodesign capstone project requires each student to share his or her research results at a professional conference. Alternatively, students may work with their adviser to get approval to write and submit a project report as an article for an appropriate peer-reviewed journal as an alternative path to successfully complete the culminating experience. Faculty will also structure and facilitate student participation in the online pre- and post-conference discussions that may be part of an academic or professional conference.

**Element 5: Ready access to suitable academic advising and support services**

The program will have appointed faculty to advise the students and the World Campus infrastructure will provide well-tested support services. The faculty member with specific responsibility for the M.P.S in Geodesign program can be available by telephone, e-mail or video call to answer questions or direct students to the right source of information pertaining to their issue. The immersive, virtual environment space has small meeting rooms that can provide a means for private dialog, ensuring that others in the space cannot hear the conversation, thus, student advising can happen in this manner as well. Other career information such as position listings, resources for developing resumes, tips for job interviews, etc. will be posted and available for access electronically on the program’s website.

**Element 6: Contribution of graduate students to the degree program, the college, and the university**

Student engagement and becoming a part of a community are very important to the effectiveness of this program, as such, it will be a focus to foster graduate student sense of contribution and belonging. This will start off with an annual new student introduction through a program newsletter. Incoming students will identify their areas of interest and background, thereby enabling current students, program alumni and faculty to make connections. The newsletter will be disseminated electronically and posted on the
program website. Additionally, the 24/7 accessibility of the immersive, virtual environment will allow students and faculty to informally meet and share experiences. The graduate students in this professional degree program will bring with them considerable knowledge and experience gained through real-world practice. The program will encourage opportunities to exchange knowledge and engage in peer networking around topics of mutual professional interest.

**Element 7: Identification with Penn State**

This element relates strongly to “Element 6” as fostering a sense of community and a connection to and identification with Penn State are key objectives of this program. We are fortunate that the M.P.S in Geodesign is supported by the nationally recognized programs that Penn State has in Landscape Architecture and Geography, so beginning with the initial communication the student receives, the connection to Penn State and the history of these programs will be emphasized in recruitment materials and future program information. The connection with Penn State will also be strengthened through two resources for graduate students. The first is the geography coffee hour, a weekly speaker series, which is broadcast live and is also available for future viewing at times convenient to the student. ([http://www.geog.psu.edu/news/coffee-hour](http://www.geog.psu.edu/news/coffee-hour)) The second is an ongoing discussion forum via Yammer (with Penn State authenticated login) that will be established for continuous dialog amongst all students (and eventually alumni) of the Geodesign program. (Note there will also be separate Yammer groups set up for dialogue within each course.)

All communications will follow Penn State protocol for use of the PSU mark and colors. The prominent display of Penn State logos on all communications, including course materials, will help establish a student’s identity as a Penn Stater. Additionally, the immersive environment spaces will be customized with the Penn State mark and colors. The program will investigate the possibility of providing a small welcome “gift” such as a pen, a Penn State bumper sticker or a folder that can help establish a positive feeling toward the university, as well as giving online students a way to display their institutional affiliation.

An additional way to foster a connection to Penn State is through University publications. Off-campus students will receive appropriate University publications via postal mail. Some publications, including the student-newspaper, the Daily Collegian, are available on line and provide informative and entertaining ways of establishing a sense of connection with the University.

**1D. Program operation and maintenance**

The program has identified Associate Professor Kelleann Foster as the program coordinator. In the Department of Landscape Architecture she has previously served as Assistant Department Head and Interim Department Head, so she is well qualified to guide the operation of the Geodesign programs. Professor Foster will also facilitate the advising and learning support for the students; as the student numbers grow, the program may appoint additional faculty to advising roles. The facilities available to the students will be the same as for all World Campus students, including online access to the university libraries and course space on ANGEL. An additional “facility,” unique to this program, is the
immersive, virtual environment for conducting the online collaborative studio courses. This online space is accessible through a web browser, therefore no special software is required. This is explained more fully in “Element 1” on page eight. Other technical details that are highly recommended in order for students to take full advantage of the resources utilized in this course include: a high-bandwidth internet connection, a fairly new computer that can handle video and graphics processing, and all students will be required to have a webcam and good quality headset for video and audio communications. Software that may be needed for courses will be provided as education-only versions, for free when possible or for a nominal fee (greatly reduced as compared to the professional version).

The program is also supported by the College of Arts and Architecture’s e-Learning Institute. Their staff will assist in program management, and in particular, they have appointed a staff person at half-time to serve as the program project manager to assist in any of the more technical issues which students or faculty may encounter.

1E. Consultation with other units

The Department of Landscape Architecture has consulted with the following departments and individuals on this proposal. This is a summary; original letters are included in Appendix B.

<table>
<thead>
<tr>
<th>DEPARTMENT/ORGANIZATION</th>
<th>CONTACT / TITLE</th>
<th>SUMMARY OF RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. of Landscape Architecture</td>
<td>Ron Henderson, Head</td>
<td>Full Support</td>
</tr>
<tr>
<td>Dept. of Architecture</td>
<td>Mehrdad Hadighi, Head</td>
<td>Full Support</td>
</tr>
<tr>
<td>Department of Civil and Environmental Engineering</td>
<td>Peggy Johnson, Head</td>
<td>Full Support</td>
</tr>
<tr>
<td>Department of Geography</td>
<td>Karl Zimmerer, Head</td>
<td>Full Support</td>
</tr>
<tr>
<td>Department of Geography; Dutton Institute</td>
<td>Anthony Robinson, Faculty Lead, MGIS Program</td>
<td>Full Support</td>
</tr>
<tr>
<td>Penn State World Campus</td>
<td>David Sylvia, DAA for Graduate Programs</td>
<td>Support</td>
</tr>
<tr>
<td>College of Arts &amp; Architecture</td>
<td>Barbara O. Korner, Dean</td>
<td>Full Support</td>
</tr>
<tr>
<td>Esri, Education Division</td>
<td>David DiBiase</td>
<td>Full Support</td>
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1F. Mechanism to assess program quality

The department will survey students for their feedback regarding program quality at two critical milestones during the degree: first at the completion of the initial studio course, and second at the completion of the capstone preparation course. The program will also solicit feedback via a student exit questionnaire at the time of graduation. Per Graduate Council policy, Landscape Architecture’s Geodesign program will report back to the Committee on Programs and Courses three years after beginning the enrollment of students with information to
assess success and quality of the program. In addition, The M.P.S in Geodesign program will be guided by University accreditation by the Middle States Commission on Higher Education. No additional accrediting bodies govern this discipline.

2. Additional Requirements for New Off Campus Degree Programs

2A. Program Objectives

The new Master of Professional Studies (M.P.S.) in Geodesign will complement but not duplicate existing graduate programs at Penn State. The professional Master of Landscape Architecture (M.L.A.) and Master of Architecture (M.Arch) in the College of Arts and Architecture, and the Master of Geographic Information Systems (M.G.I.S.) in the College of Earth and Mineral Sciences each have means of discovery and problem-solving that intersect with the M.P.S. in Geodesign, but all are distinct. The unique framework and theories of geodesign combine key concepts within the design fields with relevant science-based and value-based information in a manner that exposes alternative solutions from a cross-disciplinary, decision-driven approach. This new degree draws upon but also augments the educational objectives of the existing MLA, MArch and MGIS programs. Students in the M.P.S. in Geodesign program will learn to capitalize on the power of spatial knowledge and evolving technologies, apply creative-thinking to identify key factors that better inform the design, interpret their relevance to particular situations and thereby assist communities in designing alternative futures based on a unique process that brings all this information into focus.

Geodesign is a rapidly-emerging and powerful approach to spatial problem-solving that requires the synthesis of geographic knowledge and scientific data with the best practices of environmental design. Graduates from this program will be prepared to take leadership roles in addressing complex environmental design problems in settings ranging from urban design to conservation planning, but in general at scales of investigation larger than the traditional professional domains—the urban megalopolis, multi-state energy development strategies, super-regional adaptations to climate change.

Key program goals include enabling students to:

- Lead the design of sites, developments and regions to achieve ecological sustainability, economic viability, and social relevancy by applying appropriate geodesign processes.
- Develop successful geoprocessing workflows to analyze and assess building and development impacts on the natural and cultural environment.
- Recognize the combined power of design- and science-based analysis and solution synthesis to ascertain opportunities for managing resources successfully, anticipating change, and imagining alternative futures.
- Achieve the advanced collaboration skills needed for creating multi-disciplinary teams to develop geospatial models for development and conservation.

The M.P.S. in Geodesign program is well suited for off-campus, online delivery for several reasons. First is that the types of challenges geodesign can address are global, which means students and professionals from many places will be interested in this degree. The second reason is that the program is designed for working professionals who wish to enhance their skills and credentials and gain access to this new field while staying in their current situation. The majority of senior and managing design professionals graduated prior to the technological and skill development expansion that has enabled geodesign to emerge. Accordingly, this degree is designed for part-time students who can study from their home location. Another reason is to capitalize on Penn State’s leadership in distance education to support a quickly emerging field. While the burgeoning conferences devoted to the field speak to its importance, traditional resident education offers a small-footprint and inflexible model in response to large but spatially dispersed demand. Philadelphia University is enrolling students for a new resident Geodesign Master’s program, beginning Fall 2013. Other degrees are in the planning stages. All are resident, except a blended program planned by the University of Wisconsin. While Penn State emphatically offers the intellectual resources for a program, a resident program here would be severely limited by our geographical location—close to the East coast market but too far to commute. Lastly, our advisory board of national and international experts in this emerging specialty, cognizant of the success of the MGIS program and of the more than ten Penn State faculty already teaching geodesign content, unanimously urged us to proceed with the graduate degree as soon as possible and to offer it online to enhance its reach and influence.

2B. New Courses

The new M.P.S. in Geodesign will make use of several courses that are already approved by Graduate Council: three within the M.G.I.S. program in the Geography department, and four GEODZ courses approved for the graduate credit certificate in Geodesign. This M.P.S. degree will include four new courses that are specific solely to this degree. The following are short overviews (course number, title, description and brief outline) of these courses, which recently were approved by Graduate Council.

(GEODZ 842) Geodesign Studio I: Rural/Regional Challenges

Description: Problems-based workshop where students apply geodesign process, in a collaborative setting, to regional-scale landscape change and land planning topics.

Brief outline:
The design studio is a problems-based, collaborative learning format common in the environmental design professions. This course initiates the student experience of a studio-format course. Having gained a foundation in the geodesign framework process through previous courses, students will now apply this approach to real-world land design and
planning challenges. In this course, the challenges will be at a larger scale, focusing on rural and regional landscape change issues. The studio format provides the closest approximation to a professional setting where multiple consultants and stakeholders collaborate on the process.

(GEODZ 852) Geodesign Studio II: Urban/District-scale Challenges

Description: Problems-based workshop where students apply geodesign process, in a collaborative setting, to urban-scale landscape change and land planning topics.

Brief outline:
This course continues the student experience of learning in a problems-based, collaborative studio environment. The course builds upon the first studio experience. In GEODZ 852 students will be asked to apply the geodesign framework approach to real-world land design and planning challenges at a smaller, more detailed scale. The course focuses on the complexity of urban and district-scale landscape change issues. The studio format provides the closest approximation to a professional setting where multiple consultants and stakeholders collaborate on the process.

(GEODZ 596A) Individual Studies—Geodesign Capstone Project Proposal and Peer Review

Description: Preparation and peer-review presentation of proposal for an individual capstone geodesign project

Brief outline:
The main goal of this course is for the student to prepare and present a rational, persuasive and professional-caliber proposal for his or her geodesign capstone project. This course is the first step in the culminating experience for the M.P.S. in Geodesign degree and requires the student to formulate a plan for how s/he will apply the geodesign framework to a real-world, problem-based challenge of his/ her own choosing. Competency will be expressed through the detailed research process, a strong -level of writing proficiency and skill at sharing the project proposal during a presentation to advisers and peers. Each student will also peer-review and critique the presentations of other capstone project proposals.

(GEODZ 596B) Individual Studies—Geodesign Capstone Project Dissemination

Description: Preparation and dissemination of geodesign capstone project results in a formal professional venue

Brief outline:
The main goal of this course is for the student to demonstrate his/her competence in individually conducting a real-world geodesign process using a substantial amount of previous coursework and resources. This course is the culminating experience for the
M.P.S. in Geodesign degree and requires the student to apply the geodesign framework to a real-world challenge, of his/her choosing, in order to demonstrate aptitude in analytic, design and collaborative skills. Competency will be expressed through a strong-level of writing proficiency and skill at sharing the project results in a professional presentation setting.
APPENDIX A

COURSE SEQUENCE AND TYPICAL SCHEDULING PATTERN
## Appendix A

**“Typical” Schedule** (for MPS in Geodesign Degree, assumes part time student = 1 course/session)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Session 1</th>
<th>Fall Session 2</th>
<th>Spring Session 1</th>
<th>Spring Session 2</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>First*</td>
<td>GEOG 4xx or 5xx elective(^{(1)})(^{(3)})</td>
<td>GEODZ 511: Geodesign History, Theory, Principles</td>
<td>GEOG 4xx or 5xx elective(^{(2)})(^{(3)})</td>
<td>GEODZ 822: Geodesign Models I</td>
<td>GEODZ 824: Geodesign Models II (or 826)</td>
</tr>
<tr>
<td>Second</td>
<td>GEODZ 842:___ Geodesign Studio I: Rural/ Regional Challenges (full semester studio at 6 cr.)\</td>
<td>GEODZ 852:___ Geodesign Studio II: Urban/ District-scale Challenges (full semester studio at 6 cr.)\</td>
<td></td>
<td></td>
<td>GEODZ 596A: Geodesign Capstone Proposal and Peer Review</td>
</tr>
<tr>
<td>Third</td>
<td>GEOG 4xx or 5xx(^{(3)})</td>
<td>GEODZ 596B: Geodesign Capstone Project Dissemination</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{(1)}\) Take during MGIS 10-wk session  
\(^{(2)}\) Take during MGIS 10-wk session “Fall 2” (early Oct.- 2\(^{nd}\) wk Dec.) OR “Spring 1” (1\(^{st}\) week Jan. - 3\(^{rd}\) wk Mar.)  
\(^{(3)}\) Note these will entail overlap... either between the MGIS 10-week sessions or between MGIS 10-wk and GEODZ 8-wk  

* Certificate in Geodesign can be completed in one year.
APPENDIX B

WRITTEN RESPONSES OF CONSULTATION
Penn State Graduate School  
144 Kern Graduate Building  
University Park, PA 16802  

RE: Letter of Support - Master of Professional Studies in GeoDesign

Dear Members of the Graduate School Council,

I want to formally express my strong support for the Master of Professional Studies in Geodesign and confirm the Department of Landscape Architecture’s unequivocal support of this initiative which will establish Penn State as a leader in this field.

This initiative fulfills many of the University’s global ambitions as it will contribute to the offerings of the World Campus. It is also a rare new opportunity in the College of Arts and Architecture to be not only a leader, but to be the first to offer an online major in an emerging discipline. I am enthusiastic that the Department of Landscape Architecture, working with the College of Arts and Architecture and World Campus, can make this contribution to strategically positioning Penn State as a global leader and innovator in this field.

This new major also responds to the Core Council’s recommendation to increase our graduate programs. Additionally, the new Geodesign major addresses goals established by the Strategic Plans of the College of Arts and Architecture, Stuckeman School, and Landscape Architecture Department to increase their graduate programs.

As always, please let me know if I can answer any questions or provide any clarifications.

Sincerely,

Ron Henderson  
FASLA  
Professor of Landscape Architecture and Asian Studies  
Head, Department of Landscape Architecture and Chair in Integrative Design

cc: Dean Barbara Korner, College of Arts and Architecture
To: The Pennsylvania State University Graduate School, Graduate Council Subcommittee on New and Revised Programs and Courses

From: Mehrdad Hadighi, Head, Department of Architecture

Re: Support for the MPS in Geodesign Graduate Degree Proposal

Date: May 28, 2013

I am writing on behalf of the Department of Architecture in regards to the proposed Master in Professional Studies (MPS) in Geodesign. I am very happy to communicate our department’s support for this new graduate degree. I have been following the development of the geodesign courses and programs and believe that this graduate degree will complement the new Graduate Certificate in Geodesign. I understand that the MPS will enable certificate students who discover they want to explore geodesign in more depth and gain a more hands-on experience the opportunity to accomplish that goal.

This MPS in Geodesign will be of interest to any professional that works with the built environment and thus architects may very well be prime candidates to be students in the program. One of the lead proponents of geodesign, Esri’s Director of Geodesign Bill Miller, is an architect. The curriculum appears to be well conceived and will provide students, who can be located anywhere, the opportunity to gain the knowledge and skills required for this emerging field. This graduate degree is centered in our Stuckeman School of Architecture and Landscape Architecture and offers a unique opportunity for our School to increase our graduate-level course and program offerings, which will help satisfy recent Core Council report recommendations.

It is good to see that this degree has a strong relationship to the College of Earth and Mineral Sciences and their MGIS degree as this is a very well regarded program. Embarking on an all online graduate design degree will be unique, but with guidance and wisdom learned through the MGIS experience coupled with the support and inspiration provided by a Geodesign Advisory Board, comprised of international experts in the field, I feel confident that this can be a success.
Date: June 5, 2013

To: Kelleann Foster

From: Peggy A. Johnson, Professor and Head

Subject: MPS in Geodesign

I am pleased to write this memo supporting the proposal for the MPS in Geodesign. The proposal is very timely and the content important to sustainable design. The educational components of this proposal are exciting, comprehensive, and well thought out. I believe the students will have an excellent experience. I wish you the very best as you move forward in this program.
June 11, 2013

Kelleann Foster, RLA, ASLA
Associate Professor
Penn State Landscape Architecture
Lead Faculty, Geodesign Programs
2012-2013 Esri / Geodesign Sabbatical

Dear Professor Foster:

I am writing on behalf of the Department of Geography at Penn State to express enthusiasm and support of the new Master of Professional Studies (MPS) in Geodesign degree that is being proposed. The scope and details of the proposal that you and your colleagues have created is interesting, well thought out, and important. As you know I have personally reviewed several of these courses---five or six courses as I recall---and find them very effectively designed and planned.

Equally worth noting is that the Geodesign degree program will be a strategic addition to those that are offered currently. After consulting with my departmental colleagues and a number of geographic professionals actively engaged in this field I believe the Geodesign degree program will become an important and successful addition to the Penn State campus portfolio.

We look forward to continuing to work with you and your colleagues in the development and implementation of the Geodesign program. If we can answer any questions, please do not hesitate to ask. You can reach me at the office (814-865-3094, fax: 814-863-7943, and email: ksz2@psu.edu).

Congratulations in advance on your moving forward the Geodesign program and on your high-quality efforts and leadership of this initiative.

Sincerely,

Karl S. Zimmerer, Ph.D
Professor and Head
Department of Geography
Pennsylvania State University
May 22, 2013

To: Kelleann Foster, Associate Professor and Lead Faculty for Geodesign Programs, Department of Landscape Architecture, Stuckeman School of Architecture & Landscape Architecture

From: Anthony C. Robinson, Lead Faculty for Online Geospatial Education, College of Earth and Mineral Sciences

Re: Proposal for MPS in Geodesign

I am very pleased to offer my strong support for the draft proposal you have shared with me describing a new Master of Professional Studies in Geodesign. I believe the program of study is well-conceived and timely. This is a very important emerging area of interdisciplinary work, and Penn State is poised to take a leadership role in it through the development of this program.

As the faculty in charge of the College of Earth and Mineral Sciences online geospatial education programs, I am particularly excited to see a proposed program of study like this one that would provide new opportunities for students in our EMS courses to interact with students from the School of Architecture & Landscape Architecture. Our interests are quite complementary, and I believe both units will benefit from the interactions that will come along with this new degree program.

Furthermore, I believe the concept for designing and delivering this program at a distance is very well-founded on known best practices from previous experiences we’ve had at Penn State. To my knowledge, this would be the first such online Master’s program in Geodesign, and by modeling it on the success we have had with programs like the Master of GIS degree, I believe it will grow quickly while remaining manageable.

As a participant in last year’s initial advisory board meeting, I am also confident that there is consensus among the best and brightest minds in this new area of interest that the goals defined in this proposal are the right ones to pursue through this proposed curriculum plan.

Regards,

Anthony C. Robinson, PhD
MEMO

To: Kelleann Foster, Associate Professor of Landscape Architecture

Fr: Wayne Smutz, Executive Director

Da: May 31, 2013

Re: Proposal for Master of Professional Studies in Geodesign

We cautiously support the proposal to offer the MPS in Geodesign off-campus and online to students at a distance via the World Campus. Our reservation is that Geodesign as a discipline is in its formative stage and the appropriate educational path is still evolving. Market research indicated that expectations for enrollment in the near term are low. Our recommendation was that we use the recently approved certificate program to adequately test the market before investing further in the full master’s program.

We do appreciate the college’s desire to be at the forefront of this field. Therefore, the World Campus is willing to deliver this degree in partnership with the College of Arts and Architecture, at Revenue Distribution Category (RDC)-2, as per the University Task Force on Gross Revenue sharing Models for the World Campus: Final Report, January 31, 2011.

If during the review process for the proposal by the Graduate School there are questions or concerns to which the World Campus can help respond, please contact either of us.

Thank you.

cc: Barbara Korner, Dean, College of Arts and Architecture
    Keith Bailey, Assistant Dean for Online Learning and Educational Technology
Date: May 31, 2013

To: Graduate Subcommittee on New and Revised Programs

From: Barbara Korner, Dean, College of Arts & Architecture

Subject: MPS Program in Geodesign

The College of Arts and Architecture (CAA) is fully committed to the success of the MPS program in Geodesign. I understand that the resources required of this commitment will come in large part from a partnership among the CAA, the Stuckeman School, and the Department of Landscape Architecture. We appreciate the support of the World Campus for the certificate program and understand their view that moving forward with the MPS appears to be premature. We, on the other hand, see the certificate and MPS as mutually supportive program initiatives, and are prepared to assume in large part the financial responsibility associated with course development and delivery of the MPS program.

We acknowledge the significant challenges encountered by the World Campus in assessing the market feasibility of the MPS since there presently is no profession or credential associated with being a "geodesigner." However, our advisory board, which consists of leading experts in this groundbreaking field, has indicated that there is a rapidly developing national and international audience for such a degree offering, with an expectation for it to attract students from a variety of disciplines including geography, engineering, landscape architecture, urban and regional planning, and environmental science. Further, while other universities are moving forward with resident programs, ours will be the only fully online program, and effectively leverages the outstanding reputation of our faculty in the Departments of Landscape Architecture and Geography, and the very successful MGIS program in Earth and Mineral Sciences.

As dean of the CAA, I am pleased to see the efforts of so many culminate in the proposals for the required additional courses and MPS program. I recommend their approval so we may move quickly to position Penn State as a leader in providing quality education in this emerging field.
To whom it may concern,

I’m pleased to voice Esri’s enthusiastic support of the proposed Master of Professional Studies in Geodesign.

Geodesign is important to Esri. Esri founder Jack Dangermond is a design professional by training (landscape architect), and the company’s overarching goal is to engineer advanced GIS technology that enables planners, architects, urban designers, and others to design more sustainable futures. One measure of Geodesign’s importance to Esri is our sponsorship of Penn State Professor Kelleann Foster’s sabbatical in residence at Esri from August 2012 to July 2013. Kelle worked with our Geodesign team to develop new approaches to online studio pedagogy.

Penn State is important to Esri too. We routinely recommend the Penn State Online MGIS and Certificate programs as a “best of breed” in graduate-level, online professional education in GIS. The Certificate Program earned Esri’s Special Achievement in GIS award in 2004 in recognition of its special status. Penn State is widely recognized as an innovator and a success. You all have the opportunity to build on that reputation by being part of the first wave of Geodesign degree programs (along with the University of Southern California, the University of Wisconsin, and others), and the very first one that’s offered online.

Finally, the proposed Geodesign degree is important to me personally. Before I moved on from my role as Director of Penn State’s Dutton e-Education Institute in 2011, I advocated strongly for Geodesign education within the Department of Landscape Architecture. I’m gratified that the idea has taken root, thanks to the leadership of Professor Foster and colleagues. I encourage the Graduate School to bless this proposal. You can be sure that Esri will promote the MPS in Geodesign degree to our more than one million users worldwide.

Respectfully,

David DiBiase, GISP, CMS
Director of Education, Industry Solutions
Proposed Revisions of
Graduate Council Doctoral Degree Requirements

Background/Justification

Over the course of time, existing academic policies may need to be revised or in some cases eliminated, and/or new academic policies established to best fit the evolving needs of graduate education at the University, nationally and within a global context. The role of the Graduate Council Committee on Academic Standards is to determine when this is appropriate and to develop new academic policies and/or revise existing policies as needed for consideration by Graduate Council.

With the addition of the Doctor of Musical Arts (D.M.A.) degree several years ago, three doctorates are now offered at the University (the Ph.D., D.Ed., and the D.M.A.), and revisions of the policy regarding Doctoral Degree Requirements are proposed to clarify the expectations for all doctoral degrees at Penn State. Language that was exclusive of or irrelevant to the D.M.A. has been revised to ensure that all doctoral programs and doctoral students are covered by the Graduate Council policy.

Clarifications related to doctoral students’ advisers and culminating experiences (updates to address differences between Ph.D., D.Ed., and D.M.A.) are proposed, as well as editorial revisions as necessary.

In addition, clarifications and consistency regarding the two-thirds of the committee who vote favorably for a student to pass the final oral examination/final performance have been introduced.

The Committee’s proposed revisions to the policy are marked with “track changes” beginning on page 2 of this document (a “clean” version of the revised policy follows the marked-up version). Note that some of the sections have been reordered for a more logical and chronological flow, but the tracking of the moves made the tracking of the edits impossible to view, so not all of the section moves have been tracked; the original order may be found at the current Bulletin pages noted at the top of page 2 of this document.
DOCTORAL DEGREES

The Doctor of Philosophy (Ph.D.), an academic degree, and the Doctor of Education (D.Ed.) and Doctor of Musical Arts (D.M.A.), both professional degrees, are conferred by the University. Recognized as different in purpose, the three doctoral programs consequently have different requirements in certain respects.

ADMISSION

A student who has been admitted to the Graduate School and has been accepted by the department or committee in charge of a major program in which the doctorate is offered may begin working toward a doctoral degree. However, the student has no official status as a doctoral student and no assurance of acceptance as a doctoral candidate until the candidacy examination has been passed. This examination is administered by the major department or graduate program and is given early in the student's program.

It is the policy of the Graduate School Council not to encourage applicants to work for a second doctoral degree. (See Policy on Second Doctorates). However, the President, on recommendation of the dean of the Graduate School, will welcome, as guests, holders of earned doctoral degrees who may be visiting the University for purposes of noncredit study. Guest privileges apply to persons holding the degree from Penn State or other accredited colleges and universities. Guests may attend seminars and courses and, if space and facilities are available, carry on research. There will be no charge except for laboratory expenses. Arrangements should be made in advance with the dean of the Graduate School.

GENERAL REQUIREMENTS

No specified number of courses completed or credits earned will assure attainment of the doctorate. The general requirements are based upon a period of residence, the writing of a satisfactory dissertation accepted by the doctoral committee and the Graduate School (Ph.D./D.Ed.), and the passing of a comprehensive examination and either a final oral examination (Ph.D./D.Ed.) or a final performance (D.M.A.). A doctoral program consists of such
a combination of course seminars and individual study and research/scholarship as meets the
minimum requirements of the Graduate School Council and is approved by the doctoral
committee for each individual student.

A master’s degree is not a prerequisite for the doctorate in some major programs. However, the
first year of graduate study leading to the Ph.D. may be substantially the same as that provided
for the M.A. or M.S. degree. Similarly, the first year of the D.Ed. program may be essentially the
same as that provided for the M.Ed. degree, and the first year of the D.M.A. program may be
essentially the same as that provided for the M.Mus. degree.

Satisfactory Scholarship

A graduate student who fails to maintain satisfactory scholarship or to make acceptable progress
in a degree program may be dropped from the University. One or more failing grades or a
cumulative grade-point average below 3.00 for any semester or session or combination of
semesters and/or sessions may be considered as evidence of failure to maintain satisfactory
scholarship. Action may be initiated by the department or committee in charge of the graduate
major or by the chair of the student’s doctoral committee. The procedures to be followed in such
action are found in Appendix III of this bulletin.

Grade-Point Average

A minimum grade-point average of 3.00 for work done at the University is required for
admission to the candidacy examination, the comprehensive examination, and the final oral
examination/final performance, and for graduation.

Time Limitation

A doctoral student is required to complete the program, including acceptance of the doctoral
thesis/dissertation or the passing of the final performance, within eight years from after the date
of successful completion of the candidacy examination. Individual programs may set shorter
time limits. Extensions may be granted by the Director of Graduate Enrollment Services in
appropriate circumstances.

Off-Campus and Transfer Credit

A maximum of 30 credits from a completed master's degree earned from an institution that does
not grant the doctorate in the student's major program may be accepted in partial fulfillment of
the requirements for a D.Ed. degree at Penn State with no intervening time limitation. The
master’s degree must have been earned at a regionally accredited U.S. institution or a recognized
degree-granting international institution in the country in which it operates. Accepted by the
Graduate School in partial fulfillment of the requirement for a D.Ed. or D.M.A. degree at Penn
State. A maximum of 30 credits beyond the baccalaureate at a regionally accredited school not
granting the doctorate in the student's major program may be accepted by the Graduate School in
A partial fulfillment of the requirement for a D.Ed. degree at Penn State. Thirty (30) such transfer credits are awarded for only one master's degree.

A maximum of 30 credits from a completed master's degree earned at a regionally accredited U.S. institution or a recognized degree-granting international institution in the country in which it operates may be accepted in partial fulfillment of the requirements for a D.M.A. degree at Penn State with no intervening time limitation. Thirty (30) such credits are awarded for only one master's degree. All D.M.A. students must complete a minimum of 60 credits at Penn State.

A maximum of two full academic years of work (60 credits) beyond the baccalaureate earned at a regionally accredited U.S. institution, or a recognized degree-granting international institution in the country in which it operates, regionally accredited graduate school that grants the doctorate in the candidate's major program may be accepted here by the Graduate School to apply toward D.Ed. degree requirements.

A completed master's degree may be transferred to a D.Ed. program with no intervening time limitation. Advanced standing is awarded for only one master's degree.

Because there is no Graduate Council minimum total-credit requirement for the a Ph.D. degree program at Penn State, 30 transfer credits are advanced standing is not awarded for accepted towards Ph.D. requirements for a completed master's degree, and credits cannot be transferred to a student's Penn State transcript.

However, a maximum of 10 credits of high-quality graduate work may be transferred toward any doctoral degree at Penn State. Refer to the Transfer Courses credit section of this Bulletin for more information.

Advanced standing is awarded for only one master's degree.

Subject to the approval of the adviser and the head of the major department or program chair, a student may register for research to be done away from the University Park campus that offers the doctoral degree program.

Academic work to be so transferred must meet the following criteria:

1. It must have been completed within five years prior to the date of first degree registration at the Graduate School at of Penn State (see below);
2. It must appear on an official graduate transcript of an regionally accredited or recognized degree-granting institution;
3. It must be equivalent to "B" quality or higher (grades of B- are not transferrable) on Penn State's grading system;
4. It must be deemed applicable to the student's program by the current academic adviser, approved in writing, and submitted to the Graduate School for approval and action.

Credits earned toward a previously completed postbaccalaureate professional degree program (law, medicine, etc.) are not transferrable. However, up to 10 credits can be transferred from a
professional degree program if the degree has not been conferred. All transfer credit must be substantiated by the former institution as having at least B quality whatever grading system is in place (e.g., this includes pass/fail [P/F] grading).

CANDIDACY EXAMINATION

Every student who wishes to pursue a doctorate must take a candidacy examination administered by the Graduate Faculty in the graduate major program. The purpose of the candidacy examination should be to assess whether the student is capable of conducting doctoral research/scholarship based on evidence of critical thinking or other measures that the Graduate Faculty of the program view as important to a successful doctoral student. It should be taken early in the student’s program (see degree-specific guidelines below). The nature of the examination varies with the program and may be the master’s examination, if applicable and so prescribed by the program and understood by the student. The decision to admit or not to admit a student to candidacy must be made by the graduate faculty or a designated committee of graduate faculty in the program. All graduate students are required to have a minimum grade-point average of 3.00 for work done at the University and may not have deferred or missing grades at the time the candidacy examination is given, and they may not have deferred or missing grades.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester (excluding summer session) in which the candidacy examination is taken.

If the student is seeking dual candidacy in an approved dual-title graduate degree program, the dual-title field must be integrated into the student’s candidacy examination of the student’s major program (i.e., a single candidacy examination is administered, which incorporates both the graduate major field and the dual-title field). The results of all candidacy examinations, pass or fail, must be reported to Graduate Enrollment Services via the Candidacy Reporting Form immediately following the examination.

For the Ph.D. student, the examination may be given after at least 18 credits have been earned in graduate courses beyond the baccalaureate. The examination must be taken within three semesters (excluding summer sessions do not count) of entry into the doctoral program.

For the D.Ed. student, the examination should be given when the student has earned a total of at least 30 credits toward the graduate degree, including the master’s program and graduate work done elsewhere. A student transferring from another graduate school with 30 or more credits earned toward a graduate degree must take the candidacy examination prior to earning more than 25 credits toward the graduate degree at Penn State.

For the D.M.A. student, the examination should be given when the student has completed two semesters in residence.
The results of all candidacy examinations, pass or fail regardless of the outcome, must be reported to Graduate Enrollment Services via the Candidacy Reporting Form immediately following the examination.

ADVISERS AND DOCTORAL COMMITTEES

Following admittance to a graduate degree program, the student should confer with the head of that major program concerning procedures and the appointment of an academic adviser. Consultation or arrangement of the details of the student's semester-by-semester schedule is the function of the academic adviser. This person, the academic adviser may be a member of the doctoral committee, or someone else may be another member of the Graduate Faculty designated by the program head or chair of the major program for this specific duty. The academic adviser may be different from the major adviser who supervises the culminating experience (dissertation/final performance; i.e., dissertation/performance adviser).

Doctoral Committee

—General guidance of a doctoral candidate is the responsibility of a doctoral committee consisting of four or more active members of the Graduate Faculty, which includes at least two faculty members in the major field. The dissertation adviser/dissertation/performance adviser must be a member of the doctoral committee. The dissertation adviser/dissertation/performance adviser usually serves as chair, but this is not required. If the candidate is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation adviser/dissertation/performance adviser) is a member of the Graduate Faculty in both the major and dual-title fields, and in such cases may serve as sole chair.

At least one regular member of the doctoral committee must represent a field outside the candidate’s major field of study in order to provide a broader range of disciplinary perspectives and expertise. This committee member is referred to as the “Outside Field Member.” In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member.

Additionally, in order to avoid potential conflicts of interest, the primary appointment of at least one regular member of the doctoral committee must be in an administrative unit that is outside the unit in which the dissertation adviser/dissertation/performance adviser's primary appointment is held (i.e., the adviser's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This committee member is referred to as the “Outside Unit Member.” In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student’s dissertation adviser/dissertation/performance adviser and also represent a field outside the student’s major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member.
If the candidate has a minor, that field must be represented on the committee by a “Minor Field Member.” (For additional information related to minors for D.Ed. students, see "Major Program and Minor Field" under "D.Ed.—Additional Specific Requirements" in this Bulletin.)

The doctoral committee is appointed by the Graduate School dean through the Office of Graduate Enrollment Services, upon recommendation of the head of the major program, soon after the student is admitted to candidacy. The dean of the Graduate School may, on occasion, appoint one or more members of the committee in addition to those recommended by the head of the program.

A person who is not a member of the Graduate Faculty (and may not be affiliated with Penn State) who is otherwise qualified and has particular expertise in the candidate's research area may be added as a “Special Member,” upon recommendation by the head of the program and approval of the dean of the Graduate School (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the doctoral committee. If the Special Member is asked only to read and approve the doctoral dissertation or to evaluate the final performance, that person is designated a Special Signatory. Occasionally, Special Signatories may be drawn from within the Penn State faculty in particular situations.

Graduate Faculty officially appointed by the Graduate School to a doctoral committee who then leave Penn State may maintain that committee appointment for up to one year if the student's graduate program and the dean of the Graduate School, through the Office of Graduate Enrollment Services, approve the request for this exception. A retired or emeritus faculty member may serve as a doctoral committee chair if, and only if, he/she was officially appointed and began chairing the committee prior to retirement and has the continuing approval of the program head and the dean of the Graduate School, through the Office of Graduate Enrollment Services. Requests must be sent by the program head to the director of Graduate Enrollment Services. Otherwise, the committee must be revised to either remove the faculty member from the committee or change the individual's appointment to a Special Member.

The membership of doctoral committees should be periodically reviewed by the chair or head of the program to ensure that all members continue to qualify for service on the committee in their designated roles. For example, if type of appointments, employment at the University, etc., have changed since initial appointment to the committee, changes to the committee membership may be necessary. If changes are warranted, they should be made as soon as possible to prevent future problems that may delay academic progress for the student (e.g., ability to conduct the comprehensive examination or final oral examinations/final performance).

The graduate program head/chair also must periodically review the Graduate Faculty listing for his/her program on both the Graduate School's website and the graduate program's listing in this Bulletin to ensure that those listings are accurate.

Chair
The chair or at least one co-chair must be a member of the graduate faculty of the specific doctoral program in which the candidate is enrolled. A retired or emeritus faculty member may chair a doctoral committee if he/she was officially appointed and began chairing the committee prior to retirement and has the continuing approvals noted above of the head of the graduate program. The primary duties of the chair are to: (1) maintain the academic standards of the doctoral program, Graduate Council, and the Graduate School and assure that all procedures are carried out fairly, (2) ensure that the comprehensive examination and final oral examinations/final performance are conducted in a timely fashion, (3) arrange and conduct all meetings, and (4) ensure that requirements set forth by the committee are implemented in the final version of the dissertation (Ph.D./D.Ed.)/final performance (D.M.A.).

Responsibilities of Doctoral Committees

The doctoral committee is responsible for approving the broad outline of the student’s program and should review the program as soon as possible after the student’s admission to candidacy. Moreover, continuing communication among the student, the committee chair, the research supervisor/dissertation/performance adviser, and the members of the committee is strongly recommended, to preclude misunderstandings and to develop a collegial relationship between the candidate and the committee.

COMPETENCIES

ENGLISH COMPETENCE

Candidates for all doctoral degrees are required to demonstrate high-level competence in the use of the English language, including reading, writing, and speaking, as part of the language and communication requirements for the doctorate. Graduate programs are expected to establish mechanisms for assessing and improving competence of both domestic and international students. Assessments should include pieces of original writing. Programs and advisers should identify any deficiencies before or at the candidacy examination and direct students into appropriate remedial activities. Competence must be formally attested by the program before the doctoral candidate’s comprehensive examination is scheduled. (International students should note: note that passage of the minimal TOEFL or IELTS requirement does not demonstrate the level of competence expected of a doctoral degree candidate and for conferral of a doctorate from Penn State.)

COMMUNICATION AND FOREIGN LANGUAGE COMPETENCE

Although no Graduate Council requirement for communication and foreign language competence exists, doctoral programs may have program-specific communication and/or foreign language requirements that provide an important benefit to students and are appropriate to the field.

In addition to demonstrating competence in English as described above, each candidate for a doctoral degree is required to meet any communication and foreign language requirements set
forth by the respective doctoral degree program. The candidate should ascertain specific communication and foreign language requirements, if any, by contacting the head of the graduate program, whose name appears in the program description under Graduate Programs.
DOCTORAL EXAMINATION REQUIREMENTS
(Comprehensive Examinations [all doctoral degrees]; Final Oral Examinations [Ph.D./D.Ed.]/Final Performances [D.M.A.])

The doctoral examinations (the comprehensive examination and the final oral examination/final performance) are administered/overseen and evaluated by the entire doctoral committee.

The (entire) committee will prepare and administer the examination (Ph.D./D.Ed.), and evaluate the candidate’s performance on the examinations/final performance, including monograph (D.M.A.). If a committee member is unable to attend the final oral defense or final performance, the member may sign as a special signatory. A revised committee appointment form will need to be sent to the Office of Graduate Enrollment Services, 114 Kern Graduate Building, removing the faculty member as a regular committee member and if it is desired to designate that individual as a special signatory, a memo must accompany the revised committee form, requesting that the faculty member be moved to a special signatory. If there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State faculty member will need to replace that member to constitute a legitimate doctoral committee. (Substitutes are not permitted.) These changes and approvals shall must occur before the actual examination takes place. The department or program head will notify the Office of Graduate Enrollment Services, providing two weeks’ notice, when the candidate is ready to schedule the comprehensive examination and the final oral examinations/final performance and will must report the results of these each examination/assessment to that office Graduate Enrollment Services immediately, regardless of the outcome. All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time the doctoral examination is given, and may not have deferred or missing grades.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester in which the doctoral final oral examination is taken.

The program head will notify Graduate Enrollment Services, providing two weeks’ notice, when the candidate is ready to schedule the comprehensive examination or the final oral examination/final performance.

Doctoral examinations are scheduled and announced officially by the Office of Graduate Enrollment Services upon recommendation of the department or program head, and must not be held without official notification from the Graduate School. Two weeks’ notice is required by the Office of Graduate Enrollment Services for scheduling any doctoral examination, which may be open to the University community and the public at the departmentprogram’s discretion.

It is expected that the doctoral examinations will take place at the campus location of the graduate center offering the program, and the graduate student must be physically present at any doctoral examination.
- Ph.D./D.Ed.: The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three (3), also must be physically present at the final oral examination/final performance/doctoral-comprehensive/final examinations. (Thus, for a five-person committee, two members could participate via distance.) Requests for exceptions to allow participation of any committee member via distance must accompany the Examination Request Form, and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the examination. Of those approved to participate via distance, no more than one member may participate via telephone; any or all of those approved to participate via distance second member could may participate via interactive videoconferencing. Requests for exceptions must accompany the Examination Request Form, and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam. Special arrangements, i.e., requirements for meeting participation via distance, must be communicated to the student and the all doctoral committee members well in advance of the examination.

- D.M.A.: All committee members must be physically present at the oral comprehensive examination and the final performance; the examination and the performance will be scheduled at a time when all members agree to be present.

If a committee member is unable to participate in any of the doctoral examinations and this results in not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee to replace the absent member in order to constitute a legitimate doctoral committee. A revised committee appointment form must be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and requesting the replacement committee member. These changes and approvals must occur before the actual examination takes place (ad hoc substitutes are not permitted).

A favorable vote of at least two-thirds of the members of the committee is required for passing a comprehensive or a final oral examination or a final performance. If a candidate fails an examination/performance, it is the responsibility of the doctoral committee to determine whether the student will be granted a second opportunity to take the examination or to perform. Regardless of the outcome and of the committee’s decision about whether to grant a second opportunity, the program head must report the results of each scheduled examination/performance immediately to Graduate Enrollment Services another examination may be taken.

A favorable vote of at least two-thirds of the members of the committee is required for passing. The results of the examination are reported to the Office of Graduate Enrollment Services. If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

The committee examines the dissertation, administers the final oral examination, and signs the approval page of the dissertation. At least two thirds of the committee must approve the dissertation (including the dissertation advisor/chair?].

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COMPREHENSIVE EXAMINATION

When a candidate for the Ph.D., D.Ed., or D.M.A. a doctoral degree has substantially completed all course work, a comprehensive examination is given (for the D.M.A., all required recitals except the final performance [i.e., two solo recitals, two chamber music recitals, and a lecture-recital with pre-approved monograph] also must have been completed successfully prior to the scheduling of the comprehensive examination). The examination is intended to evaluate the candidate’s mastery of the major, and if appropriate, the minor field and whether the candidate is prepared to embark upon his/her dissertation research (Ph.D./D.Ed.) or preparation for the final performance (D.M.A.).

Official requests to add a minor to a doctoral candidate's academic record must be submitted to Graduate Enrollment Services prior to establishing the doctoral committee and prior to scheduling of the comprehensive examination. More information regarding minors may be found as noted below, please see the following web pages.

---For Ph.D. candidates:
http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq2
---For D.Ed. candidates:
http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq3
---For general information regarding minors:
http://bulletins.psu.edu/bulletins/whitebook/minors.cfm

(Note: Some programs require students to pass various “area” examinations, “cumulative” examinations, or other similar examinations, or require presentation of a thesis proposal, prior to the comprehensive examination. These are matters of departmental or program policy, distinct from the general policies of Graduate Council described here.)

As noted above, doctoral A candidates for the Ph.D. must have satisfied the English competence and any program-specific communication and foreign language requirement before taking the comprehensive examination.

(Note: Some programs require students to pass various “area” examinations, “cumulative” examinations, or other similar examinations, or require presentation of a dissertation proposal, prior to the comprehensive examination. These are matters of graduate program policy, distinct from the general policies of Graduate Council described here.)

All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time the comprehensive examination is given, and may not have deferred or missing grades.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester in which the comprehensive examination is taken.
The examination is scheduled and announced officially by the Office of Graduate Enrollment Services upon recommendation of the department or program head, and must not be held without the official paperwork from the Graduate School. It is expected that the examination will take place at the campus location of the graduate center offering the program. Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling this examination, which may be open to the University community and the public at the department's discretion. It is given and evaluated by the entire doctoral committee. The format for the comprehensive examination may be entirely oral, or it may have both a written and an oral component. A favorable vote of at least two-thirds of the members of the committee is required for passing. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another examination. The results are must be reported to the Office of Graduate Enrollment Services immediately following the comprehensive examination.

The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three (3), must be physically present at the comprehensive examination. The graduate student must also be physically present at the exam. (Thus for a five-person committee, two could participate via distance.) No more than one member may participate via telephone; a second member could participate via interactive videoconferencing. Requests for exceptions must accompany the Examination Request Form, and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam. Special arrangements, i.e., requirements for meeting participation via distance, must be communicated to the student and the doctoral committee members well in advance of the examination. Refer to “Doctoral Examination Requirements” above for additional information.

When a period of more than six years has elapsed between the passing of the comprehensive examination and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination or final performance will be scheduled.

**FINAL ORAL EXAMINATION (Ph.D./D.Ed.)/FINAL PERFORMANCE (D.M.A.)**

The doctoral candidate who has satisfied all other requirements for the degree will be scheduled by the Office of Graduate Enrollment Services, on the recommendation of the head of the graduate program, to take a final oral examination (Ph.D./D.Ed.)/give a final performance (D.M.A.). Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling this final benchmark. Typically, the final oral examination/final performance may not be scheduled until at least three months have elapsed after the comprehensive examination was passed, although the director of Graduate Enrollment Services may grant a waiver in appropriate cases.

**Final Oral Examination (Ph.D./D.Ed.)**—It is the responsibility of the doctoral candidate and committee chair to provide a copy of the dissertation to each member of the doctoral committee at least two weeks before the date of the scheduled examination.
Both the dissertation adviser/committee chair and the student are responsible for ensuring the completion of a draft of the dissertation and for adequate consultation with members of the dissertation doctoral committee well in advance of the final oral examination. Major revisions to the dissertation should be completed before this examination.

It is the responsibility of the doctoral candidate and committee chair/dissertation adviser to provide a copy of the dissertation to each member of the doctoral committee at least two weeks before the date of the scheduled examination. The dissertation should be complete and in its final draft, with correct and polished content and style, appropriate notes, bibliography, tables, etc., at the time it is distributed to the committee members. If a committee member finds that the final draft is not correct and polished with respect to content and style, it is his/her responsibility to notify the committee chair/dissertation adviser at least one week in advance of the final oral examination date of the oral examination; both the content and style should be correct and polished by the time this final draft of the dissertation is in the hands of the committee. The committee member should indicate his/her concerns regarding the draft and may recommend consideration of postponement of the examination to the committee chair/dissertation adviser. The chair/adviser, in consultation with committee members, is responsible for notifying the student and assessing whether the student can make the necessary revisions to the final draft before the examination date. If it is determined that revisions cannot be made in time, the final oral examination must be postponed.

The final examination of the doctoral candidate is an oral examination administered and evaluated by the entire doctoral committee. It consists of an oral presentation of the dissertation by the candidate and a period of questions and responses. These will relate in large part to the dissertation, but may cover the candidate's entire program of study, because a major purpose of the examination is also to assess the general scholarly attainments of the candidate. The portion of the examination in which the dissertation is presented is open to the University community and the public; therefore, it is expected that the examination will take place at the campus location of the academic unit offering the program.

If a committee member is unable to participate in the final oral examination, the member may sign as a special signatory. A revised committee appointment form will need to be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and if it is desired to designate that individual as a special signatory, a memo from the program head must accompany the revised committee form, requesting that the committee member be moved to a special signatory. As noted above, if there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee to replace the absent member in order to constitute a legitimate doctoral committee. These changes and approvals must occur before the actual examination takes place (ad hoc substitutes are not permitted). The program head will notify Graduate Enrollment Services, providing two weeks' notice, when the candidate is ready to schedule the comprehensive examination and the final oral examination/final performance and must report the results of each assessment to Graduate Enrollment Services immediately, regardless of the outcome.
The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three (3), must be physically present at the final oral examination. The graduate student must also be physically present at the exam. (Thus for a five-person committee, two could participate via distance.) No more than one member may participate via telephone; a second member could participate via interactive videoconferencing. Requests for exceptions must accompany the Examination Request Form, and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam. Special arrangements, i.e., requirements for meeting participation via distance, must be communicated to the student and the doctoral committee members well in advance of the examination.

All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time the examination is given, and may not have deferred or missing grades.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester in which the final oral examination is taken.

A favorable vote of at least two-thirds of the members of the committee is required for passing. The results of the examination are reported to the Office of Graduate Enrollment Services. If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken. The committee examines the dissertation and, administers the final oral examination, and once any final revisions have been made and the dissertation is deemed acceptable, committee members signs the doctoral approval signatory page of the dissertation.

**Final Performance (D.M.A.)**—The culminating experience of the D.M.A. degree is a public final performance (solo recital) that will be discussed and evaluated by the doctoral committee: three memorized solo recitals are required (the final recital is prepared independently), and two recitals of chamber music. Although no written thesis is required, a lecture-recital is required, with a pre-approved monograph text.

The student who approaches the final recital will have passed the comprehensive examination, as well as all previous required recitals (as described above, under “Comprehensive Examination”). The repertoire for the final performance will be decided by the student in consultation with the performance adviser and other faculty members in the major area, after which the student will prepare the final performance independently, without weekly coaching. The performance adviser may request a pre-hearing of the recital material before the doctoral committee members from the major area; the results of this pre-hearing are intended to be advisory and will not necessarily affect the scheduled final performance. The student's full doctoral committee will attend the public recital (i.e., the final performance) at University Park and evaluate it; as part of the evaluation, the doctoral committee will discuss the final performance with the student in private.

If a committee member is unable to attend the final performance in person, resulting in not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee as noted above to replace the absent member in order to constitute a
legitimate doctoral committee. A revised committee appointment form must be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and requesting the replacement committee member. These changes and approvals must occur before the actual performance takes place (ad hoc substitutes are not permitted). Exceptions to accommodate unexpected last-minute situations that may prevent a committee member’s attendance in person but that may allow for the committee member to participate at a distance (e.g., by interactive videoconferencing) may be granted but must be requested and approved through Graduate Enrollment Services before the actual performance takes place.

**DISSERTATION ACCEPTANCE**

Completion of the requirements of a Ph.D. or D.Ed. doctoral degree program entails acceptance of the dissertation, as indicated by the signatures of at least two-thirds of the doctoral committee, including the dissertation adviser and committee chair, as well as and the head of the graduate program chair or department head, on its the doctoral signatory approval page, and by its acceptance as meeting the editorial standards of the Graduate School, so that it constitutes a suitable archival document for inclusion in the University Libraries. Thus, it is to be noted that passage of the final oral examination is necessary but not sufficient for award of the degree; the dissertation must be accepted, as the ultimate step for the Ph.D. or the D.Ed. and is to be made available to the public through inclusion in the University Libraries.

Updated: 6/11/13

Updated: Spring 2014
DOCTORAL DEGREES

The Doctor of Philosophy (Ph.D.), an academic degree, and the Doctor of Education (D.Ed.) and Doctor of Musical Arts (D.M.A.), both professional degrees, are conferred by the University. Recognized as different in purpose, the three doctoral programs consequently have different requirements in certain respects.

ADMISSION

A student who has been admitted to the Graduate School and has been accepted by the department or committee in charge of a major program in which the doctorate is offered may begin working toward a doctoral degree. However, the student has no official status as a doctoral student and no assurance of acceptance as a doctoral candidate until the candidacy examination has been passed. This examination is administered by the major department or graduate program and is given early in the student's program.

It is the policy of Graduate Council not to encourage applicants to work for a second doctoral degree. (See Policy on Second Doctorates). However, the President, on recommendation of the dean of the Graduate School, will welcome, as guests, holders of earned doctoral degrees who may be visiting the University for purposes of noncredit study. Guest privileges apply to persons holding the degree from Penn State or other accredited colleges and universities. Guests may attend seminars and courses and, if space and facilities are available, carry on research. There will be no charge except for laboratory expenses. Arrangements must be made in advance with the dean of the Graduate School.

GENERAL REQUIREMENTS

No specified number of courses completed or credits earned will assure attainment of the doctorate. The general requirements are based upon a period of residence, the writing of a satisfactory dissertation accepted by the doctoral committee and the Graduate School (Ph.D./D.Ed.), and the passing of a comprehensive examination and either a final oral examination (Ph.D./D.Ed.) or a final performance (D.M.A.). A doctoral program consists of such a combination of course seminars and individual study and research/scholarship as meets the minimum requirements of Graduate Council and is approved by the doctoral committee for each individual student.

A master's degree is not a prerequisite for the doctorate in some major programs. However, the first year of graduate study leading to the Ph.D. may be substantially the same as that provided for the M.A. or M.S. degree. Similarly, the first year of the D.Ed. program may be essentially the same as that provided for the M.Ed. degree, and the first year of the D.M.A. program may be essentially the same as that provided for the M.Mus. degree.
SATISFACTORY SCHOLARSHIP

A graduate student who fails to maintain satisfactory scholarship or to make acceptable progress in a degree program may be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.00 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student’s doctoral committee. The procedures to be followed in such action are found in Appendix III of this Bulletin.

GRADE-POINT AVERAGE

A minimum grade-point average of 3.00 for work done at the University is required for admission to the candidacy examination, the comprehensive examination, and the final oral examination/final performance, and for graduation.

TIME LIMITATION

A doctoral student is required to complete the program, including acceptance of the doctoral dissertation or the passing of the final performance, within eight years after the date of successful completion of the candidacy examination. Individual programs may set shorter time limits. Extensions may be granted by the director of Graduate Enrollment Services in appropriate circumstances.

TRANSFER CREDIT

A maximum of 30 credits from a completed master's degree earned from an institution that does not grant the doctorate in the student's major program may be accepted in partial fulfillment of the requirements for a D.Ed. degree at Penn State with no intervening time limitation. The master’s degree must have been earned at a regionally accredited U.S. institution or a recognized degree-granting international institution in the country in which it operates. Thirty (30) such credits are awarded for only one master's degree.

A maximum of 30 credits from a completed master's degree earned at a regionally accredited U.S. institution or a recognized degree-granting international institution in the country in which it operates may be accepted in partial fulfillment of the requirements for a D.M.A. degree at Penn State with no intervening time limitation. Thirty (30) such credits are awarded for only one master's degree. All D.M.A. students must complete a minimum of 60 credits at Penn State.

A maximum of two full academic years of work (60 credits) beyond the baccalaureate earned at a regionally accredited U.S. institution, or a recognized degree-granting international institution in the country in which it operates, that grants the doctorate in the candidate's major program may be accepted by the Graduate School to apply toward D.Ed. degree requirements.
Because there is no Graduate Council minimum total-credit requirement for a Ph.D. degree at Penn State, 30 credits are not accepted towards Ph.D. requirements for a completed master's degree.

A maximum of 10 credits of high-quality graduate work may be transferred toward any doctoral degree at Penn State. Refer to the Transfer Courses section of this Bulletin for more information.

Subject to the approval of the adviser and the head of the major department or program chair, a student may register for research to be done away from the campus that offers the doctoral degree program.

**CANDIDACY EXAMINATION**

Every student who wishes to pursue a doctorate must take a candidacy examination administered by the Graduate Faculty in the graduate major program. The purpose of the candidacy examination should be to assess whether the student is capable of conducting doctoral research/scholarship based on evidence of critical thinking or other measures that the Graduate Faculty of the program view as important to a successful doctoral student. It should be taken early in the student’s program (see degree-specific guidelines below). The nature of the examination varies with the program and may be the master’s examination, if applicable and so prescribed by the program. The decision to admit or not to admit a student to candidacy must be made by the graduate faculty or a designated committee of graduate faculty in the program. All graduate students are required to have a minimum grade-point average of 3.00 for work done at the University and may not have deferred or missing grades at the time the candidacy examination is given.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester (excluding summer session) in which the candidacy examination is taken.

If the student is seeking dual candidacy in an approved dual-title graduate degree program, the dual-title field must be integrated into the candidacy examination of the student’s major program (i.e., a single candidacy examination is administered, which incorporates both the graduate major field and the dual-title field). For the Ph.D. student, the examination may be given after at least 18 credits have been earned in graduate courses beyond the baccalaureate. The examination must be taken within three semesters (excluding summer sessions) of entry into the doctoral program.

For the D.Ed. student, the examination should be given when the student has earned a total of at least 30 credits toward the graduate degree, including the master’s program and graduate work done elsewhere. A student transferring from another graduate school with 30 or more credits earned toward a graduate degree must take the candidacy examination prior to earning more than 25 credits toward the graduate degree at Penn State.

For the D.M.A. student, the examination should be given when the student has completed two semesters in residence.
The results of all candidacy examinations, regardless of the outcome, must be reported to Graduate Enrollment Services via the Candidacy Reporting Form immediately following the examination.

ADVISERS AND DOCTORAL COMMITTEES

Following admittance to a graduate degree program, the student should confer with the head of that major program concerning procedures and the appointment of an academic adviser. Consultation or arrangement of the details of the student's semester-by-semester schedule is the function of the academic adviser. The academic adviser may be a member of the doctoral committee, or may be another member of the Graduate Faculty designated by the program head or chair of the major program for this specific duty. The academic adviser may be different than the major adviser who supervises the culminating experience (dissertation/final performance; i.e., dissertation/performance adviser).

Doctoral Committee

General guidance of a doctoral candidate is the responsibility of a doctoral committee consisting of four or more active members of the Graduate Faculty, which includes at least two faculty members in the major field. The dissertation/performance adviser must be a member of the doctoral committee. The dissertation/performance adviser usually serves as chair, but this is not required. If the candidate is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation/performance adviser) is a member of the Graduate Faculty in both the major and dual-title fields, and in such cases may serve as sole chair.

At least one regular member of the doctoral committee must represent a field outside the candidate’s major field of study in order to provide a broader range of disciplinary perspectives and expertise. This committee member is referred to as the “Outside Field Member.” In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member.

Additionally, in order to avoid potential conflicts of interest, the primary appointment of at least one regular member of the doctoral committee must be in an administrative unit that is outside the unit in which the dissertation/performance adviser's primary appointment is held (i.e., the adviser's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This committee member is referred to as the “Outside Unit Member.” In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student’s dissertation/performance adviser and also represent a field outside the student’s major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member.

If the candidate has a minor, that field must be represented on the committee by a “Minor Field Member.” (For additional information related to minors for D.Ed. students, see "Major Program and Minor Field" under "D.Ed.—Additional Specific Requirements" in this Bulletin.)
The doctoral committee is appointed by the director of Graduate Enrollment Services, upon recommendation of the head of the major program, soon after the student is admitted to candidacy. The dean of the Graduate School may, on occasion, appoint one or more members of the committee in addition to those recommended by the head of the program.

A person who is not a member of the Graduate Faculty (and may not be affiliated with Penn State) who is otherwise qualified and has particular expertise in the candidate's research area may be added as a “Special Member,” upon recommendation by the head of the program and approval of the director of Graduate Enrollment Services. A Special Member is expected to participate fully in the functions of the doctoral committee. If the Special Member is asked only to read and approve the doctoral dissertation or to evaluate the final performance, that person is designated a Special Signatory. Occasionally, Special Signatories may be drawn from within the Penn State faculty in particular situations.

Graduate Faculty officially appointed by the Graduate School to a doctoral committee who then leave Penn State may maintain that committee appointment for up to one year if the student's graduate program and the dean of the Graduate School, through the Office of Graduate Enrollment Services, approve the request for this exception. A retired or emeritus faculty member may serve as a doctoral committee chair if, and only if, he/she was officially appointed and began chairing the committee prior to retirement and has the continuing approval of the program head and the dean of the Graduate School, through the Office of Graduate Enrollment Services. Requests must be sent by the program head to the director of Graduate Enrollment Services. Otherwise, the committee must be revised to either remove the faculty member from the committee or change the individual's appointment to a Special Member.

The membership of doctoral committees should be reviewed periodically by the chair or head of the program to ensure that all members continue to qualify for service on the committee in their designated roles. For example, if type of appointments, employment at the University, etc., have changed since initial appointment to the committee, changes to the committee membership may be necessary. If changes are warranted, they must be made as soon as possible to prevent future problems that may delay academic progress for the student (e.g., ability to conduct the comprehensive examination or final oral examination/final performance).

The graduate program head/chair also must review periodically the Graduate Faculty listing for his/her program on both the Graduate School's website and the graduate program's listing in this Bulletin to ensure that those listings are accurate.

**Chair**

The chair or at least one co-chair must be a member of the graduate faculty of the doctoral program in which the candidate is enrolled. A retired or emeritus faculty member may chair a doctoral committee if he/she was officially appointed and began chairing the committee prior to retirement and has the approvals noted above. The primary duties of the chair are to: (1) maintain the academic standards of the doctoral program, Graduate Council, and the Graduate School and assure that all procedures are carried out fairly, (2) ensure that the comprehensive examination and final oral examination/final performance are conducted in a timely fashion, (3) arrange and
conduct all meetings, and (4) ensure that requirements set forth by the committee are implemented in the final version of the dissertation (Ph.D./D.Ed.)/final performance (D.M.A.).

**Responsibilities of Doctoral Committees**

The doctoral committee is responsible for approving the broad outline of the student’s program and should review the program as soon as possible after the student’s admission to candidacy. Moreover, continuing communication among the student, the committee chair, the dissertation/performance adviser, and the members of the committee is strongly recommended, to preclude misunderstandings and to develop a collegial relationship between the candidate and the committee.

**COMPETENCIES**

**ENGLISH COMPETENCE**

Candidates for all doctoral degrees are required to demonstrate high-level competence in the use of the English language, including reading, writing, and speaking, as part of the language and communication requirements for the doctorate. Graduate programs are expected to establish mechanisms for assessing and improving competence of both domestic and international students. Assessments should include pieces of original writing. Programs and advisers should identify any deficiencies before or at the candidacy examination and direct students into appropriate remedial activities. Competence must be formally attested by the program before the doctoral candidate’s comprehensive examination is scheduled. (Note: Passage of the minimal TOEFL or IELTS requirement does not demonstrate the level of competence expected of a doctoral degree candidate and for conferral of a doctorate from Penn State.)

**COMMUNICATION AND FOREIGN LANGUAGE COMPETENCE**

Although no Graduate Council requirement for communication and foreign language competence exists, doctoral programs may have program-specific communication and/or foreign language requirements that provide an important benefit to students and are appropriate to the field.

In addition to demonstrating competence in English as described above, each candidate for a doctoral degree is required to meet any communication and foreign language requirements set forth by the respective doctoral degree program. The candidate should ascertain specific communication and foreign language requirements, if any, by contacting the head of the graduate program, whose name appears in the program description under [Graduate Programs](#).
DOCTORAL EXAMINATION REQUIREMENTS
(Comprehensive Examinations [all doctoral degrees]; Final Oral Examinations [Ph.D./D.Ed.]/Final Performances [D.M.A.])

The doctoral examinations (the comprehensive examination and the final oral examination/final performance) are administered/overseen and evaluated by the entire doctoral committee.

All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time a doctoral examination is given, and may not have deferred or missing grades.

The graduate student must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester in which the doctoral examination is taken.

The program head will notify Graduate Enrollment Services, providing two weeks' notice, when the candidate is ready to schedule the comprehensive examination or the final oral examination/final performance. Doctoral examinations are scheduled and announced officially by the Office of Graduate Enrollment Services upon recommendation of the program head, and must not be held without official notification from the Graduate School. Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling any doctoral examination.

It is expected that doctoral examinations will take place at the campus location of the graduate center offering the program, and the graduate student must be physically present at any doctoral examination.

- Ph.D./D.Ed.: The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three, also must be physically present at the comprehensive/final examinations. (Thus, for a five-person committee, two members could participate via distance.) Requests for exceptions to allow participation of any committee member via distance must accompany the Examination Request Form, and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the examination. Of those approved to participate via distance, no more than one member may participate via telephone; any or all of those approved to participate via distance may participate via interactive videoconferencing. Special arrangements, i.e., requirements for meeting participation via distance, must be communicated to the student and all doctoral committee members well in advance of the examination.
- D.M.A.: All committee members must be physically present at the oral comprehensive examination and the final performance; the examination and the performance will be scheduled at a time when all members agree to be present.

If a committee member is unable to participate in any of the doctoral examinations and this results in not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee to replace the absent member in order to constitute a
legitimate doctoral committee. A revised committee appointment form must be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and requesting the replacement committee member. These changes and approvals must occur before the actual examination takes place (ad hoc substitutes are not permitted).

A favorable vote of at least two-thirds of the members of the committee is required for passing a comprehensive or final oral examination or a final performance. If a candidate fails an examination/performance, it is the responsibility of the doctoral committee to determine whether the student will be granted a second opportunity to take the examination or to perform. Regardless of the outcome and of the committee’s decision about whether to grant a second opportunity, the program head must report the results of each scheduled examination/performance immediately to Graduate Enrollment Services.

**COMPREHENSIVE EXAMINATION**

When a candidate for a doctoral degree has substantially completed all course work, a comprehensive examination is given (for the D.M.A., all required recitals except the final performance [i.e., two solo recitals, two chamber music recitals, and a lecture-recital with pre-approved monograph] also must have been completed successfully prior to the scheduling of the comprehensive examination). The examination is intended to evaluate the candidate’s mastery of the major, and if appropriate, the minor field and whether the candidate is prepared to embark upon his/her dissertation research (Ph.D./D.Ed.) or preparation for the final performance (D.M.A.).

Official requests to add a minor to a doctoral candidate's academic record must be submitted to Graduate Enrollment Services prior to establishment of the doctoral committee and prior to scheduling of the comprehensive examination. More information regarding minors may be found as noted below.

---For Ph.D. candidates:
http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq2
---For D.Ed. candidates:
http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq3
---For general information regarding minors:
http://bulletins.psu.edu/bulletins/whitebook/minors.cfm

As noted above, doctoral candidates must have satisfied the English competence and any program-specific communication and foreign language requirement before scheduling the comprehensive examination.

(Note: Some programs require students to pass various “area” examinations, “cumulative” examinations, or other similar examinations, or require presentation of a dissertation proposal, prior to the comprehensive examination. These are matters of graduate program policy, distinct from the general policies of Graduate Council described here.)
The format for the comprehensive examination may be entirely oral, or it may have both a written and an oral component.

When a period of more than six years has elapsed between the passing of the comprehensive examination and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination or final performance will be scheduled.

**FINAL ORAL EXAMINATION (Ph.D./D.Ed.)/FINAL PERFORMANCE (D.M.A.)**

The doctoral candidate who has satisfied all other requirements for the degree will be scheduled by the Office of Graduate Enrollment Services, on the recommendation of the head of the graduate program, to take a final oral examination (Ph.D./D.Ed.)/give a final performance (D.M.A.). Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling this final benchmark. Typically, the final oral examination/final performance may not be scheduled until at least three months have elapsed since the comprehensive examination was passed, although the director of Graduate Enrollment Services may grant a waiver in appropriate cases.

**Final Oral Examination (Ph.D./D.Ed.)**—Both the dissertation adviser/committee chair and the student are responsible for ensuring the completion of a draft of the dissertation and for adequate consultation with members of the doctoral committee well in advance of the final oral examination. Major revisions of the dissertation should be completed before this examination.

It is the responsibility of the doctoral candidate and committee chair/dissertation adviser to provide a copy of the dissertation to each member of the doctoral committee at least two weeks before the date of the scheduled examination. The dissertation should be complete and in its final draft, with correct and polished content and style, appropriate notes, bibliography, tables, etc., at the time it is distributed to the committee members. If a committee member finds that the final draft is not correct and polished with respect to content and style, it is his/her responsibility to notify the committee chair/dissertation adviser at least one week in advance of the final oral examination date. The committee member should indicate his/her concerns regarding the draft and may recommend consideration of postponement of the examination to the committee chair/dissertation adviser. The chair/adviser, in consultation with committee members, is responsible for notifying the student and assessing whether the student can make the necessary revisions to the final draft before the examination date. If it is determined that revisions cannot be made in time, the final oral examination must be postponed.

The final examination of the doctoral candidate is an oral examination administered and evaluated by the entire doctoral committee. It consists of an oral presentation of the dissertation by the candidate and a period of questions and responses. These will relate in large part to the dissertation, but may cover the candidate's entire program of study, because a major purpose of the examination is also to assess the general scholarly attainments of the candidate. The portion of the examination in which the dissertation is presented is open to the University community.
and the public; therefore, it is expected that the examination will take place at the campus location of the academic unit offering the program.

If a committee member is unable to participate in the final oral examination, the member may sign as a special signatory. A revised committee appointment form will need to be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and if it is desired to designate that individual as a special signatory, a memo from the program head must accompany the revised committee form, requesting that the committee member be moved to a special signatory. As noted above, if there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee to replace the absent member in order to constitute a legitimate doctoral committee. These changes and approvals must occur before the actual examination takes place (ad hoc substitutes are not permitted).

The committee examines the dissertation and administers the final oral examination, and once any final revisions have been made and the dissertation is deemed acceptable, committee members sign the doctoral signatory page.

**Final Performance (D.M.A.)**—The culminating experience of the D.M.A. degree is a public final performance (solo recital) that will be discussed and evaluated by the doctoral committee.

The student who approaches the final recital will have passed the comprehensive examination, as well as all previous required recitals (as described above, under “Comprehensive Examination”). The repertoire for the final performance will be decided by the student in consultation with the performance adviser and other faculty members in the major area, after which the student will prepare the final performance independently, without weekly coaching. The performance adviser may request a pre-hearing of the recital material before the doctoral committee members from the major area; the results of this pre-hearing are intended to be advisory and will not necessarily affect the scheduled final performance. The student's full doctoral committee will attend the public recital (i.e., the final performance) at University Park and evaluate it; as part of the evaluation, the doctoral committee will discuss the final performance with the student in private.

If a committee member is unable to attend the final performance in person, resulting in not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty), another Penn State graduate faculty member will need to be appointed officially to the doctoral committee as noted above to replace the absent member in order to constitute a legitimate doctoral committee. A revised committee appointment form must be submitted to Graduate Enrollment Services, removing the individual as a regular committee member and requesting the replacement committee member. These changes and approvals must occur before the actual performance takes place (ad hoc substitutes are not permitted). Exceptions to accommodate unexpected last-minute situations that may prevent a committee member’s attendance in person but that may allow for the committee member to participate at a distance (e.g., by interactive videoconferencing) may be granted but must be requested and approved through Graduate Enrollment Services before the actual performance takes place.
DISSERTATION ACCEPTANCE

Completion of the requirements of a Ph.D. or D.Ed. degree program entails acceptance of the dissertation, as indicated by the signatures of at least two-thirds of the doctoral committee, as well as the head of the graduate program, on the doctoral signatory page, and by its acceptance as meeting the editorial standards of the Graduate School, so that it constitutes a suitable archival document for inclusion in the University Libraries. Thus, it is to be noted that passage of the final oral examination is necessary but not sufficient for award of the degree; the dissertation must be accepted as the ultimate step for the Ph.D. or the D.Ed. and is to be made available to the public through inclusion in the University Libraries.

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