2013-2014 Graduate Council
Meeting Agenda: May 7, 2014 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building
Coffee available: 3:10 p.m.

1. Minutes of the April 16, 2014, 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, 4/30/2014
   b) Committee on Academic Standards – Jon Nussbaum, Chair
      Item for discussion/vote (Appendix B):
      1) Proposed new criteria and guidelines for membership in the Graduate Faculty
   c) Committee on Committees and Procedures – Kenneth Davis, Chair
      Item for discussion/vote (Appendix C):
      1) Election of new members for the 2014–2015 Committee on Committees and Procedures (online balloting prior to the meeting; see Appendix C for 2014–2015 Graduate Council membership list)
   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

7. Unfinished Business

8. New Business

9. Comments and Recommendations for the Good of the Graduate Community
2013–2014 Graduate Council
Minutes of the Meeting: April 16, 2014

Graduate Council met on Wednesday, April 16, 2014, at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Youken, Interim Dean of the Graduate School, chaired the meeting. The minutes of the meeting of March 19, 2014, were approved.

Communications to Graduate Council
None.

Announcements/Remarks by the Chair
Dr. Vasilatos-Youken remarked on the ongoing efforts by the University to examine and address projected increased costs of student health insurance. She informed Council that the membership of a task force focused on this issue, to be appointed and charged by the Executive Vice President and Provost, Dr. Nicholas Jones, was anticipated to be finalized within a matter of days, with an expectation that the group will meet weekly to achieve the goal of submitting a final report to Provost Jones by July 1, 2014.

Reports of Standing Committees of Graduate Council
Committee on Programs and Courses
Dr. Vasilatos-Youken recognized Dr. Christina Grozinger, Chair, Committee on Programs and Courses.

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

Graduate Council Curriculum Report, 4/9/2014 – Appendix A

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

Dr. Nussbaum reported that the Committee had met earlier in the day and had discussed the final report submitted to the Committee by the Ad Hoc Subcommittee on Graduate Faculty Membership, which examined the Graduate Faculty nomination process and membership guidelines.

Revisions to the current process and guidelines were approved by the Committee on Academic Standards and will be presented to Graduate Council for discussion/vote at the May Council meeting. Drs. Nussbaum and Vasilatos-Youken urged Council members to review closely the proposed revisions prior to the next meeting and to share them broadly for comment, because the proposed new policy differs significantly from the current process and guidelines.

Committee on Committees and Procedures
Dr. Vasilatos-Youken recognized Dr. Kenneth Davis, Chair, Committee on Committees and Procedures.
Dr. Davis presented to Council for discussion/vote one item on behalf of the Committee with a motion and a second to approve: Recommendations for policy decisions during the implementation of the new student information system (Project LionPATH) (Appendix B). Following a brief discussion, the proposed recommendations were approved by Council.

Dr. David Spencer commented that he had been recommended by Dr. Vasilatos-Younken for appointment to an Academic Advising advisory committee for Project LionPATH to ensure that the interests of graduate education and research are being addressed as the project moves forward. At the May Council meeting, Dr. Spencer will report on the advisory committee’s first meeting.

**Committee on Fellowships and Awards**

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

Dr. Edwards reported that the Committee had named recipients of two awards: the Academic Computing Fellowship and the AT&T Graduate Fellowship awards. The award recipients will be made public on the Graduate School website soon. The Committee is requesting nominations for the Council of Graduate Schools (CGS) distinguished dissertation awards and will have recommendations made by June.

Director of Graduate Fellowships and Awards Administration Barbara Struble also mentioned the absence of any Penn State nominees for the CGS Gustave O. Arlt Award in the Humanities during recent years. Dr. Vasilatos-Younken urged the Committee to reexamine how qualifying graduate programs are notified about the award and to perhaps take a different approach moving forward.

**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) had not met since the last meeting of Graduate Council. He will have a report on the Committee’s next meeting—to be held next week—at the May 7 Council meeting.

**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 two subgroups of the Committee had met earlier in the day and are continuing their initiatives on developing professional development activities and mentoring opportunities for graduate students. The subcommittee focused on mentoring is continuing its work developing a project proposal, the details of which will be provided at the May Council meeting. The subcommittee focused on professional development continues the planning of a workshop for graduate students that will focus on career opportunities both within academia and outside the academy. The tentative date for the workshop is October 18, 2014; additional details will be provided at the May meeting.
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 2014 Graduate Exhibition was a success despite a last-minute venue change for the performance entries. She also noted that registration for judges and exhibitors for the 2015 Exhibition will open on November 1, 2014.

Dr. Suzanne Adair reported that the number of participating students was down a bit this year but that may be attributed to graduate students’ participation in the American Educational Research Association (AERA) conference, which was held in Philadelphia on the same weekend as the Graduate Exhibition.

Dr. Vasilatos-Youenken commented on her vision of what the Exhibition could become by focusing not just on reaching out to the general public but also by reaching out to businesses/industry in the region, so that the event could serve as a networking opportunity for graduate students as well. She also would like to have the Subcommittee reach out with a goal of increasing the presence at the event of administrators from Old Main.

Special Reports

Graduate Student Association

Dr. Vasilatos-Younken recognized Ms. Katherine Kragh-Buetow representing the GSA.

Ms. Kragh-Buetow reported that the chief concern of the GSA continues to be the proposed changes in health insurance coverage offered to graduate assistants. She circulated a full-page advertisement that was purchased by the GSA in the April 9, 2104, issue of the Daily Collegian, which addresses the GSA’s chief concerns (see attachment). She noted that the GSA is looking forward to the work of the task force in order to find a favorable resolution.

Ms. Kragh-Buetow also reported that the GSA held its election of officers as well as GSA representatives to Graduate Council for 2014–2015 last week and that the Second Annual Graduate Cup games will be held on April 27.

Dr. Vasilatos-Youenken asked for clarification and received confirmation that the Association’s new name will be the “Graduate and Professional Student Association” effective July 1, 2014.

Unfinished Business

None.

New Business

None.
Comments and Recommendations for the Good of the Graduate Community

None.

There being no further comments or discussion, the meeting was adjourned at 4:33 p.m.

Next Meeting:
Wednesday, May 7, 2014, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Greetings Penn State University Administration and Student Body At-large:

The Graduate Student Association (GSA) exists, among other reasons, to enrich the experience of this university’s graduate and professional students. As elected representatives of graduate and professional students and as students ourselves, we are committed to promoting the well being of Penn State’s graduate student community. We share The Graduate School’s commitment “to ensuring that all individuals, regardless of ethnicity, gender, or other personal characteristics are afforded the opportunity to achieve their full potential as scholars and professionals.” Moreover, and perhaps most importantly, as Penn State we are committed to maintaining Penn State’s excellence as an esteemed institution. Thus, we are concerned not only with the interests of current graduate students, but of all students graduate and undergraduate, past, present, and future. Given our role and our commitment to Penn State, we are, once again, raising awareness and to seek solutions to a pressing problem facing this institution: the severe increase in the cost of, and simultaneous reduction in, health insurance at Penn State.

On March 27, 2014, GSA hosted a panel discussion at which approximately 400 graduate students personally attended and more still viewed online. The panel consisted of Executive Vice President and Provost Dr. Nicholas Jones, Interim Dean of the Graduate School Dr. Regina Vaslatis-Youkounk. Vice President of Student Affairs Damon Sims, Senior Vice President for Finance and Business David Gray, and Senior Associate Director of University Health Services Doris Gumowsky. Numerous students vocalized serious concerns about their standard of living and their ability to continue their respective studies in light of increases in the cost of healthcare. We are immensely grateful for the administration’s receptiveness to the concerns of graduate students. Because of the gravity of the issue, however, we feel compelled to reproduce some of the proposed solutions here and to request that further action be taken to alleviate the increasing costs of being a graduate student at Penn State.

Requested Outcomes from the Panel Discussion:

Students articulated many requests for action items and desired outcomes during the panel discussion. The Graduate Student Association would like to take this opportunity to restate these action items and our expectations for working toward their achievement. These outcomes include:

- Creating a Healthcare Task Force comprised of relevant administrators and a number of students representing groups with varying benefits from the PSU student insurance plan. We suggest inclusion of the following “health insurance classes” of students:
  - Subsidized students
  - Unsubsidized students
  - Students with chronic health conditions
  - International Students
  - Students with families (spouses and/or children)
- Confirmation from an external consultant that the plan must in fact adhere to the 92% Actuarial Value within the Platinum metallic tier. This confirmation should include specific references to the Affordable Care Act (ACA) legislation highlighting the areas that outline these requirements.
- A commitment to expedient updates on any future progress or changes of information. We suggest using email updates as well as a website where students can get the latest information about health insurance. The GSA has assembled a list of FAQs we would like to provide for this website.
- Identifying a realistic solution to provide financial relief for both unsubsidized and subsidized students for the 2014-2015 academic year.
- Investigating and evaluating long-term solutions, including, but not limited to, health reimbursement accounts and additional subsidies for students with lower stipends.
- Increased support to expand Counseling & Psychological Services (CAPS)
- Partnerships with peer institutions.
- The administration’s continued, good-faith efforts in “[e]nsuring affordable, quality healthcare coverage for our students.”

What We Want

The Graduate Student Association is committed to working with the administration to find viable solutions for all graduate and professional students. We understand the need to finalize the insurance contract before students require its coverage and to identify any monetary increases before the next fiscal year begins on July 1, 2014. In order for this to happen, we expect a taskforce to be charged and meetings to be held immediately. We expect to vet all possible options and to work with the University to avoid any decisions without due consideration to the impact these decisions will have on graduate students, their families, and the greater financial stability of the University.

Additionally, we are requesting a detailed explanation of the contract between the University and Aetna. The question of how the contract was negotiated without any opt-out clause or limits in rising premiums has not been sufficiently answered. While we acknowledge the decrease in benefits originates from the implementation of the ACA, the question of whether the University has negotiated in our best interests has been asked and should be answered. Because students’ ability to acquire basic healthcare and maintain solvency is so intimately connected to this health insurance question, an explanation is required to maintain an open, honest relationship with University administration.

We also appreciate that the administration is supporting stipend increases and has increased the subsidies for a spouse or child to 75% and families to 76%, but we have heard clearly that this increase in assistance is not enough. The additional 5% of 6% does not fully cover the 30% premium increase, and does nothing to help unsubsidized students defray extra costs. The 3% increase in stipend level also does not account for the expected increases in out-of-pocket costs due to the change in coverage; hence, this situation leaves students to face rising costs for other living expenses without additional support.

Conclusions

As panel participants acknowledged, the contribution of graduate students to the University mission is critical. In return for the countless hours of research and teaching that we contribute to the University, we expect to receive even smaller amounts of compensation than others who have already acquired baccalaureate and masters degrees and elected to enter the workforce. Current graduate students have chosen to attend Penn State and made life choices based on the expectation of reasonable healthcare premiums that have since increased sharply. These costs, along with ever-increasing tuition and living costs, undermine our ability to live on any fixed stipend or loan budget. As a minimum, we believe the University is responsible for finding the means to help control healthcare costs in a manner graduate students can rely upon for solvency, even with the changes imposed by the Affordable Care Act.

We look forward to working with the administration to plan and implement the solutions outlined in this letter in order to alleviate the serious concerns of students regarding healthcare costs.

Thank You,

The Graduate Student Association

PAID ADVERTISEMENT
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.

April 30, 2014

1. **New Program**: Accounting, creating and offering the Master of Professional Accounting (M.P.Acc.) degree (online intercollege graduate degree program housed academically at Penn State Harrisburg), page 3

2. **New Program**: Psychology of Leadership at Work, offering the Master of Professional Studies (M.P.S.) degree (College of the Liberal Arts), page 35

3. **New Graduate Minor**: Electrochemical Science and Engineering (College of Earth and Mineral Sciences), page 108

4. **Program Change**: Integrative Biosciences—change in the name of the graduate program to “Molecular, Cellular, and Integrative Biosciences” (MCIBS), change in degree requirements, and discontinuation of the option in Chemical Biology (intercollege graduate degree program academically housed in the Graduate School), page 126
   a. This program change will be implemented in conjunction with the following five program drops (starting on page 180):

   **Program Drop**: Cell and Developmental Biology (intercollege graduate degree program academically housed in the Eberly College of Science in conjunction with the College of Agricultural Sciences)

   **Program Drop**: Genetics (intercollege graduate degree program academically housed in the Graduate School)

   **Program Drop**: Immunology and Infectious Disease (intercollege graduate degree program academically housed in the College of Agricultural Sciences in conjunction with the Eberly College of Science and the College of Medicine)

   **Program Drop**: Molecular Medicine (intercollege graduate degree program academically housed in the College of Medicine in conjunction with the College of Agricultural Sciences)

   **Program Drop**: Molecular Toxicology (intercollege graduate degree program academically housed in the College of Agricultural Sciences in conjunction with the College of Medicine)

Note: Graduate course proposals approved through the Graduate Council curricular review process, as well as information about postbaccalaureate/graduate credit certificates approved by college/school administrators for graduate education, are published in the Senate Curriculum Report.
5. **Program Change:** Crime, Law, and Justice—change in the name of the graduate program to “Criminology” (College of the Liberal Arts), page 200

6. **Program Change:** Educational Leadership—discontinue offering the Teacher Leadership option (College of Education), page 213

7. **Program Change:** Public Administration—change in the requirements for the Doctor of Philosophy (Ph.D.) degree program (Penn State Harrisburg), page 224

8. **Program Change:** Environmental Engineering—change in the requirements for the Master of Engineering (M.Eng.) degree program (Penn State Harrisburg), page 267

9. **Program Change:** Nursing—change in the requirements for the options in the Master of Science Nursing (M.S.N.) degree program (College of Nursing), page 288

10. **Program Change:** International Affairs—discontinuation of Carlisle as an offering location for the graduate program in International Affairs (School of International Affairs), page 302

11. **Program Change:** Human Resources and Employment Relations—change in the requirements for the Master of Professional Studies (M.P.S.) degree program (College of the Liberal Arts), page 306

Note: Graduate course proposals approved through the Graduate Council curricular review process, as well as information about postbaccalaureate/graduate credit certificates approved by college/school administrators for graduate education, are published in the [Senate Curriculum Report](#).
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Penn State Harrisburg -- The Capital College
Department or Instructional Area: School of Business Administration

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ✓

Designation of new graduate program: Master of Professional Accounting in Accounting
Classification of Instructional Programs (CIP) Code: 52.0301
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester (cannot be earlier than the first semester following approval): Fall 2014 or first semester following approval
Fall 2014 or first semester following approval

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ _ Drop _ _

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

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

Indicate effective semester (cannot be earlier than the first semester following approval):

SUBMITTED BY GRADUATE PROGRAM HEAD:
Stephen Schappe
Printed name
Signature
Date: 1/5/14

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
David Witwer
Printed name
Signature
Date: 2/6/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Mukund Kulkarni
Printed name
Signature
Date: 2/7/14
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

C. Andrews Cole

Date: 4/30/2014

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Christina M. Greninger

Date: 4/30/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Regina Vasileatos-Younken

Date: 4/30/2014
Proposal for a New Intercollegiate Online Master of Professional Accounting Degree in Accounting (MPAcc).

This proposal is for an online professional master’s degree (Master of Professional Accounting, MPAcc) in Accounting, which will provide students with the professionally mandated educational requirements for licensure as a Certified Public Accountant (CPA) in Pennsylvania and most other states, as well as with the technical competencies necessary to pass the Certified Public Accountant examination.

Virtually all states now require students to have completed 150 credit hours prior to licensure as a Certified Public Accountant. Although many larger colleges and universities offer resident Master of Accounting in Accounting programs, these programs are not accessible to many students. This online program is intended to address the needs of those students for the additional education they will need in order to pursue their professional goals.

Existing resident MBA programs at the University may not be appropriate programs for students to receive the specialized professional training necessary for a career in public Accounting. The resident Master of Accounting in Accounting program offered by the Smeal College of Business draws students primarily from the Smeal undergraduate program in Accounting, is promoted as a full-time program (“one year”), and is not readily accessible to students not able to be in residence at University Park for the duration of the program. The expectation is that the proposed online program will primarily attract students who would not otherwise be able to relocate to attend the program offered by Smeal in residence, or who wish to complete their degree on a part-time basis. Therefore it is not likely to cannibalize existing resident graduate programs to any significant degree.

This program will be offered collaboratively by faculty from Penn State Harrisburg, the Black School of Business at Penn State Behrend, the Smeal College of Business, and the Penn State Great Valley School of Professional Graduate Studies. The degree will be an intercollegiate degree program with the academic and administrative home at Penn State Harrisburg. To supplement the requisite body of knowledge for professional licensure as a Certified Public Accountant (CPA), two new courses have been developed: ACCT550 Professional Responsibilities and Ethics, and ACCT532 Accounting Information and Decision Systems.

The proposed effective date for this program is the semester after approval.
Proposal for online Master of Professional Accounting Degree in Accounting

Program Summary

The proposed degree program is for a Master of Professional Accounting (MPAcc) degree in Accounting, to be offered online through the World Campus as a collaborative effort of the School of Business Administration at Penn State Harrisburg, The Black School of Business at Penn State Behrend, the Smeal College of Business, and the Penn State Great Valley School of Graduate Professional Studies. The program will provide students with the professional training and educational credentials necessary for licensure as a certified public accountant in Pennsylvania and virtually all other states.

New Courses

1. ACCT 550 Professional Responsibilities and Ethics
2. ACCT 532 Accounting Information and Decision Systems

Effective Date

Semester following approval
Proposal for online Master of Professional Accounting Degree in Accounting

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Appendix A: Comparison of existing Smeal Master of Accounting to proposed degree program ................................................................................................................................. 11
A. Program Objectives and Justification

1. Program objectives

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

The proposed program is to be delivered online through the Penn State World Campus and is intended for a nationwide market. Educational requirements for CPA licensure vary by state. The proposed program, when taken by a student who has completed an undergraduate degree in accounting, should be adequate to meet the educational requirements in all jurisdictions in the United States. When combined with a student’s undergraduate accounting degree, the proposed MPAcc will expose them to all of the competencies needed for successful completion of the CPA exam and provide them with additional important professional abilities and insights.

2. Needs assessment

The proposed online program is intended for a national market, with the expectation that it will be especially appealing to applicants who are working in the field or to those who do not have access to a relevant graduate program in their geographic area. Many smaller schools, both state-supported as well as private – and some larger schools in states that are laboring under budgetary constraints – do not have relevant Accounting-focused graduate programs to offer to students. In January 2011 the World Campus conducted a targeted marketing research effort to explore potential demand for online Master’s degrees in accounting. Their report (*Market Scan: Online Programs in Accounting*) indicates there is a strong potential demand for an online program such as that proposed here. Given the pipeline of more than 50,000 undergraduate degrees in accounting awarded annually, as well as the potential demand from currently employed professionals working in accounting and related fields, World Campus research indicates that the level of potential demand is strong enough to provide robust enrollments for an online Master of Professional Accounting degree.

In addition to the general statewide and nationwide need for this program, this program will also address a need within the Penn State system. The resident Master of Accounting
program at the Smeal College of Business is structured as a full-time program and is not accessible to students not in residence at University Park. The expectation is that the proposed online program will primarily attract to the University students who would not otherwise be able to relocate to attend the resident program. The proposed online program also provides a comprehensive curriculum that includes the body of knowledge necessary to prepare students for the CPA licensing examination. This program will enable graduates to continue their Accounting education and fulfill the educational requirements for CPA licensure.

3. Ability to offer a quality program

Penn State Harrisburg will serve as the program’s academic, administrative and accreditation home. The program will be included in Penn State Harrisburg’s AACSB International (Association to Advance Collegiate Schools of Business) Scope of Accreditation. The courses will be taught by qualified faculty at Penn State Harrisburg, the Smeal College of Business at University Park, the Black School of Business at Penn State Erie, and Penn State Great Valley. All of these partners are independently accredited by the AACSB.

Courses will be offered through the World Campus, which has a long history of success in providing technological infrastructure for distance education programs.

Per Graduate Council policy, the Accounting program will report back to the Committee on Programs and Courses three years after beginning the enrollment of online students with information to assess success and quality of the program. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.

4. Justification of degree title

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

5. Anticipated size of program and impact on course offerings

The preliminary enrollment target for the program is 35 to 45 students each year, with the reasonable expectation that initial enrollments may be smaller. It is assumed that, in keeping with other World Campus programs, enrollment will be drawn relatively more heavily from Pennsylvania residents (both Penn State alumni as well as graduates of other universities and colleges in the Commonwealth) and the mid-Atlantic region, with interest from students in other states and countries.

All of the sections in the program will be new sections above and beyond current resident instruction offerings. Faculty for these sections will be drawn from the regular full-time
faculty at the participating institutions. Course development responsibilities and staffing
decisions will be left to the partner charged with sponsoring that course. Whether the
course offerings are handled “on-load” or as an overload for specific courses and faculty is
left to the discretion of each of the partners.

6. Impact on existing programs

The proposed program offering does not duplicate any existing Penn State degree
programs. The Smeal College of Business does offer a Master of Accounting degree, but it is
a full-time residential program that attracts a number of students enrolling as part of an
integrated undergraduate/graduate 5-year program. As such, it may not be a viable
alternative for students who have an undergraduate Accounting degree from another
institution, for those who wish to attend part-time, or for those who are unable to attend
resident instruction classes in University Park on a full-time basis.

The number of 500-level and 800-level course credits that must be earned as part of the
proposed Master of Professional Accounting also differ. Whereas the Smeal MAcc requires
at least 18 of the credits must be earned in 500-level and 800-level courses (with at least 6
credit hours earned in 500-level courses), the proposed MPAcc requires that at least 21 of
the credits be earned in 500-level and 800-level courses (with at least 9 credit hours
earned in 500-level courses).

Moreover, at least 60% of the courses required in the proposed MPAcc differ from those
required in the existing resident MAcc (with the potential of an 80% course difference).
The proposed curriculum includes courses that explicitly address the content that is critical
to successful completion of the CPA examination. A summary of the differences between
the Smeal Master of Accounting and the proposed online Master of Professional Accounting
is included in Appendix A.

Penn State does have a number of resident MBA programs, as well as the online iMBA
program, where students can secure the additional credit hours needed to qualify for CPA
licensure in most states. These programs do not offer the specific accounting-focused
classes that the prospective CPA would need and, aside from the iMBA, are targeted toward
relatively narrow geographic markets.

7. Sample program of study and scheduling

Because the program is designed to appeal primarily to working professionals seeking to
expand their accounting expertise, students can be admitted to the program in both the fall
and spring semesters. To ensure both flexibility and choice to part-time students who can
enter the program during different points in the academic year, we anticipate the need to
eventually offer each course once per year, in a fixed rotation. Relatively fewer courses
likely will be offered at the initial launch, but because of the need to provide choice to
students as they progress through the program and to accommodate new students who
enter the program at different points, we anticipate eventually offering up to four courses during the fall and spring semesters and up to two courses in summer.

Upon complete roll-out of all courses for students entering in both the fall semester and spring semester, we anticipate the course offerings to follow the schedule below. All of the courses listed below are 3-credit courses.

### Fall semester:
- **(Harrisburg)** ACCT 572 Financial Reporting I (1)
- **(Harrisburg)** PADM 523 Governmental and Nonprofit Accounting (1)
- **(Great Valley)** ACCT 550 Professional Responsibilities and Ethics (2)
- **(Harrisburg)** ACCT 532 Accounting Information and Decision Systems (2)

### Spring semester:
- **(Smeal)** BLAW 444 Advanced UCC and Commercial Transactions (1)
- **(Smeal)** ACCTG 806 Advanced Topics in Taxation (1) or ACCT 510 Business Tax Planning Theory and Practice (1)
- **(Erie)** ACCT 504 Auditing Theory and Practice (2)
- **(Harrisburg)** ACCTG 881 Financial Statement Analysis (2) or ACCT 561 Financial Statement Analysis II (2)

### Summer session:
- **(Erie)** ACCT 545 Strategic Cost Management (1)
- **(Erie)** ACCTG 803 Forensic Accounting and Litigation Support (2)

The “(1)” or “(2)” after each course indicate the assumed progression through the program, assuming that it will take two years to complete. The “(1)” courses would be taken in the students’ first year, while the “(2)” courses would be taken in the second year.

8. **Residency**

According to Graduate Council’s “Residency and Related Policies for Off-Campus Graduate Degree Programs” promulgated by the Graduate School, “Professional master’s degree programs that fall under the definition of ‘off-campus degree programs’ must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising.”

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

In the proposed MPAcc program, interaction between faculty and students above and beyond direct instruction will be accomplished through a number of avenues.
Academic and professional advising

Each student admitted to the online MPAcc program will be paired with an academic adviser who is a graduate faculty member, and will work with that adviser to develop their plan of study for the program. The adviser will also be available for discussion of professional development goals and activities.

Online Discussions

Although discussion groups will be created in conjunction within the organizational framework of specific classes, it is envisioned that they will extend beyond the immediate subject matter of the class and extend to current issues in the field of study. In addition to threaded asynchronous discussions on ANGEL, live chats in chatrooms facilitated by the use of ANGEL will be used to the extent feasible (given time differences among students).

2. Interaction between peers:

Collaborative work groups

Team projects will be required in some courses in the online MPAcc program. Various avenues for interaction (threaded discussions, email, and chat rooms, among others) will be available to facilitate student interaction. Although specific course requirements are left to the discretion of the faculty teaching the course, the results of these team efforts would ideally be posted to the course common area for critiques, comments, and suggestions by other students.

Online discussions

Discussion groups, which are envisioned as being created within the context of specific courses, will facilitate interaction between students. Threaded student discussion forums will allow and encourage students to share knowledge and insights into the subject matter, air differences of opinion or areas of confusion, and enrich the learning process for all involved. The degree to which these discussions are mandatory, and the role they play in the determination of a student's grade, will be left to the discretion of the faculty offering the course. Course instructors bear primary responsibility for creating and maintaining a course environment which fosters interaction, and will be assisted in this by course designers from the World Campus.

3. Access to information and instructional resources:

As Penn State students, the MPAcc students will have access to the electronic library research resources available to resident Penn State University students. The Penn State library system has electronic full-text access to the vast majority of current literature in the field, access to authoritative professional pronouncements, and access to accounting data for publicly-traded companies in the United States and internationally. For resources which are not available online, the Library also scans printed documents on request.
4. Exposure to and socialization in the field of study:

Exposure to field of study

As a professional degree, the topical content of the courses required for the MPAcc degree will focus on the important issues in the practice of Professional Accounting. Students will be thoroughly socialized in the field of study since current practice within the field of study is a core component of virtually all courses in the program.

Participation in professional activities

Students will be encouraged to maintain membership and participation in various national and regional professional organizations, and will be encouraged to attend professional conferences as appropriate.

5. Ready access to suitable academic advising and support services:

Academic advising

Online MPAcc students will be assigned an adviser who is a member of the graduate faculty teaching in the MPAcc program. In addition to providing guidance in course selection and sequencing, the student’s adviser will also be able to provide advisement in the area of professional and career development.

Support services

The World Campus Student Services team handles inquiries about registration and records from prospective and current students, maintains students records, processes enrollments, and handles financial transactions. World Campus technical support assists students and faculty in any technological issues they may have, including both system and network configuration issues as well as directing students who need assistance towards the basic tutoring they may need in order to fully utilize the World Campus system.

6. Contribution of graduate students to the degree program, the college, and the University, particularly with respect to research and scholarship:

As a professional degree it is not expected that students will make substantial contributions to research and scholarship of the institution as a research-intensive institution. They will benefit from the expertise of faculty working in that milieu, and will take those benefits into the marketplace with them, but they are not expected to contribute directly to the research mission of the university. Since students will be encouraged and
expected to join and participate in professional organizations, there may be occasion for students to present the results of their studies at professional meetings.

7. Identification with Penn State:

The intercollege MPAcc degree is a collaborative effort between several Penn State campuses. Students will be interacting with faculty from several campuses and will identify with Penn State University as a whole. Unlike most students in resident programs, who identify with one campus or one college, students in the online MPAcc will be more familiar with the geographical dispersion of the Penn State campuses as well as the educational excellence that can be found in all corners of the Penn State system.

9. Fiscal responsibility

Penn State Harrisburg, Penn State Erie, the Smeal College, and Penn State Great Valley jointly share fiscal responsibility for the online Master of Professional Accounting in Accounting under World Campus Revenue Distribution Category 2 (RDC 2). The individual sponsoring campuses will be responsible for course development and delivery.
B. Graduate Programs Bulletin Listing

Accounting

School of Business Administration, Penn State Harrisburg

Dr. Thomas Buttross, Accounting Program Coordinator  
School of Business Administration  
E355 Olmsted Building  
717-948-6145

Degree Conferred: Master of Professional Accounting

The Graduate Faculty

Thomas T. Amlie, Ph.D. (Maryland) Associate Professor of Accounting  
Marie C. Blouin, Ph. D. (SUNY - Buffalo), Assistant Professor of Accounting  
Orie E. Barron, Ph.D. (Oregon) Professor of Accounting  
Thomas E. Buttross, Ph. D. (Mississippi) Associate Professor of Accounting  
Charles Brown, Ph.D. (Kent State) Associate Professor of Accounting  
Robert P. Crum, D.B.A. (Kentucky) Associate Professor of Accounting  
Kreag Danvers, Ph.D. (Kent State) Assistant Professor of Accounting  
Ashutosh Deshmukh, Ph.D. (Memphis) Professor of Accounting  
Mark W. Dirsmith, Ph.D. (Northwestern) Deloitte & Touche Professor of Accounting  
David Doran, Ph.D. (Pittsburgh) Associate Professor of Accounting  
Kai Du, Ph.D. (Yale) Assistant Professor of Accounting  
Karen Duhala, Ph.D. (Penn State) Assistant Professor of Accounting and Finance  
Charles R. Enis, D.B.A. (Maryland) Associate Professor of Accounting  
Paul E. Fischer, Ph.D., (Rochester) Professor of Accounting  
Dan Givoly, Ph.D. (NYU) Ernst & Young Professor of Accounting  
Guojin Gong, Ph.D. (Iowa) Assistant Professor of Accounting  
Jeremiah Green, Ph.D. (UNC – Chapel Hill) Assistant Professor of Accounting  
Susan F. Havranek, Ph. D. (Arizona State) Assistant Professor of Accounting  
Steven J. Huddart, Ph.D. (Yale) Professor of Accounting  
Bin Ke, Ph.D. (Michigan State) Associate Professor of Accounting  
J. Edward Ketz, Ph.D. (Virginian Tech) Associate Professor of Accounting  
Rick Laux, Ph.D. (Arizona State) Assistant Professor of Accounting  
Barrie E. Litzky, Ph.D. (Drexel) Associate Professor of Management and Organization  
Michelle Liu, Ph.D. (MIT Sloan) Assistant Professor of Accounting  
Henock Louis, Ph.D. (Ohio State) Associate Professor of Accounting  
James McKeown, Ph.D. (Michigan State) Mary Jean and Frank P. Smeal Professor of Accounting  
Karl Muller, Ph.D. (Illinois) Associate Professor of Accounting  
Bo Ouyang, Ph.D. (Texas - Arlington) Assistant Professor of Accounting  
Hong Qu, Ph.D. (Carnegie Mellon) Assistant Professor of Accounting

On-Line Master of Professional Accounting Proposal 9
Richard Scheib, JD/LLM (Georgetown) Instructor in Accounting
Charles H. Smith, Ph.D. (Penn State) KPMG Professor Emeritus of Accounting
John Sosik, Ph.D. (SUNY – Binghamton) Professor of Management and Organization
Amy Xue Sun, Ph.D. (Carnegie Mellon) Assistant Professor of Accounting
Biqin Xie, Ph.D. (University of Southern California) Assistant Professor of Accounting

The purpose of the Master of Professional Accounting degree in Accounting is to prepare students with the technical ability necessary to successfully complete the Certified Public Accountant examination and provide the academic credentials necessary for licensure as a Certified Public Accountant.

Admissions Requirements

In addition to the general Graduate Council admissions requirements listed in the General Information section of the Graduate Bulletin, the following requirements will also be in place.

For admission to the Graduate School, an applicant 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 who apply for admission should have coursework substantially equivalent to an undergraduate degree in Business (or a business discipline) from Penn State University. If the undergraduate major is not Accounting, an applicant should have completed the following minimum core of accounting coursework (or its equivalent): ACCTG211, ACCTG310, ACCTG340, ACCTG403, ACCTG471, ACCTG472, and FIN 301.

Students should have a grade point average of at least 3.0 (on a 4.0 scale) in their final 60 credits of undergraduate coursework, both overall as well as in Accounting courses. Students must submit scores from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE).

The language of instruction at Penn State is English. All 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 (iBT). The minimum acceptable 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.
Degree Requirements

Students must complete a minimum of 30 credit hours of instruction; all credits must be earned in 400 level, 500 level, or 800 level courses. A minimum of 21 credits at the 500- or 800-level is required, of which at least 9 credits must be earned in 500-level courses. Students must complete the following courses:

- **ACCT 572** Financial Reporting I
- **PADM 523** Governmental and Nonprofit Accounting
- **ACCT 550** Professional Responsibilities and Ethics
- **ACCT 532** Accounting Information and Decision Systems
- **ACCTG 881** Financial Statement Analysis or ACCT 561 Financial Statement Analysis II
- **ACCTG 806** Advanced Topics in Taxation or ACCT 510 Business Tax Planning Theory and Practice
- **ACCT 504** Auditing Theory and Practice
- **BLAW 444** Advanced UCC and Commercial Transactions
- **ACCT 545** Strategic Cost Management
- **ACCTG 803** Forensic Accounting and Litigation Support

ACCTG 803 will be the capstone course for the program, integrating materials learned in the other program courses.

Courses

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

C. New Courses to be established

The following new courses will be established to support the Master of Accounting degree:

- **ACCT 550** Professional Responsibilities & Ethics (3): The study of the ethical and legal issues affecting the work of accountants and related business professionals. Students will study the following topics: ethical theory; concepts and tools for recognizing and analyzing ethical issues in accounting and business; promoting ethical behavior in corporations and institutions; the social and legal responsibilities of accountants, including their obligations under Sarbanes-Oxley; the role of business and accounting in a free market economy; and the role of the accounting business profession in contemporary American society.
ACCT 532  Accounting Information and Decision Systems (3): Design and operation of accounting information systems as affected by information theory, computers and behavioral concepts. Additional topics include internal control in the design and analysis of systems and EDP Audit concepts and techniques.

D. Capstone Course

The course “Forensic Accounting and Litigation Support”, ACCTG803, will serve as the capstone course for this degree. This course will rely upon knowledge gained in the other courses in the program. Students will study investigative accounting, consulting and litigation support activities undertaken in forensic accounting engagements through the use of case studies.

E. Accreditation and Certification

The Master of Professional Accounting program requirements are designed to allow a student who has completed an undergraduate degree in Accounting (or equivalent) to satisfy the current educational requirements for CPA licensure in Pennsylvania and most if not all other states*.

*note: The degree to which Texas is willing to accept on-line courses is uncertain, and they require applicants to select an ethics course from a pre-approved list. FL, KS, NJ, and WV all require 6 credit hours of Business Law, so students who desire licensure in those states must have a 3 credit undergraduate course in Business Law to complement the graduate course contemplated in this program. Students with an undergraduate degree in business are assumed to meet this requirement.
## Appendix A
Comparison of existing Master of Accounting to proposed degree

The following table compares the courses in the Smeal College of Business Master of Accounting with the proposed Master of Professional Accounting. Courses listed in the same row are identical or similar. Explanatory notes which discuss the differences follow.

<table>
<thead>
<tr>
<th>Master of Accounting (MAcc)</th>
<th>Proposed Master of Professional Accounting (MPAcc)</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 803: Forensic Auditing and Litigation Support</td>
<td>ACCTG 803: Forensic Auditing and Litigation Support</td>
<td>Same</td>
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<tr>
<td>B LAW 444: Advanced UCC and Commercial Transactions</td>
<td>B LAW 444: Advanced UCC and Commercial Transactions</td>
<td>Same</td>
</tr>
<tr>
<td>ACCTG 881: Financial Statement Analysis</td>
<td>ACCTG 881: Financial Statement Analysis or ACCT 561: Financial Statement Analysis II</td>
<td>Note 1</td>
</tr>
<tr>
<td>ACCTG 806: Advanced Topics in Taxation</td>
<td>ACCTG 806: Advanced Topics in Taxation or ACCT 510: Business Tax Planning Theory and Practice</td>
<td>Note 1</td>
</tr>
<tr>
<td>ACCTG 873: Advanced Topics in Financial Reporting</td>
<td>ACCT 572: Financial Reporting I</td>
<td>Note 1</td>
</tr>
<tr>
<td>ACCTG 440: Advanced Managerial Accounting</td>
<td>ACCT545: Strategic Cost Management</td>
<td>Note 1</td>
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<tr>
<td>ACCTG 432: Accounting Information Systems</td>
<td>ACCT 532: Accounting Information and Decision Systems</td>
<td>Note 2</td>
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<td>B A 517: Leadership Communications</td>
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<td>Note 3</td>
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<td>FIN 531: Financial Management</td>
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<td>Note 3</td>
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<tr>
<td>Internship</td>
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<td>Note 4</td>
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<td></td>
<td>PADM 523: Governmental and Nonprofit Accounting</td>
<td>Note 5</td>
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<td></td>
<td>ACCT 550: Professional Responsibilities and Ethics</td>
<td>Note 6</td>
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<td></td>
<td>ACCT 504: Auditing Theory and Practice</td>
<td>Note 7</td>
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</tbody>
</table>

**Note 1:** Courses listed on a row indicated with “Note 1” cover substantially the same materials.

**Note 2:** ACCTG 432 is an undergraduate course which most Accounting majors at Penn State – Harrisburg take as part of their Bachelor’s degree. A large proportion of students in baccalaureate Accounting programs at other schools also take an
undergraduate Accounting Information Systems course. Therefore, use of the ACCTG 432 program would be redundant for those students. The proposed program would offer ACCT 532, a graduate course in Accounting Information Systems, which will build on students’ existing knowledge.

Note 3: B A 517 and FIN 531 do not cover materials directly relevant to the Certified Public Accountant examination or licensure as a Certified Public Accountant, which is the focus of the proposed degree program.

Note 4: Internship. The proposed program will not offer an internship. Although internships are valuable educational devices, implementation of a required internship with a potentially widely dispersed student body would be problematic. Additionally, since the proposed program is intended to be accessible to working students the internship requirement might be impossible to meet for students already working full-time jobs.

Note 5: P ADM 523 covers Governmental and Not-for-Profit Accounting, an area which currently carries material weight on the Certified Public Accountant examination. This is an area of study that is generally neglected in undergraduate Accounting programs.

Note 6: Several states (e.g., Maryland, California, Texas) require a “stand-alone” ethics course for licensure as a Certified Public Accountant.

Note 7: Auditing is a substantial component of the Certified Public Accountant examination, and a core area of practice. Most undergraduate programs offer only a single auditing course. The additional graduate course that builds on the students’ knowledge base is desirable.
Re: Inter-college Master of Accounting proposal

From: ASHUTOSH V DESHMUKH <avd1@psu.edu>
Subject: Re: Inter-college Master of Accounting proposal
To: Thomas T. Amlie <tta2@psu.edu>
Cc: BALAJI RAJAGOPALAN <bur14@psu.edu>
Reply To: Ashutosh V Deshmukh <avd1@psu.edu>

Fri, Oct 18, 2013 09:32 PM

Dear Tom:

I have gone over the online MAcc proposal carefully. I commend you on building a quality program at such short notice. I have studied dozens of online and residential MAcc type programs and I think this program compares with the best of them. A particular strength of the program is offering of Graduate courses and consequent teaching by the Graduate faculty. Similar to iMBA, I think we can harness the best faculty from four campuses for this program. I do not believe that internship is necessary since many online students will be able to pursue at least part-time work and many will be employed full-time.

Marketing surveys from World Campus have repeatedly indicated that accounting graduate degrees are in great demand. Given that we satisfy CPA education requirements of many states, I think this program will have appeal across the country. I fully support moving quickly ahead and offering this program by fall 14.

Thank you.

-Ash
RE: Inter-college Master of Accounting proposal

From: JAMES A NEMES <jan16@psu.edu>  
Subject: RE: Inter-college Master of Accounting proposal  
To: Thomas T. Amlie <tta2@psu.edu>  

Mon, Oct 21, 2013 09:31 AM

Tom,

We support the proposed online Master of Accounting program with Harrisburg serving as the administrative and accreditation home. A couple comments –

It might be helpful in the proposal to indicate which academic unit has responsibility for development and delivery of each of the courses in the program.

I would like to see some additional clarification regarding the dual cohort system with regard to course rollout. It wasn’t clear to me whether these cohorts would be mixed or not. If not, wouldn’t each course need to be offered twice each year? Given an uncertain mix of full-time and part-time students I’m not certain the cohort model is the best approach. Unless there is a rigid pre-requisite structure for these courses, giving students the flexibility to adjust course load might be attractive. Students wishing to go full-time could simply take the 4 courses per semester. Part-time students could schedule as few or as many as they want.

Please add John Sosik, Karen Duhala, and Bo Ouyang to the list of Graduate Faculty contributing to the program.

If you have any questions please feel free to contact me. We look forward to working with you.

Jim

James A. Nemes, D.Sc.
Director of Academic Affairs
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
jan16@psu.edu

From: Thomas T. Amlie [mailto:tta2@psu.edu]  
Sent: Friday, October 18, 2013 12:55 PM  
To: James Nemes  
Subject: Fwd: Inter-college Master of Accounting proposal

Dear Dr. Nemes:

https://ucs.psu.edu/zimbra/h/printmessage?id=86042&tz=America/New_York
Inter-college Master of Accounting proposal

From: BALAJI RAJAGOPALAN <bur14@psu.edu>
Subject: Inter-college Master of Accounting proposal
To: Thomas T. Amlie <tta2@psu.edu>
CC: Ashutosh V Deshmukh <avd1@psu.edu>, Chuck Brown <cab51@psu.edu>, Greg Filbeck <mgf11@psu.edu>

Tom:

I strongly support the proposed online Master of Accounting program. This program has the potential to tap a market that is not fully served by Penn State. I look forward to collaborating with other campuses and will support Black School faculty members in developing and teaching in this program. This program will not impact any of our offering such as iMBA or NPM.

Best regards,
Balaji
Oct. 21, 2013

Thomas T. Amlie
Associate Professor of Accounting
Penn State - Harrisburg
Middletown, PA 17057

Re: Intercollege Online Master of Accounting Degree

Dear Prof. Amlie:

I have reviewed the proposal for the Intercollege Online Master of Accounting Degree and am pleased to give my support. The resources of the University Libraries are very able to support such a program, especially since the UL currently supports the resident Master of Accounting program at the Smeal College of Business. The UL has several librarians who support the business and accounting programs, including a librarian at Penn State Harrisburg who has his MBA from the School of Business at Penn State Harrisburg. The UL also offers many methods of assisting online students, including email, telephone, and chat services.

Sincerely,

[Signature]

Gregory A. Crawford, Ph.D.
Director, Penn State Harrisburg Library
351 Olmsted Drive
Middletown, PA 17057
717-948-6079; gac2@psu.edu
Re: Inter-college Master of Accounting proposal

From: Steven Huddart <sjh11@email.psu.edu>
Subject: Re: Inter-college Master of Accounting proposal
To: Thomas T. Amlie <tta2@psu.edu>
Cc: BALAJI RAJAGOPALAN <bur14@psu.edu>,
ASHUTOSH V DESHMUKH <avd1@psu.edu>,
rrb2@psu.edu, ajj@psu.edu, JAMES A NEMES
<jan16@psu.edu>, Karen Duhala
<kxd27@psu.edu>, STEVEN AMES PETERSON
<sap12@psu.edu>, DAVID M SYLVIA
<dm539@psu.edu>, GREGORY ALAN CRAWFORD
<gac2@psu.edu>, Steve Schappe
<sxs28@psu.edu>, RICHARD ROBERT YOUNG
<my100@psu.edu>, Russell Barton
<rrb2@psu.edu>, Charles Whiteman
<chw17@psu.edu>, Scott Collins
<sgc132@smail.psu.edu>, Benjamin Lansford
<bni110@psu.edu>, Austin Jay Jay Jaffe
<ajj@psu.edu>

Thu, Oct 10, 2013 12:42 AM

Tom,

Yesterday, Scott Collins (Smeal One-Year MAcc Director), Benjamin Lansford (Smeal Integrated MAcc Director), and I met to review the proposal in detail and offer the following comments.

1) The proposed program (henceforth the “online program”) is substantially different from Smeal’s existing residential Integrated and One-Year Master of Accounting programs (henceforth “Smeal MAcc”). As a result, the type of graduate that the online program would produce would be not equivalent to a Smeal MAcc graduate. There are several key distinctions between the Smeal MAcc and online program:

A) Frequent and meaningful interaction with recruiters, alums, and C-suite firm leaders is a key element of the Smeal MAcc. Recruiters from the “Big 4” and regional public accounting firms spend substantial time and money hosting events for potential hires on campus. Many of these events focus on professional development and education about what careers in public accounting entail. The online program cannot provide such in-person recruiter interactions. In this context, it is important to note that Penn State-
University Park is the largest single source of new hires for two of the four Big 4 firms, one of the top five sources with one of the Big 4 firms, and one of the top ten sources for the last Big 4 firm. Moreover, recruiters from the Big 4 and other accounting firms flatly tell us that they would not be interested in hiring students from an online program. Their attitude stems from the significance they place on (i) the value of what students learn on campus, but outside of the classroom and (ii) the usefulness of multiple face-to-face interactions with students in making hiring decisions.

B) A key component of the Smeal MAcc experience is one (and in many cases two) paid internships during the program of study. This element of the Smeal MAcc programs leads to the successful placement of the entire class (with rare exceptions) in full-time employment at graduation. There is no plan to replicate the internship experience in the online program. Moreover, we expect the online program to appeal primarily to part-time students who are employed full-time, so that internships are not relevant (see point II below).

C) The proposed online program’s curriculum lacks Smeal MAcc’s BA 517: Leadership Communications class. While oral communication skills are not tested on the CPA exam, polished presentation abilities are critical to success in public accounting. Smeal’s BA 517 class has been the hallmark of Smeal’s MBA program for over 20 years. Recruiters report that “professional polish” is a distinguishing character of Smeal MAcc graduates.

D) Likewise, FIN 531: Financial Management is part of the Smeal MAcc curriculum, but not part of the online program. Financial management topics are tested on the CPA exam, albeit indirectly. Moreover, financial management is of key importance in public accounting and corporate accounting jobs.

Given these important differences, conferring the Penn State “Master of Accounting” degree to graduates of the online program would create brand confusion and potentially affect the very positive perception of the Smeal MAcc degree held by current and aspiring residential instruction undergraduate students and the recruiters who court them. The proposed online program has its own strengths and the potential to attract well-qualified students from an entirely different population of older, employed graduate degree-seekers. Reaching this different population is best accomplished by tailoring a different degree program with different courses and admissions requirements than apply to the existing Smeal MAcc programs. Accordingly, we believe it essential that the online program create its own distinct identity and award a different degree, such as “Master of Professional Studies in Accounting” or “Master of Professional Accounting.”

The MPS and MPA degrees are widely used and well-recognized. For instance, the University of Texas at Austin awards the MPA degree in its nationally-recognized professional accounting program.

II) I understand from our earlier discussions that there are some undergraduate resident instruction students at Behrend and Harrisburg who may wish to continue their
accounting studies at the graduate level in a full-time online program, but I recall that
the number of such students across the two campuses is small. Benjamin, Scott, and I
doubt very much that there is a significant population of students elsewhere who wish to
study online full-time. In any case, such full-time students would be better served by a
residential instruction program such as the Smeal One-Year MAcc. We are much more
confident that there is significant demand for a part-time graduate offering for the
reasons I provided in my April 19 email to the cross-campus working group and which I
repeat here:

I spent Wednesday afternoon this week with a group of recruiters from the
firms that hire the largest numbers of Smeal accounting graduates. The Big
4, Grant Thornton, six regional firms (Crowe Horwath, Kreischer Miller,
Parente Bear, EisnerAmper, Schneider Downs, McGladrey, and Urish
Popeck), US Steel, J&J, Verizon, and PPG all sent representatives. One of the
topics we discussed was the demand the recruiters foresaw for graduates of
the online program we are creating and the type of student they expected
would benefit from enrolling. Today, the Accounting External Advisory
Board, which includes office and regional managing partners from the major
public accounting firms met and discussed these same two issues. The
recruiters and partners at these meetings have responsibility for the mid-
Atlantic region (NY, NJ, PA, MD, VA, DE), which is basically Penn State’s
home turf. Here are the main points I took away from these interactions.

1) None of these firms is interested in offering full-time employment in their
assurance practices to people who do not already meet the 150 credit-hour
requirement.

It seems, therefore, that the certificate and degree cannot be designed as a
part-time program targeted at recent college graduates who are working full
time in assurance jobs, because there are no such people in the mid-Atlantic
region. (Beginning in January 2014, California graduates who do not meet
the 150 credit-hour requirement may get assurance jobs and seek out a part-
time MAcc program to become CPA-ready; however, demand for a part-time
on-line MAcc would likely ebb as universities in that region put face-to-face
MAcc programs in place.)

2) None of these firms is at all interested in the idea of adapting their
intensive face-to-face recruiting practices to the on-line arena (i.e., they will
not engage in "virtual recruiting").

The implication I draw from this is that a full-time on-line graduate
accounting program targeted at recent college graduates is a non-starter
because no firm is willing to invest in trying to recruit the students from such
a program.

3) Partners at EY and PwC immediately identified specific employees within their offices who were not hired initially into assurance positions and who, after serving for several years, now must earn a CPA designation in order to rise further within the firm. In both cases, these employees were enrolled part-time in on-line programs that gave them needed credit-hours and prepared them to sit for the CPA exam. I spoke with one of these employees. She underlined the importance of an on-line part-time graduate accounting program to her career progress. She said she has a number of peers who also must earn a CPA to progress.

4) The PPG representative indicated that a large number of the staff she hires are finance majors who progress to jobs that demand substantial accounting knowledge. She stated that these staff would benefit from enrolling in a part-time, on-line graduate accounting courses. She also stated that at PPG, progress towards a CPA or other professional certificate was not essential. Rather, the enhancement of professional accounting knowledge is valued. For her firm, the certificate or degree by themselves are sufficient credentials.

Points (3) and (4) suggest to me that only a part-time program is viable. Further, that program should appeal to both employed CPA-seekers and financial managers seeking to expand their accounting expertise. I am encouraged about the prospects for this type of program by conversations with recruiters and leaders among the firms that already recruit intensively at Smeal.

From my perspective, it would be helpful to understand the reasons that Tom and Mukund (I meant Ash (sorry!)) expect students (apparently from Harrisburg) to enroll full-time in the on-line program. Who are these students? If they are Harrisburg students, why are they not better served by face-to-face instruction at Harrisburg? What placement processes do you see being put in place for them? Who will hire them?

A decision whether to run the program as part-time only or both part-time and full-time seems necessary before addressing the sequencing of course offerings.

Additionally, at recent graduate study fairs in NYC and Washington DC, where Scott Collins was promoting Smeal’s One-Year MAcc, a frequently asked question was whether Penn State offered a part-time (I emphasize part-time) online graduate accounting offering. Nobody asked about a full-time online program.
Accordingly, we recommend against offering a full-time online offering in order to focus on the larger part-time audience. A part-time program is less risky and involves lower up-front costs than a full-time program. We also favor starting with a graduate certificate offering. This is the path adopted by the highly successful World Campus Master of Professional Studies in Supply Chain Management (http://www.worldcampus.psu.edu/degrees-and-certiﬁcates/supply-chain-management-masters/overview)

III) It is not accurate that the Smeal MAcc "may not be a viable or efficient alternative for students who have an undergraduate Accounting degree from another Institution." The One-Year MAcc program is still in its ramp-up phase, yet 20% of the Class of 2014 have undergraduates degrees from universities other than Penn State.

IV) The bulletin description for ACCT 572 (http://bulletins.psu.edu/graduate/courses/A/ACCT/572/201112S1) suggests significant overlap with PADM 523 in the area of governmental and not-for-proﬁt accounting. Perhaps ACCT 572 should be refocused or replaced with another course, such as ACCTG 873, which does not overlap with PADM 523.

V) The inclusion of courses on (a) professional responsibilities and ethics, (b) accounting information and decision systems, and (c) a second auditing course is a good decision as these courses ﬁll genuine professional needs and will count towards many states' speciﬁc licensing requirements. Note, however, that 800-level course designations permit greater ﬂexibility in staffing than 500-level course designations. The opportunity, where appropriate, to staff courses with qualiﬁed "Form C" members of the Graduate Faculty should not be foreclosed. I suggest that the new courses ACCT 550: Professional Responsibilities and Ethics and ACCT 532: Accounting Information and Decision Systems, be redesigned at 800-level courses. Likewise, staffing ﬂexibility would be enhanced by replacing existing 500-level courses in the proposal with 800-level analogs.

VI) The list of the Graduate Faculty is outdated. Separately, I shall send Tom an updated list of Graduate Faculty in the Smeal Accounting Department.

VII) Fall 2014 is a very early date on which to launch a full degree program given the path of approvals that remain before a class can recruited.

https://ues.psu.edu/zimbra/h/printmessage?id=84609&tz=America/New_York
VIII) As I indicated earlier, the issue of the academic and administrative home for the program has not been settled (at least as far as Smeal is concerned). I understand that this matter is now with the Provost.

Overall, this is a good proposal for an on-line degree program that I believe has the potential (with some modifications) to enroll a lot of students. I appreciate the large amount of work you have put into it, Tom. Thank you for that.

Steve

Steven Huddart
Department Chair and Smeal Chair Professor in Accounting
Smeal College of Business
Penn State

354B Business Building
University Park, PA 16802-3603

(814) 865-0041
huddart@psu.edu
www.personal.psu.edu/sjh11

On Oct 4, 2013, at 1:36 PM, Thomas T. Amlie <tta2@psu.edu> wrote:

During recent months representatives from the Behrend College, Capital College, Great Valley, and the Smeal Colleges have engaged in an effort to establish the curriculum for a jointly offered online Masters of Accounting degree that is to be delivered through the World Campus.

The program, the proposal for which is attached, was developed with a focus audience of those students that have an undergraduate degree in accounting, but will need to acquire additional total credits as well as specific accounting and accounting-related courses as a requirement to be legally qualified to take their respective Certified Public Accountant examination leading to licensure. As the program development task has progressed there has been

https://ucs.psu.edu/zimbra/h/printmessage?tid=84609&tz=America/New_York
extensive discussion between the participants with the final result being a curriculum that should be attractive to students from Pennsylvania as well as many other states beyond who would be interested in obtaining an online degree.

As this proposal now moves forward through the Penn State graduate program approval process we need to engage in consultation with all interested parties. Previous drafts of this proposal have circulated among the partners for comment and suggestions, and those suggestions have been incorporated into the resulting document. We now request that you please review this in detail and provide your comments accordingly. Given the length of time required for the entire process, your prompt attention will be appreciated.

Tom Amlie

Thomas T. Amlie
Associate Professor of Accounting
Penn State - Harrisburg
Middletown, PA 17057
717-948-6441
717-948-6456 (fax)
717-875-6174 (c)
<MACC proposal for review.docx>
RE: Inter-college Master of Accounting proposal

From: Austin Jaffe <ajj@psu.edu>  Fri, Oct 11, 2013 11:19 AM
Subject: RE: Inter-college Master of Accounting proposal
To: 'Thomas T. Amlie' <tta2@psu.edu>, Steven Huddart <sjh11@email.psu.edu>, Russell Barton <rrb2@psu.edu>, Jeff Sharp <jeffsharp@psu.edu>

Dear Professor Amlie,

I have reviewed your program proposal for an online Masters of Accounting program. I presume you included me in the email mailing list since B LAW 444 is one of the included courses. I am also aware of the online and in-house discussions of your proposal.

I regret that I cannot support your proposal if it includes B LAW 444. This is a specialized course on the Uniform Commercial Code and it has been designed with specific needs in mind for our program. We lack the capacity to add any additional sections or to build an online version of the course. At the same time, it is essential that this course meet the same standards as the course offered at UP as part of the Smeal offerings.

Sincerely,

Austin

Austin J. Jaffe
Chair, Department of Risk Management, and
Phillip H. Sieg Professor of Business Administration
Smeal College of Business
The Pennsylvania State University
University Park, PA 16802 USA
(814) 865-1938 (voice) (814) 865-6284 (fax)
ajj@psu.edu (e-mail)

From: Thomas T. Amile [mailto:tta2@psu.edu]
Sent: Friday, October 04, 2013 1:37 PM
To: BALAJI RAJAGOPALAN; Ashutosh V Deshmukh; Steven Huddart; Russell Barton; Austin Jaffe; JAMES A NEMES; KAREN DUHALA; STEVEN AMES PETERSON; DAVID M SYLVIA; GREGORY ALAN CRAWFORD; Steve Schappe; RICHARD ROBERT YOUNG; THOMAS TOWNSEND AMLIE
Subject: Inter-college Master of Accounting proposal

During recent months representatives from the Behrend College, Capital College, Great Valley, and the Smeal Colleges have engaged in an effort to establish the curriculum for a jointly offered online Masters of Accounting degree that is to be delivered through the World Campus.

https://ucs.psu.edu/zimbra/h/printmessage?id=84837&tz=America/New_York
RE: Inter-college Master of Accounting proposal

From: Russell Barton <rrb2@psu.edu>               Fri, Oct 11, 2013 11:26 AM
Subject: RE: Inter-college Master of Accounting proposal
To: Thomas T. Amlie <tta2@psu.edu>
Cc: Steven Huddart <sjh11@email.psu.edu>, Austin Jaffe <ajj@psu.edu>, Charles H. Whiteman <cwhiteman@psu.edu>, dms39@psu.edu, erc2@psu.edu

Dear Tom,

Thanks very much for sharing the current status and proposal. I know that the structuring of this program depends on larger strategic issues being discussed at the deans/campus officers/provost level. Those discussions are in process. In that light I think that it would be wise to wait on moving this proposal forward until those issues are resolved. I understand the unfortunate consequences of delay, but in this case I think that is necessary.

Sincerely,
Russell

--
Russell R. Barton
Senior Associate Dean for Research and Faculty
The Mary Jean and Frank P. Smeal College of Business Administration
The Pennsylvania State University
University Park, PA 16802
Phone: 814-865-3585 Email: rbarton@psu.edu

From: Thomas T. Amlie [tta2@psu.edu]
Sent: Friday, October 04, 2013 1:36 PM
To: BALAJI RAJAGOPALAN; Ashutosh V Deshmukh; Steven Huddart; Russell Barton; Austin Jaffe; JAMES A NEMES; KAREN DUHALA; STEVEN AMES PETERSON; DAVID M SYLVIA; GREGORY ALAN CRAWFORD; Steve Schappe; RICHARD ROBERT YOUNG; THOMAS TOWNSEND AMLIE
Subject: Inter-college Master of Accounting proposal

During recent months representatives from the Behrend College, Capital College, Great Valley, and the Smeal Colleges have engaged in an effort to establish the curriculum for a jointly offered online Masters of Accounting degree that is to be delivered through the World Campus.

The program, the proposal for which is attached, was developed with a focus audience
MEMO

To: Tom Amilie, Associate Professor of Accounting
School of Business Administration at Penn State Harrisburg

From: David Sylvia, DAA for Graduate Programs

Date: February 19, 2014

Re: Proposal for Master of Professional Accounting

I am pleased to support the proposal to offer the Master of Professional Accounting off-campus and online to students at a distance via the World Campus. The World Campus is prepared to deliver this degree in partnership with the School of Business Administration at Penn State Harrisburg, The Black School of Business at Penn State Behrend, the Smeal College of Business, and the Penn State Great Valley School of Graduate Professional Studies, 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. This RDC stimulates that the academic partners provide complete courses ready for the World Campus to place online that conform to the Penn State Quality Assurance Standards. Because all of the courses will not be developed in the same learning design shop, it is imperative that the instructional designers assigned to course development collaborate to ensure a common “look and feel” for all courses in the program.

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 feel free to contact me.

Thank you.

Cc: Stephen Schappe, Director, School of Business Administration at Penn State Harrisburg
Jim Nemes, DAA, Penn State Great Valley School of Graduate Professional Studies
Balaji Rajagopalan, Director, The Black School of Business at Penn State Behrend
Chuck Whiteman, Dean, Smeal College of Business
Shubha Kashyap, Program Manager, World Campus
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

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<tr>
<th>College/School:</th>
<th>College of the Liberal Arts</th>
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<tr>
<td>Department or Instructional Area:</td>
<td>Psychology Department</td>
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**New Graduate Program, Option, or Minor:**
- [ ] Add

Designation of new graduate program: MPS Psychology of Leadership at Work
Classification of Instructional Programs (CIP) Code: __________

Designation of new graduate option: ____________________________
Designation of new graduate minor: ____________________________

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

**Existing Graduate Program Option, or Minor:**
- [ ] Change
- [ ] Drop

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

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

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

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

---

**Submitted by Graduate Program Head**

Mervin Mark, Department Head
Printed name: ____________________________
Signature: ____________________________
Date: 3/2/14

---

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

Jennifer Wagner-Lawlor
Printed name: ____________________________
Signature: ____________________________
Date: 3/2/14

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

Christopher P. Long
Printed name: ____________________________
Signature: ____________________________
Date: 3/2/14
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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Andrew Cole</td>
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<td>Christina M. Geisinger</td>
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<td>Regina Vasilatos-Yount</td>
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Graduate Program in Leadership, offering the Master of Professional Studies in Psychology of Leadership at Work

2/26/2014
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Program Objectives

The proposed Master of Professional Studies (MPS) in Psychology of Leadership at Work is designed for working professionals who are seeking advanced education in leadership to enhance their careers, to support organizational goals and objectives, and to apply strategies for leading, influencing, and motivating diverse work groups and individual employees. It is designed to be delivered via Penn State’s World Campus.

The proposed MPS degree in Psychology of Leadership at Work examines the nature and role of leadership across varied organizational settings. Leadership is broadly defined as the process of influencing others (individually or collectively) in organizational settings. The program is based on the well-supported conclusion of leadership research and theory that, given the complexities of influencing other individuals, no one best way of leading others is optimal in all situations for all leaders or employees. Thus, in addressing leadership, the program draws comprehensively on research, theory, and practice primarily arising from the field of Industrial/Organizational (I/O) Psychology, with additional content drawn from other areas of Psychology, such as Social and Cognitive Psychology, and from related disciplines, such as Organizational Behavior and Human Resources. Program content is not focused on any one specific approach to leadership, but rather exposes the student to a broad range of theoretical perspectives. Nor is the content confined to particular occupations or types of employing organizations, but rather addresses the variety of organizational settings that require effective leadership. In general, coursework in the program addresses the way that various aspects and techniques of leadership can enhance the motivation, attitudes, and performance of individual employees in work organizations, as well as the relevant workgroup-level variables. The program also addresses the impact of workplace characteristics on the reactions (positive and negative) of individual employees and work groups to various leadership approaches and influence tactics. The degree program is designed to teach students how research, theory, and application of the psychology of leadership can lead to effective means to facilitate the solving of complex human issues within diverse organizational settings.

Students who complete the proposed MPS in Psychology of Leadership at Work can expect to:

• Obtain a comprehensive knowledge of the psychology-based research, theory, and practice related to leadership roles in work organizations;
• Develop an understanding of basic psychological processes that underlie individual motivation, work attitudes, and related work behaviors;
• Understand the complexities of group processes that can affect the effectiveness of influence attempts by a leader;
- Develop awareness of the ethical issues that can arise when leading others in organizational settings;
- Develop knowledge of more specialized applications of leadership research and theory in domains, such as multinational organizations, creative and innovative teams, and decision making teams; and
- Develop skill at diagnosing the characteristics of employees, work groups, and work situations, in order to implement effective leadership and influence strategies.

A capstone course (PSY 894) provides an opportunity for students to demonstrate their understanding of the principles, theory, and content studied during the program, as well as their ability to apply this material to a relevant workplace issue of interest. The projects can be characterized as applied research efforts that are focused on developing leadership-related solutions to particular workplace concerns or problems. Project papers will present a description of the workplace issue, a discussion of possible leadership approaches to the issue, and conclusions based on empirical or conceptual analysis of those possible solutions. Illustrative project topics include development of a strategy to enhance workgroup innovation; the design of a leadership training program aimed at improving leader-subordinate relationships; a critique of a leadership selection program; a plan for applying a conceptual framework for understanding leadership in the face of cultural differences; or conducting a multiple case analysis of outstanding leadership within an organization. Faculty mentors will maintain comparable scope and complexity of the capstone projects across students, as well as ensure that relevant course materials are utilized by the students in their project development, execution, and written presentation.
Program Justification Statement

Need for Program

The Outreach Office of Marketing Research conducted a market scan to assess the viability of an online professional master’s degree related to leadership in August 2012. The study concluded that the market potential is positive for the development of the program, especially given the unique position of its curriculum within the discipline of Applied Social Psychology and Industrial/Organizational (I/O) Psychology. The study reported that the proposed MPS in Psychology of Leadership at Work appears to be unique in the market, due to both the design of the degree and the caliber of Penn State. Although there are more than 40 online programs offering study in leadership, most of these degrees have an academic home in a school of business or professional education. No other master’s level leadership degree was found with a disciplinary focus in I/O and Applied Social Psychology. In addition, most schools offering online study in the field of leadership are small, relatively unknown institutions. None has the national ranking, reputation, and expertise that Penn State and the World Campus possess.

One need go no further than the latest newsweekly or business magazine to see plentiful evidence of the need for the proposed degree in leadership. Contemporary organizations, private and public, are facing intense competition for resources. These organizations are continually seeking ways to increase their effectiveness and efficiency. Research conducted in I/O Psychology and related behavioral science disciplines has shown that organizations that are characterized by strategies that encourage widespread use of challenging work assignments, shared decision-making authority, and opportunities to generate and implement creative and innovative ideas are more likely to be successful and to have engaged and empowered employees who have high levels of motivation and positive work attitudes. Yet the number of such effective organizations is small and those that achieve success often fail to sustain it over long time periods.

While the characteristics of effective organizations are relatively easy to describe in the abstract, they are exceedingly difficult to implement in reality. One of the factors identified as contributing to the difficulty of achieving and sustaining organizational excellence is inadequate leadership at all levels of the organization.

Organizational scholars today agree that effective leadership is important not only at the executive level, but also is crucial throughout the organization. Modern organizations are characterized by high complexity and rapid change, requiring leaders who understand the psychological and social factors that can yield diverse and varied behaviors, emotions, and
attitudes among employees. Individuals in the early stages of their leadership careers in organizations are most susceptible to relatively limited knowledge concerning employee behavior and affect. Much of their education has often focused on technical knowledge in their functional specialties, with less attention to the human component of their jobs. Even those early-stage leaders with more formal education in behavioral sciences are disadvantaged by their limited experience in the practical aspects of leading and influencing others.

This shortfall of knowledge and experience creates the need for the proposed MPS in Psychology of Leadership at Work program. Its coursework emphasizes (a) theory that provides explanatory frameworks, (b) empirical research that provides data for evidence-based decisions, and (c) practical application of theory and research to organizational issues and problems, all of which can develop more effective organizational leaders. This program will be directed at individuals who are in the early and middle stages of their organizational careers, currently in or aspiring to managerial positions. The content of the program will be appropriate for such individuals employed in a wide range of functional specialties and industry sectors, including public agencies.

This proposal represents nearly seven years’ effort to offer a professional master’s degree in Leadership through the World Campus. In approximately 2006, Liberal Arts distributed a proposal to offer an MPS in Organizational Leadership through the World Campus. At that time, Great Valley responded that they would collaborate by developing an intercollege degree in leadership with Liberal Arts. Unfortunately, this early collaboration with Great Valley was not fruitful.

Recognizing that Liberal Arts retained its interest in offering a professional master’s degree in leadership through the World Campus, Regina Vasilatos-Younken, then Senior Associate Dean of the Graduate School, convened a meeting with Emeritus Associate Dean Ron Filippelli and Assistant Dean Avis Kunz, Liberal Arts; David Sylvia, Director of Academic Affairs for Graduate Programs in World Campus; James Thomas, then Dean of Penn State’s Smeal College of Business; and Jim Nemes, then Acting Director of Academic Affairs, Great Valley. Dean Vasilatos-Younken reviewed the attempted efforts to launch an intercollege degree between Liberal Arts and Great Valley and stated that it was time for Liberal Arts to move forward, with Great Valley in a supporting and collaborative role. During this meeting, all parties agreed Liberal Arts would move forward with plans for a professional master’s degree in leadership (broadly titled). Since that meeting, Liberal Arts has worked steadily to develop the current proposal, although we now have given the program a more focused title, reflecting its disciplinary foundation in Psychology. The program of study, while predominantly focused in I/O Psychology, reflects the supporting role of Great Valley faculty and important inclusion of
three relevant courses (LEAD 555, LEAD 556, and MGMT 507).* During the consultation process (detailed in Appendix A), we retained a streamlined curriculum and resisted suggestions to include courses that could have lessened the cohesion of the degree.

**Projected Program Size**

Based on the implementation of the MPS HRER, we predict approximately 120 enrollments during the first full program year (summer-fall-spring.) This conservative enrollment prediction is based on approximately 48 students enrolling in 2.5 courses per term (allowing for partial participation in the summer). The program’s projected rollout scenario involves a staggered rollout of courses, offering limited courses during the initial semesters, with full delivery of all courses in all semesters occurring by the 5th semester of operation onward. As we have seen in other programs, enrollment growth can be dramatic in the first few years of the program. We would meet the increased demand by offering multiple sections of courses along with adding new elective courses as needed.

**Program Title Justification**

The graduate program name “Psychology of Leadership at Work” and the degree title of Master of Professional Studies are appropriate because the proposed program emphasizes the practical application of knowledge about leadership, based primarily on research and theory from the subfields of I/O and Applied Social Psychology, to the students’ present and future job duties.

While no one discipline can claim leadership as its domain given its interdisciplinary foundations, applied psychology has made substantial contributions to the foundation of the field. As Bernard Bass, this era's patriarch of the field, notes in *The Bass Handbook of Leadership* (Bass & Bass, 2008), the modern field of leadership has its roots grounded directly in the social sciences and applied psychology, specifically. Perhaps the earliest work on leadership was done by Terman (1904) on the psychology and development of leadership. Roots of the study of leadership can also be traced to I/O Psychology's related foundation in the promotion of army officers (Kohs & Irle, 1920). Freud's (1922) work on group psychology and then Stogdill's (1948) work on personality and leadership all illustrate the role psychology has played in shaping and directing the research, theory, and applications related to the leadership field. Turning to the current direction of the field, Dinh et al. (2014) recently examined the top journals and their investigation of work-related leadership. Overwhelmingly, the most popular theories in the field are those grounded in psychological concepts, such as interpersonal relationships (e.g.,

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* Although LEAD 555 and 556 are crosslisted with BUSAD, they will be offered only as LEAD courses through the World Campus.
transformational leadership) as well as those focusing on cognition and information processing. In addition, I/O and Applied Social Psychology have long histories of active application of psychological research and theory in work organizations and, thus, also are clearly appropriate bases for the degree of Master of Professional Studies.

At the beginning of developing this proposal, Liberal Arts consulted with the Smeal College of Business, Penn State Great Valley, the World Campus, and the Graduate School. During this early consultation, the broad title of “Leadership” was presented as the likely title for the program. More recently, various Penn State units have suggested that the title be changed to the “Psychology of Leadership” or an equally narrower title. In the spirit of our citizenship role within the University, we have reconsidered the title. We prefer the current title, which reflects the disciplinary base of the program of study, as well as its focus on leadership in the workplace.

Penn State is a diverse university with leadership-related courses and programs based in several academic homes, including the College of Education, the College of Engineering (undergraduate), the Smeal College of Business Administration, Penn State Great Valley, and Penn State Harrisburg, in addition to the College of Liberal Arts. Distinctions between the proposed MPS in Psychology of Leadership at Work degree program and these other Penn State offerings are discussed in the section on “Non-Duplication of Other degree Programs.” Additional information regarding the appropriateness of the Department of Psychology providing a degree program with this title is provided in the following program proposal section.

**Academic Unit’s Ability to Offer a Quality Online Program**

The College of the Liberal Arts will be the academic and administrative home of the degree, while it wants to recognize the contributions of faculty at Penn State Great Valley. The College of the Liberal Arts offers an extensive portfolio of programs through the World Campus. These programs include a large general education portfolio and 10 undergraduate degrees (BA/BS Psychology; BA/BS Economics; BA/BS Labor and Employment Relations; BA Political Science; BA Law and Society; BA Letters, Arts, and Sciences; and BS Organizational Leadership), plus a successful online MPS in Human Resources and Employment Relations. The Department of Psychology is the academic home of the online BA/BS Psychology. As of December 2013, this program had approximately 2,300 enrollments and approximately 416 majors. Demonstrating its commitment to student engagement, Psychology was the first academic program to launch a student club through the World Campus.

The I/O Psychology sub-area within the Department of Psychology has consistently been highly ranked in this field for the past 30 years. For instance, it has been consistently ranked in the top ten by U.S. News & World Report among the I/O Psychology field. Faculty in the I/O and
Applied Social Psychology sub-areas conduct research, publish, and teach in the knowledge domains covered by the proposed MPS in Psychology of Leadership at Work courses and also consult with organizations on relevant topics. The combined experience and expertise of the College of the Liberal Arts and the Department of Psychology provide strong evidence for the ability to offer a quality online program.

The School of Graduate Professional Studies at Penn State Great Valley offers the Master of Leadership Development (MLD) residential program. The MLD program is an interdisciplinary professional program that blends the social and behavioral sciences with ethical studies to develop outstanding organizational and community leaders. The proposed MPS in the Psychology of Leadership at Work will utilize online versions of existing MLD residential courses and related faculty expertise from the Great Valley MLD program in order to supplement the Department of Psychology faculty expertise.

**Impact on Current Course Offering and Faculty Load**

This program involves the proposal of 11 new courses from the Liberal Arts. The 3 courses from Great Valley already reside in the bulletin. The 11 Liberal Arts courses plus the 3 courses from Great Valley will be developed for online delivery. This will increase faculty load, both during course development and during delivery. However, the program’s business model is to be financially self-sustaining, including the provision of faculty salary for the delivery of courses. There currently are seven tenured or tenure-track I/O faculty in the Department of Psychology. The department has also hired Dr. Brian Redmond as the director for curricular development. He is tasked with expediting the course development for all the new courses for this program. In addition there are four fixed term-1 lecturers in the Department with Ph.D.’s in I/O Psychology. The department intends to hire a Professor of Practice with a Ph.D. in I/O Psychology to serve as the program administrator, as well as an instructor. It is anticipated that additional affiliate faculty with appropriate approvals to teach graduate courses would be hired as instructors for some course sections. I/O Psychology Ph.D. program alumni are one likely source for such instructors. Penn State Great Valley has designated three faculty, Drs. John Sosik, Janice L. Drechslin, and Denise Potosky, to be responsible for course development and instruction of the courses contributed by Great Valley (LEAD 555, LEAD 556, and MGMT 507).

**New Courses to be Designed for the Program**

The following 11 courses will be designed for online delivery in support of the MPS in Psychology of Leadership at Work:

- PSY 532 - Psychological Foundations of Leadership
- PSY 533 - Ethics and Leadership: Psychological and Social Processes
Fiscal Responsibility for the Program

The College of the Liberal Arts assumes fiscal responsibility for the program under the revenue sharing 2 guidelines established by the World Campus. The College will assume responsibility for start-up costs including learning design, course author and materials. The College will receive 66% of the gross tuition from the World Campus and will charge program costs to the MPS in Psychology of Leadership at Work cost center before distributing revenue to the department. Penn State Great Valley will assume fiscal responsibility for developing and supporting LEAD 555, LEAD 556, and MGMT 507 in addition to instructional costs. All revenue from Great Valley courses will be shared directly with Great Valley under the revenue sharing 2 guidelines established by the World Campus. Because the courses will be developed by two different learning design units, designers from each design unit will collaborate to develop a program design plan to assure comparable course design across the program of study.

How the Program Strengthens the Existing Programs of the College and University

This online program provides a much needed resource for working professionals who could not otherwise obtain a Penn State education. Simultaneously, the program will bring in financial resources to the College of the Liberal Arts that will allow it to grow its capacity and impact in this area as well as others.

The Department of Psychology is well-suited to be the intellectual home of the proposed MPS in Psychology of Leadership at Work program. The I/O Psychology sub-area within the department has consistently been highly ranked in its field for the past 30 years. For instance, it has been consistently ranked in the top 10 by U.S. News & World Report among I/O Psychology. Faculty in the I/O and Applied Social Psychology areas conduct research, publish, and teach in the knowledge domains covered by the proposed MPS in Psychology of Leadership at Work courses and also consult with organizations on relevant topics.
**Appropriateness of the Program for Off-campus Delivery**

This program is designed solely for Internet-based, off-campus delivery via Penn State’s World Campus to an audience comprised of working adult professionals studying part-time at a distance.

The success of the existing online courses offered by the College of the Liberal Arts and the Department of Psychology demonstrates the appropriateness of the subject matter for off-campus delivery. It also indicates that the College and the World Campus possess the capacity and commitment needed to offer the high-quality off-campus graduate program described in this document.

**Non-duplication of Other Degree Programs**

The proposed program is not currently offered at Penn State, although it draws predominantly on the discipline of Psychology, especially the sub-areas of Industrial and Organizational Psychology and Applied Social psychology, within the College of the Liberal Arts. No other master’s degree program is offered within the Penn State system that focuses primarily on leadership from the perspective of Psychology.

The Smeal College of Business offers short executive education programs (usually one week in length) that address aspects of “Leadership and Strategy,” but these are not part of a degree program in leadership and are directed at higher levels of organizational management. The graduate program in Business Administration offered by Smeal offers two paths to the Master of Business Administration (MBA) degree. One is a residential program at University Park with an emphasis on Strategic Leadership. Courses with this focus are primarily offered by the Management and Organization Department, and other finance and entrepreneurship courses are also available in this area. These programs are different than the MPS in Psychology of Leadership at Work because they focus on the role of organizational leaders in establishing and implementing organizational strategy, and the multidisciplinary content that does not include a strong focus on psychological research and theory. The emphasis is also only one element within the MBA curriculum that includes additional content domains from various Smeal academic departments. In addition, the residential Smeal MBA program offers an experiential leadership "immersion" for its students that include feedback from multiple raters on students’ leadership behaviors, followed by one of three experiential leadership development events. This is equivalent to a course module addressing personal development as a leader, using one of a number of possible such development approaches. The Smeal Executive MBA, offered in the Philadelphia area, does not offer a focus in the same way as the University Park resident MBA program, but many of the same elective courses are offered. Students in this program do not
experience the broad, psychologically-based coursework on leadership research and application that will be afforded to students in the proposed MPS in Psychology of Leadership at Work program.

The online intercollege Master of Business Administration (MBA) degree in Business Administration offered by the Penn State Erie, Penn State Harrisburg, Penn State Great Valley, and Smeal addresses some aspects of leadership as part of a few courses within its curriculum, but offers no specialization in leadership within its degree. The same is true for the online Master of Public Administration degree in Public Administration offered by Penn State Harrisburg.

The Master of Professional Studies in Human Resources and Employment Relations, offered through the World Campus and the Department of Labor Studies and Employment Relations in the College of the Liberal Arts, focuses on various managerial and technical jobs in the general functional area of Human Resources in work organizations, but does not include any specific coursework on leadership.

The Leadership Development (LEAD) program at Penn State Great Valley offers the degree of Master of Leadership Development (MLD) in a residential program that is designed to meet the educational needs of professionals at the middle to senior levels of management. As described in the University Bulletin, the Penn State Great Valley Master of Leadership Development (MLD) program is a 36-credit interdisciplinary professional program that blends numerous social and behavioral sciences with ethical studies in order to develop organizational leaders by building on the mid- and high-level managerial and administrative experience of students. As part of the School's Management Division, the program is accredited under the specialized accreditation received from the Association to Advance Collegiate Schools of Business International (AACSB). The purpose of the MLD program is to provide an in-depth analysis of the theory and practice of authentic transformational leaders and the MLD curriculum emphasizes strategic leadership and the creation of wealth in organizations, balancing financial measure of performance with learning and growth, and customer and external process perspectives. While the proposed MPS in Psychology of Leadership at Work will incorporate some of the LEAD coursework into its curriculum in order to broaden the learning opportunities for its students, its substantive emphases, target student population, and mode of delivery are quite different.

The College of Education offers a M.Ed. Educational Leadership at University Park and a M.Ed. Educational Leadership – Teacher Leadership Option through the World Campus. According to the Graduate Bulletin, graduate work in the Educational Leadership program has two major paths: One for “those who want to engage in a wide variety of leadership roles within and directly affecting schools and districts.” The second is for “those who want to exercise leadership
roles in educational policy arenas and/or engage in educational research.” The core courses for the M.Ed. Leadership are EDLDR 560: Principles of Instructional Supervision and EDLDR 559: School Improvement. The six required courses are drawn from areas of concentration in school leadership, professional development, curriculum, school policy & change, and an open area. The M.Ed. Leadership – Teacher Option offers topics in learning theory, teacher inquiry, curriculum design, teacher leadership, school improvement, and instructional supervision. The proposed MPS in Psychology of Leadership at Work would draw from a different professional population in that the MPS in Psychology of Leadership at Work is not focused on developing leaders for educational settings. In addition, the Educational Leadership M.S. and M.Ed. programs focus on specific leadership roles in educational organizations which would not typically be relevant for individuals employed in other types of work organizations.
Psychology of Leadership at Work

Melvin M. Mark, Head of the Department of Psychology
Department office: 140 Moore Building
814-865-9514

Degree Conferred
Master of Professional Studies (MPS)

The Graduate Faculty

College of the Liberal Arts
- James L. Farr, Ph.D. (Maryland) Professor Emeritus of Psychology
- Alicia A. Grandey, Ph.D. (Colorado State) Associate Professor of Psychology
- Sam Hunter, Ph.D. (U. Oklahoma) Assistant Professor of Psychology
- Rick R. Jacobs, Ph.D. (U. California, Berkeley) Professor of Psychology
- Kisha Jones, Ph.D. (U. Illinois) Assistant Professor of Psychology
- James LeBreton, Ph.D. (U. Tennessee) Professor of Psychology
- Songqi Liu, Ph.D. (Maryland) Assistant Professor of Psychology
- Susan Mohammed, Ph.D. (Ohio State) Associate Professor of Psychology
- Melvin M. Mark, Ph.D. (Northwestern) Department Head and Professor of Psychology

Penn State Great Valley School of Graduate Professional Studies
- Janice L. Dreachslin, Ph.D. (Wayne State) Professor of Health Policy and Administration
- Denise Potosky, Ph.D. (Rutgers) Professor of Management and Organization
- John Sosik, Ph.D. (SUNY Binghamton) Professor of Management and Organization

Master of Professional Studies in Psychology of Leadership at Work

The MPS degree in Psychology of Leadership at Work is a 33-credit program of study for individuals who are in the early and middle stages of their organizational careers, currently in or aspiring to managerial positions. The content of the program will be appropriate for such individuals employed in a wide range of functional specialties and industry sectors, including public agencies.
The MPS degree in Psychology of Leadership at Work examines the nature and role of leadership across varied organizational settings. Leadership is broadly defined as the process of influencing others (individually or collectively) in organizational settings. Program content rather exposes the student to a broad range of psychological theory, research, and application related to leading others in work organizations of all types. Courses address how effective leadership can enhance the motivation and performance of individual employees and work teams and are designed to facilitate the solving of complex human issues within diverse organizational settings.

**Admission Requirements**

**Educational Background**
For admission to the Graduate School, an applicant 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 who do not have a GPA of at least 3.0 will be considered on a case-by-case basis depending on the quality of their overall application. Applicants who are still completing their baccalaureate requirements at the time of application may be admitted to the Graduate School provisionally, pending the awarding of the baccalaureate degree. Students are also expected to have a minimum of two years of full-time work experience prior to admission.

**Language of Instruction**
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, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT). 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.

**Core Application Packet**
- Completed official online Graduate School application and payment of nonrefundable application fee.
- Statement of purpose: a 2-3 page essay articulating career and educational goals that demonstrates the student’s written communication skills.
- A current vita or résumé.
- Three letters of recommendation that attest to the student’s readiness for graduate study and document the requisite minimum of two years of work experience. Letters must be submitted through the online application. Within the online application you will be asked to enter the names and email addresses of three individuals who will be providing your recommendation. Those individuals will receive a note via email asking them to complete a brief form that will serve as your recommendation. Please inform all recommenders they must submit the form in order for your application to be complete.
- Two official transcripts from each institution attended.

**Degree Requirements**

Total required credits for the MPS: 33 credits at the 400 level or higher; at least 27 must be at the 500 level or higher, with at least 6 at the 500 level.

**REQUIRED COURSES:** (9 credits, plus the 3-credit capstone course described below)

- PSY 532 - Psychological Foundations of Leadership
- PSY 533 - Ethics and Leadership: Psychological and Social Processes
- PSY 539 - Foundations of Behavior, Motivation, and Attitudes at Work

**SUPPORTIVE (ELECTIVE) COURSES:** (15 credits)

- LEAD 555 - Full Range Leadership Development
- PSY 811 - Global and Cross-Cultural Leadership
- PSY 812 - Group Leadership and Effective Decision Making
- PSY 813 - Leadership for Creativity and Innovation
- *Either* PSY 814 - Psychology of Leading Work Groups and Teams *or* LEAD 556 - Diversity Leadership
- PSY 815 - Psychology of Servant and Authentic Leadership
- PSY 816 - Dysfunctional Leadership
- PSY 817 - Psychology of Shared and Collective Leadership
ELECTIVES COURSES: (6 credits)

- CAS 404 - Conflict Resolution and Negotiation
- LER 464/OLEAD 464 - Communication Skills for Leaders in Groups and Organizations
- MGMT 507 - Positive Organizational Behavior and Wellbeing
- OLEAD 409 - Leadership Development: A Life-Long Learning Perspective

CULMINATING EXPERIENCE: (3 credits)

- PSY 894 - Capstone Experience

The culminating experience provides students with an opportunity to apply their knowledge of the psychological theories and principles concerning leadership to an applied research project. The choice of research project topic and exact form (e.g., conceptual analysis, review of multiple cases in an organization) will be mutually determined by the instructor and each student. A written paper based on the applied project is required and must contain project description, analysis, and interpretation of its findings, as well as a review of relevant published literature.

Course Substitutions/Financial Aid

Course Substitutions

Substitutions for the above prescribed courses, either with resident-education courses, alternate online courses, or courses from other institutions, will be considered on a case-by-case basis within Graduate Council policy, and must be petitioned and approved in advance by the program administrator, with input from the student’s adviser.

Student Aid

Financial aid opportunities for part-time students who participate through the World Campus are described at http://worldcampus.psu.edu/StudentServices_Paying.shtml
Residency for Online Delivery

As stated in the document, “Residency and Related Policies for Off-Campus Graduate Degree Programs,” professional master’s degree programs must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising. Below is a listing and description of the proposed plan to offer online students in the Master’s of Professional Studies in the Psychology of Work the elements of residency.

Interaction Between Faculty Members and Students Above and Beyond Direct Instruction

Academic advising: Students will work with their academic advisers to develop a professional development plan and plan of study for the program. Advisers and students will meet via a combination of e-mail, telephone and other distance technology when appropriate. If the program grows to the point where this is no longer feasible, the department will provide other advising resources, who will work with students on routine advising issues.

Academic integrity: The proposed MPS in Psychology of Leadership at Work program will provide orientation documents that outline the course of study and to policies for graduate students including the University’s expectations for academic integrity. Faculty will be encouraged to use software to filter documents for plagiarism.

Open discussion: Online courses will include a combination of threaded (topic) discussions via the computer and if feasible (given the time difference among students) live chats in chat rooms facilitated by the use of ANGEL. Conferencing software may be utilized for synchronous lectures and office hours that can be taped and archived for later viewing.

Non-class lectures and seminars: Visiting scholars and leadership professionals will lead discussions in non-class guest lectures and seminars. We envision using a variety of technology, including but not limited to, web-casting, threaded discussions, and live chats.

Interaction Among Peers

Collaborative work groups: Team projects will be required in some of the proposed MPS in Psychology of Leadership at Work courses. Teams will use designated discussion threads, chat rooms, or other group communication technology for their team communication.

Discipline-based student clubs and interdisciplinary student organization: We will facilitate students forming online special interest groups (SIGs) based on their professional goals. Students would be able to communicate via bulletin boards, web conferencing, e-mail, and other electronic media.
Access to Information and Instructional Resources

Penn State’s Libraries provide a wide variety of resources to students enrolled in programs through the World Campus. These resources include full access to the Library’s electronic catalog and databases, research support, and delivery of circulating materials through Library Distance Delivery services.

Exposure to and Socialization in the Field of Study

Seminars and skill-enhancement seminars: We will conduct periodic expert-led seminars via either real-time or asynchronous conferencing software. We will request that members of the faculty and other graduate students lead discussions.

Participation in professional activities: We will encourage students to attend professional conferences to meet with faculty as appropriate. Students will be encouraged to become active in professional associations as appropriate.

Access to Suitable Academic Advising and Support Services

Academic advising: As stated above, every student admitted to the proposed MPS program will be matched to an academic adviser. Dr. Farr will serve as the academic adviser during the launch phase of the program. Allowing for program growth, additional graduate faculty may be assigned advising responsibilities. At the beginning of their entry into the program, students will work with their advisers to develop a professional development plan and plans of study for the program including appropriate advising on their final research project. Advisers and students will meet via a combination of e-mail, telephone, and other distance technology. If the program grows to the point where this is no longer feasible, the department will provide other advising resources, who will work with students on routine advising issues. General policies and procedures will be posted electronically for access at the students’ convenience. The program administrator will be available to answer general questions or direct students to the appropriate resources.

World Campus Student Services: The World Campus Student Services team fields inquiries about registration, processes admissions to the program, collects and accounts for fees, and maintains student records. A “Faculty and Student Technical Help Desk” provides help to students whose system or network configurations interfere with their studies. An instructional design team coordinates the delivery of supplementary materials through the World Campus online bookstore provider, MBSDirect (a branch of Barnes and Noble).
Contribution of Graduate Students to the Degree Program, the College, and the University

**Student e-portfolios:** Students will be encouraged to develop e-portfolios to share information about their academic and professional accomplishments.

**Informal seminars:** Students will be encouraged to conduct informal seminars via electronic media.

**Mentors:** Students will be encouraged to serve as mentors for students entering the program.

Identification with Penn State

**Communications:** proposed MPS in Psychology of Leadership at Work students will receive communication from the department and college. The department website will highlight information about outstanding MPS in Psychology of Leadership at Work students and faculty.

**Membership in academic and professional groups:** Students will be encouraged to join appropriate academic and professional associations.
Program Operation and Maintenance

Program Administration

**Dr. James Farr (Professor Emeritus of Psychology)** will be the interim program administrator for the proposed MPS in Psychology of Leadership at Work program. Dr. Farr has published numerous articles and chapters on various aspects of organizational behavior and performance management. He is a member of the editorial boards of the scholarly journals *Human Performance* and *Journal of Business and Psychology*. He has also taught both undergraduate and graduate courses addressing current research and practice related to organizational leadership. Dr. Farr will serve as interim program administrator until a full-time administrator is hired. The Department of Psychology will conduct a national search for a full-time program administrator after approval of the program proposal. The ideal candidate will have a degree in Industrial/Organizational Psychology or a closely related field involving Leadership Development with 10-15 years of experience in a consulting or professional development role and/or an operational leadership position. The program administrator position will be filled by an individual that qualifies for membership in the graduate faculty. In addition, candidates should have experience that demonstrates the ability to coordinate hiring, supervision, and evaluation of instructors, to effectively communicate with diverse audiences, and to engage in program planning and strategy development.

**Dr. Brian Redmond** will be the director of curriculum development. Dr. Redmond’s background is I/O Psychology. He has taught psychology courses for over 12 years and has taught online for 8 of those; totaling over 70 courses to date. During that time frame he has also developed many courses, several of which are leadership courses or related topics. He has been working both with the World Campus and the College of the Liberal Arts since 2005 on their online courses. Dr. Redmond has also helped innovate and develop the undergraduate online psychology degrees by advising the first online psychology club in the world, chaired a committee to develop a review form for online courses, mentored many online faculty both in their teaching as well as their course development process, worked with research assistants at a distance, published several articles and given talks regarding teaching online, as well as served on several committees and groups regarding teaching online and technology in the College of the Liberal Arts.

**Faculty Expertise**

**Dr. Janice L. Dreachslin (Professor of Health Policy & Administration):** Dr. Dreachslin earned her Ph.D. from Wayne State University in Evaluation and Research with a minor in
Dr. Dreachslin has over thirty years of experience as a scholar, educator, and consultant and continues to impact the field through her academic research, publications, presentations, and contributions to practice. She teaches graduate courses in diversity leadership, negotiation, organizational change management, and health industry policy and management. The focus of Dr. Dreachslin’s research and professional practice is strategic diversity leadership and she is the author of numerous scholarly journal articles in the field. A nationally recognized expert in strategic diversity leadership in health care, she is lead author of the textbook, Diversity and Cultural Competence in Health Care: A Systems Approach, published by Wiley in 2013. She was inducted into the National Center for Health Care Leadership's Innovator's Circle for her pioneering work the field.

Dr. James L. Farr (Professor Emeritus of Psychology): Dr. Farr earned his Ph.D. from the University of Maryland in Industrial/Organizational Psychology. He has published over 80 scholarly journal articles and book chapters, as well as 4 books, addressing such topics as performance appraisal and management, innovation and creativity in work settings, employee selection, and work motivation and attitudes. He was president of the Society for Industrial and Organizational Psychology in 1996-97 and has served as editor, editorial board member, and reviewer for the major scholarly journals in I/O Psychology. He has taught undergraduate and graduate courses in I/O Psychology for more than 40 years.

Dr. Samuel Hunter (Associate Professor of Psychology): Dr. Hunter earned a Ph.D. in Industrial/Organizational Psychology from the University of Oklahoma, specializing in organizational leadership and creativity at work. He has taught undergraduate and graduate courses in I/O Psychology for 6 years and has published more than 50 scholarly journal articles and book chapters. He is a member of 2 journal editorial boards and reviews manuscript submissions for numerous other scholarly journals.

Dr. Rick Jacobs (Professor of Psychology): Dr. Jacobs received his Ph.D. in Industrial/Organizational Psychology from the University of California, Berkeley. His research publications include over 50 journal articles and book chapters on such topics as employment assessment, evaluation of work performance, and leadership. He is Associate Editor of Human Performance and a reviewer for numerous other scholarly journals. He has taught undergraduate and graduate courses in I/O Psychology for more than 30 years.

Dr. Kisha S. Jones (Assistant Professor of Psychology): Dr. Jones received her Ph.D. in Industrial/Organization Psychology from the University of Illinois, Urbana-Champaign. Her research seeks to identify how diversity can be increased and managed in organizations by understanding the ways that personal characteristics of individuals (e.g., knowledge, skills,
abilities, vocational interests, race/ethnicity, gender, etc.) influence their attraction to, interest in, and selection for jobs.

**Dr. Alicia Grandey (Associate Professor of Psychology):** Dr. Grandey received her Ph.D. from Colorado State University in Industrial/Organizational Psychology. She has taught undergraduate and graduate courses in I/O Psychology for 14 years. Her teaching and research address such topics as motivation and work attitudes, emotional regulation, and organizational and group identity. She has published 40 journal articles and book chapters related to I/O Psychology and serves on the editorial boards of 5 scholarly journals.

**Dr. James LeBreton (Professor of Psychology):** Dr. LeBreton received his Ph.D. from the University of Tennessee in Industrial and Organization Psychology. He has taught undergraduate and graduate courses in I/O Psychology for 13 years. His teaching and research examines the relationship between personality, specifically the implicit or unconscious side of personality and behavior in organizations.

**Dr. Songqi Liu (Assistant Professor of Psychology):** Dr. Liu received his Ph.D. from University of Maryland in Industrial/Organizational Psychology. He has taught undergraduate and graduate courses in I/O Psychology for 6 years. His teaching and research broadly focused on employee adjustment and adaptation processes in the workplace. He has published 15 journal articles and book chapters related to I/O Psychology. He also reviews manuscript submissions for numerous scholarly journals.

**Dr. Melvin Mark (Professor and Head of the Department of Psychology):** Dr. Mark earned his Ph.D. from Northwestern University in Social Psychology, focusing on applied social psychology and program evaluation. Dr. Mark has taught undergraduate and graduate courses related to social psychology and research methods for more than 30 years. His current scholarly interests include the application of social psychology to organizational effectiveness, including through program and policy evaluation. He has served as the editor, editorial board member and manuscript reviewer for many scholarly journals in psychology and program evaluation.

**Dr. Susan Mohammed (Associate Professor of Psychology):** Dr. Mohammed earned her Ph.D. in Industrial/Organizational Psychology from Ohio State University. She has taught at both the undergraduate and graduate level for more than 15 years. Her research interests include work group and team effectiveness, diversity in work groups, and decision making. She has published 30 journal articles and book chapters in Industrial/Organizational Psychology and reviews manuscript submissions for numerous scholarly journals.
Dr. Denise Potosky (Professor of Management and Organization): Dr. Potosky earned a Ph.D. in industrial relations and human resources from Rutgers University. She has taught courses in global intercultural management, human resource management (HRM), leadership communication, and organizational behavior. Her research focuses on human resource staffing and personnel selection, with additional expertise in measurement and web-based assessment applications, as well as international HRM and cross-cultural management. Her research and consulting interests also include the individual, relational, and contextual factors that facilitate the cultural adaptation and emergence of leadership.

Dr. John J. Sosik (Professor of Management and Organization): Dr. Sosik earned his Ph.D. in Management from the State University of New York at Binghamton. He has taught courses in leadership, organizational behavior, and research methods courses. Dr. Sosik is an internationally-recognized expert on transformational and charismatic leadership, having published 99 articles, books, book chapters, and proceedings and delivered about 84 academic conference presentations since 1995, and has conducted numerous training and organizational development programs for profit and non-profit organizations. He serves on the editorial boards of The Leadership Quarterly, Group & Organization Management, and Journal of Behavioral and Applied Management.

Academic Advising and Learning Support

At the launch of the program, the program coordinator will advise the students in the program. However, as noted above, the program’s self-sustaining model will allow hiring of faculty and/or staff as needed to meet program needs, including needs for student advising. Student advising duties will consist, at a minimum, of

1. an annual meeting with each student to review his/her progress and plans;
2. provision of guidance and approval of course selection; and
3. referral to resources for assistance with any issues that are preventing the student from reaching their full potential.

Facilities

The proposed program will be delivered through the Penn State’s World Campus. However, office space for program administrator, professional advisers, instructors, and staff will be provided by the College of the Liberal Arts. The needs of the program will be routinely assessed to ensure adequate space is provided.
Libraries

The Penn State University Libraries provide extensive resources to students who enroll through the World Campus. MPS in Psychology of Leadership at Work students will be able to use library resources (articles, books, media, and other materials). The Libraries provide online tutorials and orientations to students who may not be familiar with using the Library’s resources. In addition the Library offers an “Ask the Librarian,” resource so students can seek customized support through chat, phone, or e-mail.

Technological Resources Needed by Students

Students will need access to an internet-linked computer with video and audio capabilities in order to take part in the program.

Computing Hardware

Students are expected to possess or have access to networked computers that meet the minimum system specifications outlines in the technical requirements for World Campus courses. The requirement can be found at http://student.worldcampus.psu.edu/technical-support/technical-requirements-for-world-campus-courses.

Technology Orientation

Students will receive an orientation to the online learning environments used in the program during the orientation course.
Mechanism for Assessing Program Quality

The quality of the proposed MPS in Psychology of Leadership at Work program will be assessed using multiple criteria at various stages of curriculum and course development and initial program implementation, as well as on an ongoing basis once the program is fully operational.

Curriculum Development

The general requirements and structure of the proposed MPS in Psychology of Leadership at Work program were developed primarily by two tenure-line faculty with expertise in Industrial/Organizational Psychology, Dr. James Farr (Emeritus Professor of Psychology) and Dr. Samuel Hunter (Associate Professor of Psychology). Drs. Hunter and Farr each taught Penn State undergraduate and graduate courses on leadership numerous times. They have also published extensively in the professional literature of Industrial/Organizational Psychology and used their knowledge of research and professional practice in these domains to inform curricular development. They benchmarked their initial curriculum structure against offerings of various other postgraduate Leadership degree programs identified in a market survey conducted by Department of Psychology and World Campus staff in Summer 2012, resulting in modest revision of the proposed program curriculum and structure.

Course Development

Graduate faculty within the Department of Psychology and Great Valley will develop courses for this proposed MPS program. The course development process will include reviews at several stages to ensure course quality. Graduate faculty will expand the initial broad topical outline for each course in detail to include specific learning elements. These detailed course learning plans will be reviewed for domain comprehensiveness and appropriate depth. Once suggestions for content revision are considered, the full content, appropriate delivery methods, and assessments (materials) for each lesson will be developed in conjunction with learning designers. After review, if needed, the materials will be further revised and reviewed. Once a course is launched, periodic review will occur to ensure that the materials are still contemporary and relevant. This will be accomplished using a modified version of the Undergraduate online Psychology Program’s Course evaluation tool.

Course Instruction

Instruction will be evaluated for each course section with the end-of-course Student Rating of Teaching Effectiveness (SRTE) surveys administered online by the Office of the Vice Provost of Academic Affairs and by student surveys tailored to the content of each course.
Program Quality Assessment

Students will also be asked to complete surveys assessing the quality of various aspects of the proposed MPS in Psychology of Leadership at Work program. Survey topics will include availability of program courses, advising practices, program relevance to career and personal goals, and instructional technology and modalities. Initially this survey will be conducted at the end of each academic year. Assuming responses stabilize over time, we will reconsider the value and timing of the annual survey. In addition, upon completing the degree, students will be asked to complete an online exit survey in order to gain student feedback on the overall program. This survey will assess student satisfaction in relation to program objectives, as well as such topics as academic support services, capstone course experience, and the program’s impact to date on student careers. Periodically, students who began the program but who have not enrolled in courses for 2 consecutive semesters will also be surveyed to determine factors related to their non-enrollment.

In addition, per Graduate Council policy, the Psychology of Leadership at Work 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. Guidelines for reporting are provided by the Office of the Dean of the Graduate School.
Appendix A: Consultation for MPS Psychology of Leadership at Work

The conversations below represent a consultation for the MPS in Psychology of Leadership at Work. This proposal represents a revision for an original proposal for an MPS in Leadership.
Consultation Request from Avis Kunz

From: Avis Kunz <alm2@psu.edu>  
Wed, Feb 12, 2014 10:12 AM  

Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26  
1 attachment

To: PAUL CLARK <pfc2@psu.edu>, JAMES A NEMES <jan16@psu.edu>, dthomas@psu.edu, WILLIAM HAROLD JOHNSON <whj1@psu.edu>, Andrew Erdman <ame17@engr.psu.edu>, William Rothwell <wjr9@psu.edu>, Dennis Gioia <dag4@psu.edu>, DAVID M SYLVIA <dms39@psu.edu>, Helen Sheehy <hms2@psu.edu>, Gregory Kelly <GJK13@psu.edu>, Gibney Raymond <rfg14@psu.edu>

Cc: STEVEN AMES PETERSON <sap12@psu.edu>, Renata S. Engel <rengel@engr.psu.edu>, James L. Farr <j5f@psu.edu>, SHANNON RENEE RANIO <srr12@psu.edu>

Dear Colleagues:

By way of this email, we are seeking your consultation on the MPS Psychology of Leadership at Work (proposal is attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (February 26) is needed.

The proposal is revised from an earlier version (MPS Leadership) circulated in October and reflects our response to concerns about the broad nature of the title "leadership." The current title accurately reflects the disciplinary base of the degree in addition to our role as good citizens within the university community.

Note the proposal is a collaborate effort with our partners at Penn State Great Valley, although the administrative and academic home for the program will be in the College of the Liberal Arts.

I look forward to your comments on the proposal, which may be in email or letter form.
Best Regards,

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)

MPS Psychology of Leadership at Work.docx
176 KB
Consultation with Paul Clark

From: PAUL CLARK <pfc2@psu.edu> Thu, Feb 13, 2014 09:23 AM
Subject: RE: Consultation for MPS Psychology of Leadership at Work by Feb. 26
To: Avis Kunz <alm2@psu.edu>

Avis,

I have read the proposal for the MPS Psychology of Leadership at Work and support moving forward with this degree program.

Paul

Paul F. Clark, Professor and Director
School of Labor and Employment Relations
Penn State University
5th Floor, Keller Bldg.
University Park, PA 16802
Ph. 814-865-0752

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

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Wednesday, February 12, 2014 10:12 AM
To: PAUL CLARK; JAMES A NEMES; dthomas@psu.edu; WILLIAM HAROLD JOHNSON; Erdman, Andrew; Rothwell, William; Gioia, Dennis; DAVID M SYLVIA; Sheehy, Helen; Kelly, Gregory; Raymond, Gibney
Cc: STEVEN AMES PETERSON; Renata S. Engel; James L. Farr; SHANNON RENEE RANIO
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26
Importance: High

Dear Colleagues:

By way of this email, we are seeking your consultation on the MPS Psychology of Leadership at Work (proposal is attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (February 26) is needed.

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I look forward to your comments on the proposal, which may be in email or letter form.

Best Regards,

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-5489 (fax)
February 21, 2014

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building

Dear Avis,

The Penn State Great Valley School of Graduate Professional Studies is pleased to partner with the College of Liberal Arts in the delivery of the proposed Master of Professional Studies in the Psychology of Leadership at Work through the World Campus. There is a clear need for such a program and Penn State is well poised to meet it.

We are committed to providing the necessary resources for online course development and delivery of the three courses in the proposal that contribute to the program. We believe our many years’ experience of providing graduate education to working professionals along with our proven success in online program delivery will be an asset to this program.

If you have any questions or need any additional information, please feel free to contact me by phone at 610-725-5365 or email at jan16@psu.edu.

Sincerely,

James A. Nemes, D.Sc.
Director of Academic Affairs
Professor of Mechanical Engineering
Penn State Great Valley
School of Graduate Professional Studies
Consultation with Doug Thomas

From: Doug Thomas <dthomas@psu.edu>  Wed, Feb 12, 2014 05:58 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26
To: Avis Kunz <alm2@psu.edu>

Thanks Avis. On behalf of the Smeal MBA program, I support this proposal.

Doug Thomas
MBA Faculty Director
Professor of Supply Chain Management
Smeal College of Business
The Pennsylvania State University
463 Business Building
University Park, PA 16801

On Feb 12, 2014, at 10:12 AM, Avis Kunz wrote:

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College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
<MPS Psychology of Leadership at Work.docx>
Consultation with Farr – Johnson

From: James L. Farr <j5f@psu.edu>  
Subject: RE: Consultation for MPS Psychology of Leadership at Work by Feb. 26  
To: 'Avis Kunz' <aim2@psu.edu>, 'WILLIAM HAROLD JOHNSON' <whj1@psu.edu>  
Cc: j5f@psu.edu

Dr. Johnson: thanks for your comments about our proposed MPS in Psychology of Leadership at Work degree program. I'll address your points in roughly the order in which you raised them.

There are certainly some similarities between our proposed MPS program and those that you mentioned. However, there are sufficient differences that both the HRER and LEAD administrators have endorsed our proposal, and indeed faculty and administrators of the Great Valley LEAD program will develop online versions of several of their residential courses that are part of our proposed curriculum. Our proposed MPS has as its core a disciplinary focus on the psychology of leadership, that is, as a process of mutual interpersonal influence and persuasion (both dyadic and group-based). We furthermore do place that process within the context of employment since within the Department of Psychology the program will be associated most closely with the area of Industrial and Organizational Psychology. Penn State’s I-O group has a long history of working with organizations and placing both undergraduate and graduate students in professional positions, as well as having a highly ranked PhD program in I-O.

MPS degrees are necessarily practical in nature as defined by Penn State’s Graduate School and our proposed coursework is structured to provide students initially with the necessary exposure to theory and research findings related to behavior in work organizations in the 500-level courses being developed for this program, so that they can utilize the more practical applications of psychological and related behavioral science findings that will be addressed in the 800-level courses being developed. We are not attempting to develop business strategists or marketers or supply chain managers. Certainly our program is quite different from the typical MBA curriculum that addresses a broad range of business knowledge and skills (that we certainly acknowledge are also most important for success in management!). Similarly, we do not cover many of the topics addressed in the MPS in HRER program that focus on human resource administration (e.g., compensation, legal aspects of employment relations). Probably our largest potential student group are bachelor-level individuals with degrees in behavioral and social sciences who are currently in lower levels of organizational management or with interest in moving into such positions who are unable to attend or uninterested in full-time, residential masters-level degree programs.

The enrollment forecast is based on much less data than we would like. The MPS in HRER has had rapid growth in enrollment, as has our Department’s Psychology BA and BS online degree programs. In conjunction with World Campus instructional design staff we have established a time-line for
development of our new courses (and the online versions of LEAD residential courses noted above) that should have our courses ready to go in accord with student needs and demand. This is an area that will be closely monitored and projections modified as data accumulate on program applications and course enrollments.

Please contact me if you had additional questions or comments concerning our proposed MPS in Psychology of Leadership at Work.

James L. Farr

---

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Monday, February 24, 2014 8:39 AM
To: WILLIAM HAROLD JOHNSON
Cc: James L. Farr
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Hello Dr. Johnson:

Thank you so much for your response. Dr. Farr is copied so he can respond to your comments directly.

Best Regards,
Avis Kunz

Avis Kunz, D.Ed.,
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-5489 (fax)

---

From: "WILLIAM HAROLD JOHNSON" <whj1@psu.edu>
To: "Avis Kunz" <alm2@psu.edu>
Sent: Sunday, February 23, 2014 10:54:32 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dear Dr. Kunz,

Please find attached a letter with some comments on the MPS Psychology of Leadership at Work program. Please feel free to contact me for questions or clarification.
All my Best!
From: "Avis Kunz" <alm2@psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "JAMES A NEMES" <jan16@psu.edu>,
dthomas@psu.edu, "WILLIAM HAROLD JOHNSON" <whj1@psu.edu>, "Andrew
Erdman" <ame17@engr.psu.edu>, "William Rothwell" <wjr9@psu.edu>, "Dennis Gioia"
<dag4@psu.edu>, "DAVID M SYLVA" <dms39@psu.edu>, "Helen Sheehy"
<hms2@psu.edu>, "Gregory Kelly" <GJK13@psu.edu>, "Gibney Raymond"
<rfg14@psu.edu>
Cc: "STEVEN AMES PETERSON" <sap12@psu.edu>, "Renata S. Engel"
<rengel@engr.psu.edu>, "James L. Farr" <j5f@psu.edu>, "SHANNON RENEE RANIO"
<srr12@psu.edu>
Sent: Wednesday, February 12, 2014 10:12:01 AM
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dear Colleagues:

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Leadership at Work (proposal is attached). So we can meet the deadline for submitting
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I look forward to your comments on the proposal, which may be in email or letter
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Best Regards,

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
Consultation with Johnson

February 23, 2014

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building

Dear Dr. Kunz,

This letter is in response to your request to review the new Graduate Program in MPS Psychology of Leadership at Work.

While the proposed program looks interesting to me, overall there were a couple of issues that came to my mind as I read the proposal. The most important issue was how to distinguish the program from other similar programs. While the section on Non-duplication of Other Degree Programs made it a little clearer about how the program may be differentiated from other current programs, it still seems fairly similar to programs such as LEAD and HRER. When I read the description in the Graduate Bulletin Copy section starting with the first sentence describing the program it sounded very much like a Masters of Business Administration degree. My suggestion would be to make it more explicit what type of prospective student would benefit from such a program perhaps by identifying which types of jobs that they are most likely to be qualified for after completing such a degree. This is especially true because this degree appears to be more professionally based rather than academic, where the differentiation would be clearer to me. (I.e., in a more academically based program such an individual might be qualified to do psychological testing and profiling etc. in rigorous psychological studies perhaps.) Presently, it is difficult for me to distinguish how this might differ from a traditional MBA student. Of course, I am also biased as a Management scholar in a business school.

The second issue that came to mind is how the initial enrollment forecast was determined. I know MPS HRER is used as a starting point but does this suggest that these programs are similar (i.e. have similar markets and prospective students?)? Is there another source by which you’ve determined market interest? This would be important given the number of new courses to be created.
As I have stated, overall the program looks interesting to me but from my perspective I do wonder if this is somewhat esoteric in nature—meant for academic study rather than a general practitioner avocation. By that I mean that while leadership is important overall to creating and managing all types of organizations, which is why it is ‘marbled’ into many business school programs, it is not by leadership alone that an organization is made to be ‘effective and efficient’. Other skills and aptitudes are needed. My reading of the program is that a student would be highly knowledgeable about leadership issues both perhaps academic and practitioner-based at the end of the program but that they would still lack the strategic and operational skills to manage within an organization. As such, I suppose my major question comes back to: what, specifically, would a graduating student of this program likely be able to do in his or her workplace/society/community etc.?

I hope you find this feedback useful.

Sincerely,

(Bill)
William HA Johnson
MBA Program Director
Associate Professor of Management
Sam and Irene Black School of Business
Pennsylvania State University- Erie
Consultation with Farr – Erdman

From: <No Address>  
Subject: <No Subject>

-------- NextPart_001_004A_01CF32DC.B0203B50
Content-Type: text/plain;
    charset="utf-8"
Content-Transfer-Encoding: quoted-printable

Mike: let me also thank you for your support of the proposal for our =
MPS in Psychology of Leadership at Work program. In addition, I agree =
with Avis that courses in our program should be available as electives =
for students in other leadership-related programs such as the one you =
mention in your note. Of course, we do need to complete the development =
of our courses first J. We are in the early stages of that =
development and will ramp up our efforts in the near future once the =
program proposal has been approved.

=20

Best regards -- =20

=20

Jim Farr

=20

From: Avis Kunz [mailto:alm2@psu.edu]=20
Sent: Wednesday, February 26, 2014 10:04 AM
To: Andrew M. Erdman
Cc: Renata S. Engel; James L. Farr; MELVIN MICHAEL MARK
Subject: Re: Consultation for MPS Psychology of Leadership at Work by =
Feb. 26

=20
Hello Mike:

Thank you so much for your support.

I have added the College of Engineering to the list of academic units offering courses in leadership on page 7. May I assume at this time that the courses are all undergraduate?

I see no problem in offering seats for students in other programs who want elective credits.

Jim Farr is copied here and will respond directly.

Best Regards,

Avis

From: "Andrew M. Erdman" <ame17@engr.psu.edu>
To: "Avis Kunz" <alm2@psu.edu>
Cc: "Renata S. Engel" <rengel@engr.psu.edu>
Sent: Wednesday, February 26, 2014 9:36:01 AM
Subject: RE: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dear Avis,
Thank you for the opportunity to review your proposal for a MPS in Psychology of Leadership at Work. I believe this will be a valuable addition to the University's offerings, and I fully support your efforts. Your proposal is well conceived, staffed and documented.

As you are aware, we have a long-standing undergraduate minor in Engineering Leadership, and, in fact, we are considering a proposal to create an MS in Engineering Leadership and Entrepreneurship that would be offered on-campus, with a possibility of extending it in the future to on-line. As such, it would be very helpful if we could plan on using some of your courses as electives in our program as we develop it.

Further, it would be appropriate to recognize that the College of Engineering offers courses and programs in leadership (such as the last paragraph of page 7).

I would ask that you keep us in mind as you develop syllabi for any new course offerings. I would be most appreciative if you would forward them, for information.

Mike Erdman
Andrew M. (Mike) Erdman
Walter L. Robb Director of Engineering Leadership
Development=20

Instructor, Engineering Science and Mechanics
213E Hammond Building
University Park, PA 16802
Office: 814-863-9074
Cell: 814-404-3588
Fax: 814-863-7229
Email: ame17@psu.edu
Web: www.eldm.psu.edu <http://www.eldm.psu.edu/>=20

NvyShad

=20

From: Avis Kunz [mailto:alm2@psu.edu]=20
Sent: Friday, February 21, 2014 4:19 PM
To: WILLIAM HAROLD JOHNSON; Andrew M. Erdman; Dennis Gioia
Cc: James L. Farr; SHANNON RENEE RANIO
Subject: Re: Consultation for MPS Psychology of Leadership at Work by =
Feb. 26
Importance: High

=20

Dear Colleagues:

=20

This is just a follow up to my email of last week, requesting your =
review and consultation on the proposed masters of professional studies =
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comments to me by Feb. 26 so that we can submit the proposal to the =
Graduate School for review.

=20
Feel free to call me at 814-865-3317 if you have any questions.

Best Regards,

Avis=20

=20

______ =20

From: "Avis Kunz" <alm2@psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "JAMES A NEMES"
<jan16@psu.edu>, =
dt.thomas@psu.edu, "WILLIAM HAROLD JOHNSON" <whjl@psu.edu>,
"Andrew =
Erdman" <ame17@ engr.psu.edu>, "William Rothwell"
wjr9@psu.edu>, "Dennis =
Gioia" <dag4@psu.edu>, "DAVID M SYLVIA" <dms39@psu.edu>, "Helen
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hms2@psu.edu>, "Gregory Kelly" <GJK13@psu.edu>, "Gibney
Raymond" =
<rfgl4@psu.edu>
Cc: "STEVEN AMES PETERSON" <sap12@psu.edu>, "Renata S. Engel" =
<renel@ engr.psu.edu>, "James L. Farr" <jlf@psu.edu>, "SHANNON
RENEE =
RANIO" <srrl2@psu.edu>
Sent: Wednesday, February 12, 2014 10:12:01 AM
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. =
26

=20

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=20

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Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
Consultation with Farr – Rothwell

From: James L. Farr <j5f@psu.edu>  Thu, Feb 20, 2014 01:27 PM
Subject: RE: Consultation for MPS Psychology of Leadership at Work by Feb. 26
To: 'Avis Kunz' <alm2@psu.edu>, 'William J. Rothwell' <wjr9@psu.edu>
Cc: 'Wesley Donahue' <wed105@psu.edu>, j5f@psu.edu

Bill: I am sorry if my earlier response to your support letter led to confusion. My intent then was to convey that we would consider WF ED 405 for addition to our approved electives list once our MPS program had received final approval. Program approval is still in process, as you know, and has been slower than anticipated, requiring among other things a program title change (now “Master of Professional Studies in the Psychology of Leadership at Work”) to reflect better our disciplinary focus. At this time we do not want to make further changes to the program proposal that are not absolutely necessary. Once your course has been designed for online delivery appears to be a proper time to consider it for our electives list, so that we can see that version of the course. That should also occur after our program has received approval, so that any change to the electives list will not potentially slow down the current approval process.

Thanks for your continued support of our program. I trust that this note clarifies the current status of WF ED 405 within our MPS program, although I recognize that its status is still somewhat of “in limbo”. If you have further questions, please contact me.

Best regards -- Jim

From: Avis Kunz [mailto:alm2@psu.edu]  
Sent: Thursday, February 20, 2014 12:57 PM  
To: William J. Rothwell  
Cc: Wesley Donahue; James L. Farr  
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26  

Hello Bill:

I've copied Jim Farr so he can respond directly to you.

Best,

Avis
From: "William J. Rothwell" <wjr9@psu.edu>
To: "Avis Kunz" <alm2@psu.edu>
Cc: "Wesley Donahue" <wed105@psu.edu>
Sent: Thursday, February 20, 2014 12:36:14 PM
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dear Avis:

Thanks for sending Dr. Farr's response to my original consultation support letter. I'm sure I received it and regarded it as receipt of our recommendations. However, we are still a bit confused. While his letter thanks us for our input, as follow-up to the consultation process we expected to see WF ED 405 Leadership Competencies for Professionals included in the revised document as an approved elective, as it complements other courses in the degree and is scheduled to be designed for online delivery by the World Campus later this year. Will the course be included?

Thanks!

Bill R.
Consultation with Gioia

From: Denny Gioia <dag4@psu.edu>                       Fri, Feb 21, 2014 05:33 PM
Subject: RE: Consultation for MPS Psychology of Leadership
         at Work by Feb. 26
To: Avis Kunz <alm2@psu.edu>
Cc: Doug Thomas <dthomas@psu.edu>

Avis

I have looked over, and am OK with, your proposed Masters of Professional Studies in the
Psychology of Leadership at Work. I very much appreciate your willingness to adopt the more
focused title. Thank you.

I don’t believe, however, that I am a formal consultant on the proposal (I do not see a request for
my consultation on Angel). I do recall being a consultant for all the individual courses in the
proposed program, but not for the program proposal itself.

I believe Doug Thomas, Smeal’s MBA program director was the consultant at the program level.

Denny Gioia

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Friday, February 21, 2014 4:19 PM
To: WILLIAM HAROLD JOHNSON; Andrew Erdman; Denny Gioia
Cc: James L. Farr; SHANNON RENEE RANIO
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26
Importance: High

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consultation on the proposed masters of professional studies (MPS) in the Psychology
of Leadership at Work. Please submit any comments to me by Feb. 26 so that we can
submit the proposal to the Graduate School for review.

Feel free to call me at 814-865-3317 if you have any questions.

Best Regards,
Avis
From: "Avis Kunz" <alm2@psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "JAMES A NEMES" <jan16@psu.edu>,
dthomas@psu.edu, "WILLIAM HAROLD JOHNSON" <whj1@psu.edu>, "Andrew
Erdman" <ame17@engr.psu.edu>, "William Rothwell" <wjr9@psu.edu>, "Dennis Gioia"
<dag4@psu.edu>, "DAVID M SYLVIA" <dms39@psu.edu>, "Helen Sheehy"
<hms2@psu.edu>, "Gregory Kelly" <GJK13@psu.edu>, "Gibney Raymond"
<rfq14@psu.edu>
Cc: "STEVEN AMES PETERSON" <sap12@psu.edu>, "Renata S. Engel"
<rengel@engr.psu.edu>, "James L. Farr" <j5f@psu.edu>, "SHANNON RENEE RANIO"
<srr12@psu.edu>
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form.

Best Regards,

Avis Kunz, D,Ed,
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
Consultation with Woods

From: STEPHEN WOODS <sjw31@psu.edu>  Fri, Feb 21, 2014 04:44 PM
Subject: Fwd: Consultation for MPS Psychology of Leadership at Work by Feb. 26

To: Avis Kunz <alm2@psu.edu>

Avis,

Apparently, a response to this program was sent through another channel [see Nonny’s response below]. I’m not sure I can add much more to what he has already provided. Given my current roles, I just might think about enrolling myself (smile).

If you need something more substantial from me please let me know.

Stephen

From: "Nonny Schlotzhauer" <nonny@psu.edu>
To: "STEPHEN WOODS" <sjw31@psu.edu>
Sent: Friday, February 21, 2014 4:34:22 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb, 26

Stephen,

Eric Novotny forwarded a list of courses proposed for this program to me a short while ago and I responded. I heard from him this afternoon that the courses were approved. Here is my response to the courses:

From: "Nonny Schlotzhauer" <nonny@psu.edu>
To: "ERIC CHARLES NOVOTNY" <ecn1@psu.edu>
Cc: "Diane Zabel" <dxz2@psu.edu>
Sent: Thursday, February 13, 2014 1:41:06 PM
Subject: Re: Curriculum proposals/changes for your review and information

I looked these over and don’t see that any of the proposed courses would be too taxing for the Libraries. A quick scan of the psych literature on the topics yielded
plenty of citations. With all of the changes that have taken place over the past 10 years in the School of Labor and Employment Relations, Jim and I have shifted our collection development to focus on leadership and workplace environment. Similarly, the Psych Department's program in Industrial/Organizational Psychology has been a mainstay for some time and the resources we currently have acquired for that area form a good foundation for the new program. Together with the business literature we have on leadership, I am pretty confident that we can meet the needs without too much strain should the program be approved.

Nonny

From: "STEPHEN WOODS" <sjw31@psu.edu>
To: "Avis Kunz" <alm2@psu.edu>, "Nonny Schlotzhauer" <nonny@psu.edu>
Sent: Friday, February 21, 2014 4:19:25 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Avis,

I'm so sorry about not responding to this earlier. No idea how it got skipped. I'll take a look at it this week-end and send you my response as soon as possible. I've cc'd Nonny Schlotzhauer the subject liaison to Psychology. He will certainly have some input for you as well.

Thanks for the follow-up. Again, I apologize.

Stephen

From: "Avis Kunz" <alm2@psu.edu>
To: "STEPHEN WOODS" <swoods@psu.edu>
Sent: Friday, February 21, 2014 3:58:43 PM
Subject: Fwd: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Hello Stephen:

Because we are under time restraints to meet the Graduate School deadlines, I am resending the request for consultation for the proposed MPS Psychology of Leadership at Work. (Sorry to be a pest.) I am hopeful of a response from you by February 26 so
that we can submit the proposal. A non-response by anyone consulted will prevent us from submitting. Please feel free to contact me if you have any questions or concerns. My direct line is 5-3317.

Best Regards,
Avis

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-5489 (fax)

From: "Avis Kunz" <alm2@psu.edu>
To: "STEPHEN WOODS" <swoods@psu.edu>
Sent: Wednesday, February 12, 2014 10:14:46 AM
Subject: Fwd: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Hello Stephen:

After receiving Helen Sheehy's note that she is on sabbatical, I am forwarding the request for consultation to you. Please let me know if you have any questions,

Best Regards,
Avis

From: "Avis Kunz" <alm2@psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "JAMES A NEMES" <jan16@psu.edu>,
dthomas@psu.edu, "WILLIAM HAROLD JOHNSON" <whj1@psu.edu>, "Andrew Erdman" <ame17@engr.psu.edu>, "William Rothwell" <wjr9@psu.edu>, "Dennis Gioia" <dag4@psu.edu>, "DAVID M SYLVIA" <dms39@psu.edu>, "Helen Sheehy"
<hms2@psu.edu>, "Gregory Kelly" <GJK13@psu.edu>, "Gibney Raymond"
<rgf14@psu.edu>
Cc: "STEVEN AMES PETERSON" <sap12@psu.edu>, "Renata S. Engel"
<rengel@engr.psu.edu>, "James L. Farr" <jlf@psu.edu>, "SHANNON RENE RANIO"
<srr12@psu.edu>
Sent: Wednesday, February 12, 2014 10:12:01 AM
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26
Dear Colleagues:

By way of this email, we are seeking your consultation on the MPS Psychology of Leadership at Work (proposal is attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (February 25) is needed.

The proposal is revised from an earlier version (MPS Leadership) circulated in October and reflects our response to concerns about the broad nature of the title "leadership." The current title accurately reflects the disciplinary base of the degree in addition to our role as good citizens within the university community.

Note the proposal is a collaborate effort with our partners at Penn State Great Valley, although the administrative and academic home for the program will be in the College of the Liberal Arts.

I look forward to your comments on the proposal, which may be in email or letter form.

Best Regards,

Avis Kunz, D.Ed,
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
Consultation with Kelly

From: Greg Kelly <gkelly@psu.edu>  Thu, Feb 13, 2014 02:26 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

To: Avis Kunz <alm2@psu.edu>
Cc: Greg Kelly <gkelly@psu.edu>

Hello Avis,
I have reviewed the proposal for a MPS in Psychology of Leadership. The proposed program offers unique opportunities for students to learn the many dimensions of workplace leadership. The curriculum is thoughtfully organized and well articulated.

I believe this program shares some interests and possible synergies with the MPS in Organizational Development and Change offered in the College of Education: http://www.worldcampus.psu.edu/degrees-and-certificates/organization-development-change-masters/overview.
I would hope that the programs will offer students ways of taking classes across programs and learning through interdisciplinary work,

Greg

On Feb 12, 2014, at 10:12 AM, Avis Kunz wrote:

Dear Colleagues:

By way of this email, we are seeking your consultation on the MPS Psychology of Leadership at Work (proposal is attached), So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (February 26) is needed.

The proposal is revised from an earlier version (MPS Leadership) circulated in October and reflects our response to concerns about the broad nature of the title "leadership." The current title accurately reflects the disciplinary base of the degree in addition to our role as good citizens within the university community.
Note the proposal is a collaborate effort with our partners at Penn State Great Valley, although the administrative and academic home for the program will be in the College of the Liberal Arts.

I look forward to your comments on the proposal, which may be in email or letter form.

Best Regards,

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
<MPS Psychology of Leadership at Work.docx>
Consultation with Farr – Gibney

From: James L. Farr <j5f@psu.edu>    Fri, Feb 21, 2014 10:58 AM
Subject: RE: Consultation for MPS Psychology of Leadership at Work by Feb. 26
To: 'Avis Kunz' <alm2@psu.edu>, 'RAYMOND F GIBNEY JR' <rfg14@psu.edu>
Cc: 'Steve Schappe' <sxs28@psu.edu>, 'STEVEN AMES PETERSON' <sap12@psu.edu>, j5f@psu.edu

Ray: thanks for your comments on our MPS in Psychology of Leadership program proposal. I'll address them generally in the order they appear in the attachment you sent to Avis Kunz, although I may group together some of them for which my reply would be similar.

No GRE test score requirement: most of Penn State’s MPS programs do not require the GRE exam, especially those in fields related to our program (e.g., MPS in Human Resources and Employment Relations; MPS in Organizational Change and Development). The proposal does not specify the details of admission materials which will include a several page statement of purpose and letters of recommendation from employers (work experience is required). Given the difficulty that potential applicants from worldwide locations may have in terms of access to GRE testing centers (interestingly, Penn State University Park students must travel at least an hour to take the GRE) and the success the other MPS programs have had with the same admission process we plan to use, we think our decision to not require the GRE makes sense for our program.

Your page 3 and 5 suggestions are well-taken and will be addressed.

The several courses that you suggest are excellent courses (disclosure: I have taught at various times the 3 PSY 5xx courses you note) but have some features that make them infeasible for our program (at least at this time). Starting with PSY 522, 534, & 538, these are all residential graduate courses intended for doctoral students for which no online version exists now and there are no plans to develop online versions in at least the next 5 years. MGMT 521 as taught at University Park is also a doctoral course only offered to students in residence. To my knowledge MGMT 420 is not offered online, while CAS 404 is. As far as I can tell from examining the Erie MBA courses in B ADM are offered only in residence.

Your comment about possible competition with the resident MBA programs at Harrisburg and Erie is well-taken and will be addressed.

PSY 532 does address the history of psychological research and theory development in leadership, as well as provide an overview of the major contemporary theories that have evolved.

I trust that this addresses your comments. Please contact me if you have additional questions or thoughts.
Thanks again for your comments --

Jim Farr

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Friday, February 21, 2014 8:28 AM
To: RAYMOND F GIBNEY JR
Cc: Steve Schappe; STEVEN AMES PETERSON, James L. Farr
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Hello Ray,

Thank you for your close review of our proposal. I have copied Jim Farr, the faculty
director of the program, and he will respond to you directly about your comments.

I do have one question on the MGMT courses, I did not see them in the World Campus
catalog. Can you tell me if the courses are developed as online courses or if there are
plans to develop them for online delivery?

Again, Jim will get back to you with the response for the consultation records.

Best Regards,
Avis

---

From: "RAYMOND F GIBNEY JR" <rfg14@psu.edu>
To: "Avis Kunz" <alm2@psu.edu>
Cc: "Steve Schappe" <sxs28@psu.edu>, "STEVEN AMES PETERSON"
<sap12@psu.edu>
Sent: Thursday, February 20, 2014 11:03:43 PM
Subject: Re: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dr. Kunz,

The attached comments regarding the MPS Psychology of Leadership at Work are
meant in the spirit of collegiality with the intent of strengthening the proposed
program. The proposal is very interesting and would add to program offerings at Penn
State University, We wish you all the best with program, Some of the attached points
are just editorial comments regarding the proposal. The most critical assessment of
the proposal is the lack of GRE scores as an admission requirement. This requirement
may have been considered and dismissed for good reason for this specific program.
However, past experience with our resident MBA program at Harrisburg has shown
students may graduate with a 3.0 cumulative GPA from undergraduate programs, but
not meet the entrance exam requirement. This suggests a lack of preparedness which is critical for success in many graduate programs. Writing skills are critical to online program. The GRE is an attempt to aid unprepared students from failure in the program.

Best of luck with the program. If you require additional explanation on any of the points, please feel free to contact me. If you prefer to speak with me directly, my office phone number is (717) 948-6149.

Sincerely,
Ray

Ray Gibney
Associate Professor of Management
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

From: "Avis Kunz" <alm2@psu.edu>
To: "PAUL CLARK" <pfc2@psu.edu>, "JAMES A NEMES" <jan16@psu.edu>,
dthomas@psu.edu, "WILLIAM HAROLD JOHNSON" <whj1@psu.edu>, "Andrew Erdman" <ame17@engr.psu.edu>, "William Rothwell" <wjr9@psu.edu>, "Dennis Gioia" <dag4@psu.edu>, "DAVID M SYLVIA" <dms39@psu.edu>, "Helen Sheehy" <hms2@psu.edu>, "Gregory Kally" <GJK13@psu.edu>, "Gibney Raymond" <rfg14@psu.edu>
Cc: "STEVEN AMES PETERSON" <sap12@psu.edu>, "Renata S. Engel" <rengel@engr.psu.edu>, "James L. Farr" <j5f@psu.edu>, "SHANNON RENEE RANO" <srr12@psu.edu>
Sent: Wednesday, February 12, 2014 10:12:01 AM
Subject: Consultation for MPS Psychology of Leadership at Work by Feb. 26

Dear Colleagues:

By way of this email, we are seeking your consultation on the MPS Psychology of Leadership at Work (proposal is attached). So we can meet the deadline for submitting to the Graduate School, a response within 10 business days (February 26) is needed.

The proposal is revised from an earlier version (MPS Leadership) circulated in October and reflects our response to concerns about the broad nature of the title "leadership." The current title accurately reflects the disciplinary base of the degree in addition to our role as good citizens within the university community.
Note the proposal is a collaborative effort with our partners at Penn State Great Valley, although the administrative and academic home for the program will be in the College of the Liberal Arts.

I look forward to your comments on the proposal, which may be in email or letter form.

Best Regards,

Avis Kunz, D.Ed.
Assistant Dean, Outreach and Online Education
College of the Liberal Arts
Affiliate Assistant Professor of Organizational Leadership
Penn State University
13 Sparks Building
814-863-5965
814-865-6489 (fax)
Consultation with Gibney

- In the stated entrance requirements for the program, there are no graduate record examination (GRE) scores listed in the admissions requirement section.

- The first sentence on page 3 states "The proposed MPS in Psychology of Leadership at Work..." I would recommend "The proposed Master in Professional Studies (MPS) in Psychology of Leadership at Work..."

- On page 5, I would recommend the removal of "many with religious affiliation". It seems pejorative. Some very good schools such as Notre Dame, Villanova, Boston College, and Loyola University have religious affiliations. Some other good schools such as Duquesne and Fordham also have religious affiliations.

- I would recommend MGMT 521 and MGMT 420 are direct equivalents for CAS 404. In fact, MGMT 521 may be a better choice since it is a graduate level course instead of an undergraduate course.

- Other courses for leading individuals in organizations are quite necessary or fit the intent of the suggested program such as:
  - **PSY 522** Personnel Selection and Appraisal (3) Evaluation of models for personnel selection, placement, and performance appraisal in business and industry.
  - **PSY 534** Practicum in Industrial/Organizational Psychology (1-3) Supervised application of psychological principles in industrial and governmental settings.
  - **PSY 538** Psychology of Personnel Development (3) Industrial training in relation to psychological learning theory and experimental findings.

- I did not see any course which covers the history of leadership theories. It is possible that PSY 532 - Psychological Foundations of Leadership may contain this information but is unclear from the title.

- There is possible competition with resident degrees, but I did not see this addressed in the proposal. For example, Penn State Harrisburg offers an in-resident MBA program and so does Penn State Erie. In addition, Erie has many B ADM courses which would work within this program which would make the program more intercollegiate.
  - B ADM 521. Leadership Seminar (3)
  - B ADM 526. Leadership and Ethics (3)
Consultation with Sylvia

On the following page is consultation with David Sylvia, which is in the form of a memorandum of support from the World Campus.
MEMO

To: Avis Kunz, Assistant Dean  
College of the Liberal Arts

Fr: David Sylvia, DAA for Graduate Programs

Da: February 27, 2014

Re: Proposal for MPS in Psychology of Leadership at Work

The World Campus is prepared to deliver the Master of Professional Studies in Psychology of Leadership at Work online to students at a distance in partnership with the College of the Liberal Arts 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.

Leadership is a broad-based discipline and several other colleges indicated potential complementary areas during the consultation process. World Campus would welcome the opportunity to work with Liberal Arts and other colleges to investigate how these areas could broaden the program in the future.

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 me. Thank you.

cc: Susan Welch, Dean, College of the Liberal Arts  
Craig Weidemann, Vice President for Outreach and Vice Provost for Online Education  
Amanda Mulfinger, World Campus Program Manager
Appendix B: Consultation (from first draft of proposal)

The conversations below represent a consultation for the MPS in Leadership. Based on these consultations, the title of the program was changed to its current form.

Consultation with Jim Farr and Paul Clark

To Paul Clark:  I received this week the syllabus for LER 437 which you had suggested we consider adding to the electives for our proposed MPS in Leadership program.  Both Sam Hunter and I have examined the very detailed syllabus for this course and we find it to be comprehensive in its coverage of formal employment dispute resolution procedures.  However, we do not think that it addresses as thoroughly the kinds of leader-follower disputes (and disagreements) and other interpersonal conflicts that would be more consistent with the psychological focus of our MPS in Leadership program.  We have made the decision that our set of courses should adhere as closely as possible to our base in psychological theory and research, given the many disciplines that touch on leadership.  Thus, we recommend that we not add LER 437 to our listed courses.  We do look forward to working with your program and after we achieve approval for our MPS in Leadership, we will consider establishing various concentrations within the program and, if that occurs, we will reexamine the courses that we include.  Thanks for making this suggestion.  Please contact me if you have questions.

Best regards -- Jim Farr

-----Original Message-----
From: James L. Farr [mailto:j5f@psu.edu]
Sent: Wednesday, October 23, 2013 12:57 PM
To: 'Paul Clark'
Cc: j5f@psu.edu; Sam Hunter; Brian Redmond
Subject: FW: Consultation Requested for Proposed MPS Leadership

Paul:  Avis forwarded me your suggestion that we consider LER 437 for the electives group.  Two things:  is this course already offered online or would an online version need to be developed?  Second, - I would like to see a typical syllabus or topical outline for this course for use in our considerations of whether to add it to our electives group.  If you have an electronic version, that would be great, but a paper copy will work. My office mail address is now 141 Moore Building.

Thanks very much -- Jim

Avis,

The only comments I have involve two LER courses. On page 5 the correct title of LER 464 is:

LER 464 -- Communication Skills for Leaders in Groups and Organizations

Also, I would suggest that the Department of Psychology consider adding LER 437 (description below) to the list of electives on p.5.
LER 437 Workplace Dispute Resolution (3) Dispute resolution practices and procedures used in the workplace and employment law settings.

Paul

Paul F. Clark, Professor and Director
School of Labor and Employment Relations
Penn State University
3 Keller Bldg.
University Park, PA 16803
Ph. 814-865-0752
Consultation with Douglas Thomas

11/20/2013

Hello Doug:

I apologize for the delayed response to you.

First let me be clearer about what transpired in the meeting at the Graduate School. It was during that meeting that Liberal Arts agreed to the title "Leadership" based on the consultation with Jim Thomas, who represented the interests of Smeal. We believe that we have done due diligence in seeking feedback on the name at an early stage in the proposal development.

We will include a summary and clearer description of that early meeting in the proposal.

Students interested in professional education at a graduate level in fields that are related will certainly dig into the program descriptions and curriculum content to discriminate one program from another. In addition, we can rely on the role of the graduate adviser based in the department, who would help the inquiring student make decisions based on the best interests of the student. Should the student's interests be better served by a program from another academic unit, the adviser would make that student aware of the alternative.

Best Regards,
Avis Kunz

11/5/2013

Dear Avis,

Thanks for your response, and I appreciate your willingness to edit the section regarding other programs. Let me know if I can provide any information to assist that editing process. Also, thanks for sharing the history. It seems like the people in that meeting were in support of a Liberal Arts based degree on the courses and topics in your proposal. I too am in support of the content. That said, it also seems like the program title was determined after that meeting rather than in it. Particularly since the proposed program will be marketed under the World Campus umbrella, I remain concerned about the generic nature of the program title. If one performs a web search for Master's Degrees in Leadership, the first set of links lead to diverse program offerings - some from business schools, some in technology, some more closely aligned with what you are proposing, etc. Given that there does not appear to be a market standard definition of what a master's program in leadership should be, and given that multiple PSU units now and perhaps in the future may be interested in having leadership elements as part of their portfolio, I still favor a more descriptive program title for your program. Reciprocally, I feel that were Smeal to consider offering a leadership-focused degree program in the future, it should similarly be descriptively titled (e.g., Strategy and Leadership or Strategic Leadership)

Thanks,
Doug

____________________
Doug Thomas
MBA Faculty Director
Professor of Supply Chain Management
Smeal College of Business
The Pennsylvania State University
463 Business Building
University Park, PA 16801

11/29/2013
Hello Doug and Carrie:

My apologies for the delay in responding to your thoughtful response. We will incorporate the changes into the proposal to accurately portray the programs.

Let me try to address your larger concern about the program’s title.

Because I have the longest history with the program development, I can address the title of the program.

In approximately 2006 (I may be off on the year a little), Liberal Arts proposed a MPS in Organizational Leadership, which we felt would be a perfect complement to the BS in Organizational Leadership. Diane Disney, who was then Chancellor at Great Valley, objected to Liberal Arts being the single academic home for the program. This resulted in several unsuccessful attempts to jump start those efforts. Late in 2011, Regina Younken called a meeting at the Graduate School with Jim Thomas, then Dean of Penn State Smeal College; David Sylvia, Director of Graduate Programs for the World Campus; Jim Nemes, then acting Director of Academic Affairs of Great Valley; Ron Filippelli, Associate Dean Emeritus/Liberal Arts, and me. At that meeting, Jean gave Liberal Arts the go-ahead to develop the MPS Organizational Leadership (the idea for the name at that time) with the understanding that we would consult with Great Valley as appropriate. During that meeting, Jim Thomas, stated that he would be comfortable with the title of “Leadership” for the Liberal Arts based degree but was not comfortable with “organizational” given that was more of the domain of business (excepting, of course, the existing undergraduate program in organizational leadership).

It was after the meeting and in respect to Dean Thomas’s suggestion for the term “Leadership” that we moved ahead with that title for the degree. The marketing for the program will clearly state its disciplinary base in psychology, which we suggest will clarify any confusion to potential students. Educational Leadership is targeted to professionals in the field of education, whereas the MPS Leadership is targeted to a broader and more generic population. Leadership Development is a specific focus within the larger field of leadership and does not reflect the broader focus of the MPS Leadership.

To restate, the current title "MPS Leadership" was developed after consultation with Dean Thomas and has helped to shape our thinking about the degree.

My understanding is that Denny Gioia is on the consultation list for the course proposals. Ash Deshmukh was on the consultation list for the proposal.

Please let me know if you have remaining or additional concerns.

Best Regards,
Avis Kunz
First, your proposal mischaracterizes Smeal’s offerings. This is of course easy to address through a bit of editing. My larger concern is with the potential confusion created by the title of the proposed program.

First regarding the impact on other programs section of the proposal:

We have two MBA programs conferring the same degree. A resident MBA program and an executive MBA program. The resident Smeal MBA program does in fact offer a formal concentration in Strategic Leadership. Courses in this concentration are primarily offered by our Management and Organization department but other finance and entrepreneurship courses are also available in that concentration. In addition, we offer a leadership “immersion” for our resident MBA students which includes a 360 multi-rater instrument on leadership behavior and is followed by one of three experiential leadership development events. The Smeal Executive MBA, offered in the Philadelphia area, does not formalize concentrations in the same way as the resident MBA program, but many of the same elective courses are offered. Since this proposal is for an online program, I imagine Philadelphia is a target market for potential students.

I believe it is true that there is not a formal leadership concentration in the iMBA, but that should be verified with Ash Deshmukh. Also, the iMBA is not a Smeal program, as characterized in your proposal, but an inter-college offering.

Next, regarding content overlap and potential confusion:

The department chair in our Management and Organization department, Denny Gioia, would be better positioned to speak to overlap in course content, but I can certainly imagine how the IO/Psych perspective is different from courses we offer. That said, I wonder if a program title that indicated this perspective might avoid confusion in the future. I do not know about degree program titles for similar programs offered by other schools, but would something like "MPS in Leadership Psychology" more accurately convey the focus of the proposed program and help guide prospective students? Existing leadership programs have more specificity in their titles (e.g., Educational Leadership, Leadership Development).

As I say, happy to discuss further.

Best regards,
Doug

Doug Thomas
MBA Faculty Director
Professor of Supply Chain Management
Smeal College of Business
The Pennsylvania State University
463 Business Building
University Park, PA 16801

Dr. Kunz,
My colleague, Dr. Doug Thomas, MBA faculty director and I are reviewing the document. For clarification, the full-time MBA program at Smeal does comprise leadership develop components including a Strategic Leadership concentration. The online MBA through Penn State’s World Campus is directed by Dr. Ash Deshmukh, and his response will pertain to the iMBA.
Dr. Thomas is in Asia currently and we will complete the review as soon as possible.
Carrie Marcinkevage
Consultation with William Rothwell

October 21, 2013

Dear Avis:

The faculty of Workforce Education and Development have discussed the MPS in Leadership proposal and support it. We hope, however, that there will be opportunities to cross-list courses and work together in providing a unified front of Penn State’s capabilities to prospective and enrolled students. More specifically, WFED 410 is entitled Leadership Competencies of Professionals, and it could be a good addition to your MPS in Leadership program. It is a designated elective in the MPS in Organization Development and Change and is thus one of the courses scheduled for online development through the World Campus.

Cordially,

William J. Rothwell
Professor of Education
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Earth and Mineral Sciences
Department or Instructional Area: Energy and Mineral Engineering

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add X

Designation of new graduate program: ____________________________________________
Classification of Instructional Programs (CIP) Code: _______________________________
Designation of new graduate option: ____________________________________________
Designation of new graduate minor: Electrochemical Science and Engineering

Indicate effective semester (cannot be earlier than the first semester following approval): Spring 2014

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _____ Drop _____

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

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

Indicate effective semester (cannot be earlier than the first semester following approval):

SUBMITTED BY GRADUATE PROGRAM HEAD:

Luis F. Ayala H. ____________________________ Date: 8/20/2013
Printed name Signature

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Chris J. Marone ____________________________ Date: 8/21/2013
Printed name Signature

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

John R. Helmman ____________________________ Date: 8/27/2013
Printed name Signature
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Andrew Cole

Date: 4/30/2014

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Christina M. Greninger

Date: 4/30/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Regina Vasilets-Young

Date: 4/30/2014
Proposal to Establish a Graduate Minor in Electrochemical Science and Engineering at Penn State

By Serguei N. Lvov

Department of Energy and Mineral Engineering
College of Earth and Mineral Sciences
lvov@psu.edu, 814-883-2327 (cell)

A. Justification

The power generation demand is constantly growing and we should develop new technologies for efficient, renewable, and clean electrical power generation. President Obama has called for a number of new energy development initiatives and most of them are based on using electrochemical energy conversion systems such as batteries, flow and fuel cells, solar cells, etc. In addition, electrochemical processes are important for the development of a number of the environmental science related technologies and an example could be a technology to electrochemically produce fuel from carbon dioxide and water. Electrochemical devices such as batteries and solar cells and processes such as electrochemical deposition and materials degradation have become widespread over the last century and developments of some of them have been particularly important during the last decade because they can help to significantly reduce carbon dioxide emissions. At the same time, sufficient attention has not been given to graduate education in electrochemical science and engineering as the emphasis has been on combustion and nuclear engineering processes related to low-cost fossil fuel and nuclear power generation. The proposed graduate minor in electrochemical science and engineering should allow the Penn State graduate students to gain a necessary background and be prepared to work in a number of growing electrochemical engineering-related industries such as batteries, fuel and flow cells, solar cells, electrolysis, electrocatalysis, etc.

B. Objectives

The electrochemical science and engineering graduate minor is designed to equip students with the knowledge necessary to achieve the following educational and research objectives: become (1) valuable contributors in addressing society’s clean energy needs and demands especially in the electrochemical power generation sector as well as (2) educators, practicing specialists, and national leaders in electrochemical energy conversion and storage technologies. The minor integrates skill sets in fundamentals of electrochemistry based on chemistry, physics, mathematics, thermodynamics, chemical kinetics, etc. and electrochemical engineering applications such as batteries, solar, flow and fuel cells, electrochemical synthesis and corrosion, etc. to ensure successful career opportunities and growth within electrochemical power generation industries, government agencies, and academia. The curriculum should allow graduate students in energy related programs such as chemical, civil, electrical, environmental, mechanical, materials science and engineering, etc., to readily take advantage of the graduate minor and be better prepared for careers in clean power generation and future green technologies.
It is anticipated that the graduate minor will be connected to the undergraduate electrochemical engineering minor (ELCHE) recently established at Penn State and housed at the John and Willie Leone Department of Energy and Mineral (EME) department. The undergraduate minor was started in Fall 2012 and three students have already graduated in AY 2012/13. Penn State undergraduate students graduating with an ELCHE minor will be fundamentally prepared for graduate studies related to electrochemical science and engineering and will be suitable candidates for graduate studies in the area. They will be encouraged to pursue the new graduate-level minor in Electrochemical Science and Engineering should they resume graduate studies at Penn State. EME undergraduate students may also take advantage of EME’s 5-year Integrated Undergraduate-Graduate program, which allows qualified students to pursue their undergraduate and M.S. graduate degrees concurrently.

In addition, the new graduate electrochemical science and engineering minor will provide an opportunity for students of other University Park graduate programs such as Materials Science and Engineering (MATSE), Chemical Engineering (CHE), Mechanical and Nuclear Engineering (MNE), Engineering Science and Mechanics (ESM), Civil and Environmental Engineering (CEE), and Chemistry (CHEM) to gain the necessary education in a variety of electrochemical technologies as well as to study the background of electrochemical processes such as electrocatalysis, electrodeposition, and electrochemical corrosion, for example.

The graduate electrochemical science and engineering minor will be managed/overseen by the Energy and Mineral Engineering (EME) Department. A department faculty member specializing in electrochemical science and engineering will be appointed as the program officer.

C. New Courses

One new course, EME 541, Electrochemical Science and Engineering Fundamentals, has been proposed as a core (required) course for the proposed graduate minor.

Other University engineering and science departments are encouraged to contribute to the minor in the future to increase its strength and flexibility.

If a new graduate electrochemical science and engineering-related course is developed in any academic unit in the University, students of the minor may take this class instead. Students who wish to substitute a course for one on the list must consult with the head of the graduate minor and receive approval via a written petition prior to taking the course. Additional courses will be added to the list of acceptable courses for the graduate minor as they become available. The head of the graduate minor will maintain the most updated list of courses to be regularly updated in the graduate education website of the minor home department (Energy and Mineral Engineering, www.eme.psu.edu).

D. Graduate Minor Statement

This graduate minor is highly relevant to numerous graduate degree programs associated with energy, materials, and environmental sciences offering a unique set of skills that will benefit graduate students to develop expertise in electrochemical systems that complements their primary
focus in batteries, fuel cells, or structural design. The minor will also help expand the students’ knowledge and capabilities in important topics relating to electrochemical and renewable energy fundamentals, devices and systems.

EME 541: Electrochemical Science and Engineering Fundamentals serves a required course for the graduate minor and provides common foundational knowledge for all students in the minor. This class can be substituted by an equivalent foundational course (e.g., CHEM 524: Electroanalytical Chemistry) upon agreement between the student’s academic adviser and the graduate minor officer.

The doctoral minor will consist of no fewer than five 3-credit courses (15 credits) of integrated or articulated work in electrochemical science and engineering, related to but different from, that of the major, drawn from the two lists (500-level courses and 400-level courses) below, with a preponderance of courses at the 500 level. A minimum of 6 credits must be at the 500 level for the doctoral minor.

500-level courses:

EME 541: Electrochemical Science and Engineering Fundamentals
CHEM 524: Electroanalytical Chemistry
E SC 501: Solar Cell Devices
CH E 510/MATSE 510: Surface Characterization of Materials
CH E 528: Colloidal Forces and Thermodynamics
MATSE 560/MN PR 507: Hydrometallurgical Processing
MATSE 501: Thermodynamics of Materials
MATSE 503: Kinetics of Materials Processes

400-level courses:

EGEE 420: Hydrogen and Fuel Cells
EGEE 437: Design of Solar Energy Conversion Systems
EGEE 441: Electrochemical Engineering Fundamentals
EME 407: Electrochemical Energy Storage
E SC 455: Electrochemical Methods Engineering and Corrosion Science
MATSE 421: Corrosion Engineering
M E 403: Polymer Electrolyte Fuel Cell Engines

All courses above are currently available to University Park graduate students. In addition, a number of 500-level temporary courses [e.g. ME 597D: Materials for Energy Conversion and Storage by Donghai Wang, ME 597C: Battery Systems Engineering by Chris Rahn, and MATSE 597A: Polymers in Energy Research by Michael Hickner] are scheduled to be converted to permanent courses in AY 2013/2014. They will also become part of the minor-approved list of courses which will be regularly updated in the EME graduate education website (www.eme.psu.edu).

The master’s minor will consist of no fewer than two 3-credit courses (6 credits) of integrated or articulated work in electrochemical science and engineering, related to but different from, that of
the major, drawn from the two lists above. A minimum of 3 credits must be at the 500 level for
the master’s minor.

A student enrolled in this graduate minor must receive a grade of B- or better in all minor
courses.

E. Admission Requirements

Any graduate student enrolled at Penn State in a related field of study may be admitted to the
Electrochemical Science and Engineering graduate minor.

A representative from the Graduate Faculty in the graduate minor (i.e., a “Minor Field Member”)
must be appointed to the doctoral committee of each student enrolled in the doctoral minor in
Electrochemical Science and Engineering.

F. Justification for Titles

The proposed minor titles are:

Doctoral minor in Electrochemical Science and Engineering

Master’s minor in Electrochemical Science and Engineering

G. Accreditation

If necessary, the graduate minor accreditation can be requested from the Electrochemical
Society, National Association of Corrosion Engineers, and other national and international
organizations.

H. Responses from Departments

The following University Park academic units are identified as potentially interested in the
proposed graduate minor:

College of Earth and Mineral Sciences

Energy and Mineral Engineering (Turgay Ertekin)
Material Science and Engineering (Gary Messing)

College of Engineering

Mechanical and Nuclear Engineering (Karen Thole)
Engineering Science and Mechanics (Judy Todd)
Civil and Environmental Engineering (Peggy Johnson)
Chemical Engineering (Andy Zydney)
Eberly College of Science

Chemistry (Barbara Garrison)

The following faculty were contacted regarding the graduate minor proposal and expressed interest and support:

Jeffrey Brownson (Energy and Mineral Engineering)
Tom Mallouk (Chemistry)
Chris Rahn (Mechanical and Nuclear Engineering)
Donghai Wang (Mechanical and Nuclear Engineering)
Hosam Fathy (Mechanical and Nuclear Engineering)
Barbara Shaw (Engineering Science and Mechanics)
Stephen Fonash (Engineering Science and Mechanics)
Michael Hickner (Material Science and Engineering)
Darrell Velegol (Chemical Engineering)
Michael J. Janik (Chemical Engineering)

The e-mail replies from the faculty are attached.
Subject: FW: ME 597C Battery Systems Engineering
Date: Monday, August 12, 2013 12:19:44 PM Eastern Daylight Time
From: Serguei Lvov

From: Chris Rahn <cdrahn@engr.psu.edu>
Date: Monday, August 12, 2013 10:33 AM
To: Serguei Lvov <lvov@psu.edu>
Subject: RE: ME 597C Battery Systems Engineering

Looks good, Serguei. I still plan to pursue permanent number for ME 597C. Here is the sentence of support:

"The proposed graduate minor in Electrochemical Science and Engineering will provide an excellent opportunity for students in Mechanical and Nuclear Engineering to develop expertise in electrochemical systems that complements their primary focus in batteries, fuel cells, or structural design."

Good luck, Chris

From: Serguei Lvov [mailto:lvov@psu.edu]
Sent: Friday, August 09, 2013 9:57 AM
To: Chris Rahn
Subject: Re: ME 597C Battery Systems Engineering

Chris:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei
From: Hosam Fathy <hkf2@engr.psu.edu>
Date: Friday, August 9, 2013 2:22 PM
To: Serguei Lvov <lvov@psu.edu>
Subject: RE: EGEE 597A Advanced Electrochemical Engineering

Hi Serguei:

Here is my statement:

With many of our graduate students at Penn State pursuing research in electrochemical engineering, the proposed minor provides a much-needed platform for providing these students with the fundamental strengths they need, and I support it wholeheartedly.

Best wishes,
Hosam.

From: Serguei Lvov [mailto:lvov@psu.edu]
Sent: Friday, August 09, 2013 10:02 AM
To: Hosam Fathy
Subject: Re: EGEE 597A Advanced Electrochemical Engineering

Hosam:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei
From: Michael Hickner <hickner@matse.psu.edu>
Date: Friday, August 9, 2013 10:52 AM
To: Serguei Lvov <lvov@psu.edu>
Subject: Re: EGEE 597A Advanced Electrochemical Engineering

Hi Serguei,

It looks good to me. Here is my statement:

"This graduate minor will help expand our advanced students' knowledge and capabilities in important topics relating to electrochemical and renewable energy fundamentals, devices and systems. As our energy economy continues to change in the US, these new skills will help our students widen their perspectives and put them on the road to becoming experts in new energy technologies."

Let me know if you need anything else.

Mike

On 8/9/13 10:07 AM, Serguei Lvov wrote:

Mike:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei

From: Michael Hickner <hickner@matse.psu.edu>
Date: Wednesday, May 1, 2013 9:41 AM
To: Serguei Lvov <lvov@psu.edu>
Subject: Re: EGEE 597A Advanced Electrochemical Engineering

Hi Serguei,

I think we do have enough graduate courses on campus if you think a graduate minor is useful. I'm not sure how many MATSE students will be interested as I often do not hear about minors, but you never know. I teach a graduate course called "Polymers in Energy Research". It covers ionic polymer electrolytes/conducting polymers/some devices. It isn't electrochemical engineering, per se, but does cover modern topics in how polymers are used for membranes and in organic electronic devices.

Right now the class is a MATSE 597 class, but I'm working on getting to converted to a permanent course number this year.
Subject: Re: graduate minor proposal  
Date: Tuesday, August 13, 2013 11:46:45 PM Eastern Daylight Time  
From: Jeffrey Brownson  
To: Serguei Lvov  

Dear Serguei,

I am extremely pleased to see an initiative to develop a graduate minor in electrochemical science and engineering. The discipline is highly relevant to numerous graduate degree programs related to energy, materials, environmental sciences, and water supplies, and offers a unique set of skills that will benefit many developing graduate students.

Thank you for your efforts.

Jeffrey R. S. Brownson  
814-867-4227 [265 MRL Building]  
http://nanomech.ens.psu.edu/  

John and Willie Leone Family Department of Energy and Mineral Engineering  
Associate Professor of Energy and Mineral Engineering and  
Materials Science and Engineering  
The Pennsylvania State University

From: "Serguei Lvov" <lvov@psu.edu>  
To: "Jeffrey Brownson" <nanomech@psu.edu>  
Sent: Friday, August 9, 2013 9:51:46 AM  
Subject: graduate minor proposal  

Jeffrey:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei
Subject: Re: EGEE 597A Advanced Electrochemical Engineering
Date: Sunday, August 11, 2013 8:23:16 AM Eastern Daylight Time
From: Serguei Lvov

From: Michael Janik <mjanik@engr.psu.edu>
Reply-To: Michael Janik <mjanik@engr.psu.edu>
Date: Saturday, August 10, 2013 3:28 PM
To: Serguei Lvov <lvov@psu.edu>, Andrew Zydney <zydney@engr.psu.edu>, Darrell Velegol <Velegol@engr.psu.edu>
Subject: Re: EGEE 597A Advanced Electrochemical Engineering

Serguei - I continue to support the proposal for a graduate Electrochemical Science and Engineering minor.

Our CHE students don’t frequently pursue graduate minors, and I do not expect a significant number to pursue this simply due to the practical difficulties of covering this minor while also meeting major requirements and without taking additional courses. Our students take 8 courses for their PhD (we don’t have many MS students) and 5 of these must be in CHE. I don’t believe we allow any of these to be at the 4XX level. With our model of funding all PhD students off research grants, it is rare students have the opportunity to go beyond these requirements. I don’t have recommendations on how to make this minor more inviting to CHE PhD students (it would require significantly more grad CHE courses in this area, and I don’t expect this will happen). I do expect a few students with very specific interests and a background that frees up course requirements might pursue the minor.

Mike
Dept. of Chemical Engineering

From: Serguei Lvov <lvov@psu.edu>
Date: Fri, 9 Aug 2013 10:12:07 -0400
To: Michael J. Janik<mjanik@engr.psu.edu>
Subject: Re: EGEE 597A Advanced Electrochemical Engineering

Mike:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei
Subject: FW: ME 597D Materials for Energy Conversion and Storage
Date: Friday, August 9, 2013 10:37:10 AM Eastern Daylight Time
From: Serguei Lvov

From: Donghai Wang <dwang@engr.psu.edu>
Date: Friday, August 9, 2013 10:28 AM
To: Serguei Lvov <lvov@psu.edu>
Subject: Re: ME 597D Materials for Energy Conversion and Storage

Serguei,

The integrated course list in the format of the graduate minor is helpful for graduate students to obtain comprehensive knowledge in electrochemical science and engineering. Thanks.

Donghai

From: Serguei Lvov <lvov@psu.edu>
Date: Friday, August 9, 2013 9:58 AM
To: Donghai Wang <dwang@engr.psu.edu>
Subject: Re: ME 597D Materials for Energy Conversion and Storage

Donghai:

Many thanks for your interest in the initiative to develop a new graduate minor in Electrochemical Science and Engineering. A draft of the proposal is attached. I would appreciate receiving a short (one sentence) supporting statement as well as any comments and suggestions on the proposal.

Thanks, Serguei
Hi Serguei,

I support the proposal for a graduate Electrochemical Science and Engineering minor. This is very important material for students to learn. Thank you for your effort in putting this package together.

One thing that might be worthwhile to clarify is that while some courses are on the books, they are not offered every semester. My ChE 528 colloids course is an example of this. It is typically offered every 2 to 3 years.

Have a great day!

Darrell

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**Darrell Velegol**  
Distinguished Professor  
Department of Chemical Engineering  
The Pennsylvania State University  
108 Fenske Lab  
University Park PA 16802-4400

phone: (814) 865-8739  
fax: (814) 865-7846  
email: velegol@psu.edu  
web: [http://www.velegol.org](http://www.velegol.org)  
ChE: [http://fenske.che.psu.edu](http://fenske.che.psu.edu)  

For I was hungry, and you fed me.  
I was thirsty, and you gave me a drink.  
I was a stranger, and you invited me into your home.  
I was naked, and you gave me clothing.  
I was sick, and you cared for me.  
I was in prison, and you visited me ...  
when you did it to one of the least of these my brothers and sisters, you were doing it to me.  
– Matthew 25:34-46

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From: Serguei Lvov [mailto:lvov@psu.edu]  
Sent: Friday, August 09, 2013 10:10 AM  
To: Darrell Velegol  
Subject: Re: EGEE 597A Advanced Electrochemical Engineering
Subject: Re: graduate Electrochemical Engineering minor

Date: Monday, May 6, 2013 at 10:15:07 AM Eastern Daylight Time

From: Tom Mallouk

To: Serguei Lvov

Hi Serguei. This sounds like an excellent idea to me.

Currently, Chem 524 is taught in alternate years, so it will be offered again in Spring 2015. The course basically runs through the fundamentals and techniques in Bard & Faulkner, and for the last two weeks the students themselves give 20 min. presentations on current applications of electrochemistry.

There is also an informal lab part of the course in which students analyze some canned data (cyclic voltammetry and rotating disk voltammetry) and then run some experiments themselves.

Mostly, we have had Chemistry graduate students in the course, so the focus has traditionally been electroanalytical. If more engineers decide to take the course we could shift the emphasis appropriately.

You can access the website for the course (which is currently hidden) at http://courses.chem.psu.edu/chem524/index13.html. I removed the solutions to problems, exams, etc., but I think you can get a sense of the course from the material that is there. Previously, I had students write their own finite difference code to simulate 1-D electrochemical problems (Bard & Faulkner Appendix B), but they rebelled so I took this out of the course. The course website has some programs we wrote in 2011 to simulate cyclic voltammetry with heterogeneous kinetics and coupled solution reactions (under "computational resources.")

Best regards,
Tom

P.S. Do you know what electrochemical courses are currently offered in Engineering and EMS? It would by nice to organize them so that they are complementary, both in content and scheduling.

Dear Tom:

Most of our electrochemical engineering colleagues feel that the development of a graduate Electrochemical Engineering minor could be useful. I am wondering if you would support such an idea. Also, I have recognized that you are teaching CHEM 524 Electroanalytical Chemistry which perfectly suitable for such a minor. May I ask if you teach the class every year?

Best, Serguei

Thomas E. Mallouk
224 Chemistry Building
The Pennsylvania State University
University Park, PA 16802 USA
We ARE..........Penn State!!!
I think that your proposal for a grad student minor in Electrochemical Science seems like a worthwhile venture for students whose interests lie in this area. That pool of students might include a few Chem grads students each year, but it is difficult to be more precise. Likewise, we (the Chem Dept) cannot guarantee that we will have a course (or courses) to contribute to this program in any given year. However, if we do offer this type of course, you are of course welcome to send your students our way.

Ken F.

Graduate Advisor in Chemistry

On 2/19/14 3:48 PM, Luis Ayala wrote:

Dear Dr. Feldman:

Please find attached a proposal to create a new graduate minor in Electrochemical Science and Engineering in the College of Earth and Mineral Sciences, to be housed at the Department of Energy and Mineral Engineering (EME). You will also find attached a memo from the Graduate Council Committee on Programs and Courses which requests that we should obtain written consultation from the head of the graduate program in Chemistry about the development of this minor at Penn State U (see memo attached).

In your capacity as the graduate program chair in the Department of Chemistry, I would like to respectfully request your review and comments on this proposal as we prepare our revised submission to The Graduate School.

Please feel free to contact the faculty lead in this proposal (Dr. Serguei Lvov, sxl29@psu.edu, cc’d here), our Department Head (Dr. Turgay Ertekin, eur@psu.edu, cc’d here), or me if you have any questions. Dr. Lvov has also secured the concurrence of Dr. Mallouk in your Department (email attached), who has been supportive of this initiative.

We look forward to your feedback.

Best Regards,
L. Ayala

Dr. Luis F. Ayala H.
Associate Professor of Petroleum and Natural Gas Engineering
& Associate Dept. Head for Graduate Education
John and Willie Leone Family Department of Energy and Mineral Engineering
The Pennsylvania State University
From: PAMELA MARIE KREWSON <pmk128@psu.edu>
Date: Thursday, December 19, 2013 at 1:03 PM
To: Luis Ayala <ayala@psu.edu>, Turgay Ertekin <eur@psu.edu>, Serguei Lvov <sxl29@psu.edu>
Subject: Graduate Council Curricular Review Action on Electrochemical Science and Engineering - new graduate minor

Please see the attached memo for information regarding Graduate Council curricular review action taken on your graduate program’s proposal.

Pam Krewson
Administrative Support Assistant
Penn State Graduate School
Office of the Dean
211 Kern Graduate Building
University Park, PA 16802
814-865-2516
pmk128@psu.edu

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Ken Feldman
Professor of Chemistry
Chemistry Department
The Pennsylvania State University
University Park, PA 16802
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: The Graduate School
Department or Instructional Area: Intercollege Programs

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change √ Drop √

Current designation of graduate program: Integrative Biosciences (IBIOS) - to be changed
Current designation of graduate option: Chemical Biology - to be dropped
Current designation of graduate minor:

New designation of existing graduate program (if changing): Molecular, Cellular and Integrative Biosciences (MCIBS)
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Peter John Hudson
Printed name Signature Date: 7th March 2014

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Regina Vasilatos-Younken
Printed name Signature Date: 3-19-14

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Regina Vasilatos-Younken
Printed name Signature Date: 3-19-14
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

C. Andrew Cole /ERP

Printed name Signature Date: 4/17/2014

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

Christina M. Goering /ERP

Printed name Signature Date: 4/17/2014

Noted by Dean of the Graduate School:

Regina Vasilaras Young /ERP

Printed name Signature Date: 4/35/2014
Program Change Proposal submitted to Graduate Council by the
Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS)

—academically housed in the Graduate School—

to change the name of the program to

Molecular, Cellular, and Integrative Biosciences (MCIBS)

and to change the program’s admission and degree requirements,

in conjunction with the following five graduate program drop proposals:

Cell and Developmental Biology
Genetics
Immunology and Infectious Disease
Molecular Medicine
Molecular Toxicology

March 2014

Proposers:

Peter Hudson, Head of the IBIOS Graduate Program
Melissa Rolls, Chair of the Academic Issues Working Group

Proposer Contact Information:
Melissa Rolls
118 Huck Life Sciences Building
University Park
mur22@psu.edu
A. Summary of Changes and Justification:

The proposed changes to the existing Integrative Biosciences (IBIOS) graduate program are 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training, an approach that spans the continuum of understanding from fundamental mechanisms of action at the molecular/cellular level of discovery to the function of the organism in its environment with applications that enhance health and well-being; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting intercollege graduate degree programs (IGDPs) that are separate from IBIOS but would duplicate the revised program and 6) are, therefore, requested to be dropped as separate actions, but in parallel with approval of the proposed changes to IBIOS. The stand-alone IGDPs to be dropped are: Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology. Proposal forms (cover sheets) for each program “Drop” action from the respective colleges are submitted as part of this proposal package. The revised program (MCIBS) will continue to be academically housed in the Graduate School, which serves as the academic college for the current program in IBIOS. The Huck Institutes of the Life Sciences will continue to provide financial and administrative support for the IGDP in MCIBS, as it traditionally has done for IBIOS, for the programs being dropped, and for other life science IGDPs.

The proposed changes from the existing IBIOS to the new MCIBS program are designed to better train researchers across a wide range of specializations in the biological sciences that share the goal to elucidate mechanisms of action at the molecular, cellular, and organismal level, including disease.

The emphasis areas of MCIBS will allow students to select educational and research training concentrations in Cell and Developmental Biology; Immunology and Infectious Disease; Molecular and Evolutionary Genetics; Molecular Medicine; and Molecular Toxicology, in addition to the existing Option in Bioinformatics and Genomics. Establishing emphasis areas in an umbrella program provides flexibility to readily adjust the program to match continuously evolving faculty research expertise and to accommodate and emphasize newly emerging fields within the biological/health sciences. Incoming students will enroll in core courses of instruction covering basic biochemistry and molecular biology processes from the gene to the cell; ethics; and the scientific method. In addition, students will take specialized courses associated with the above programmatic emphasis areas, as well as elective courses that complement and support their research interests and foci. The groupings of specialized courses into emphasis areas and the faculty associated with each emphasis area will be outlined in a web portal associated with the IGDP in MCIBS that will be hosted on the Huck Institutes web site, and will demonstrate the breadth of specialized training and research opportunities available to students in the program, but at the same time reflect flexibility based upon an individual student’s research focus.

By offering consolidated graduate training in molecular, cellular, and integrative biosciences under a large, flexible and diverse umbrella program, versus the current six separate programs (IBIOS and the five additional programs listed above) that are in many ways overlapping (e.g., identical core courses) and competing (i.e., for the same prospective student/applicant pool and for faculty time and effort, as many faculty are members of two or more of these same programs), significant efficiencies are gained and interdisciplinary training and research opportunities for students and faculty increase. These efficiencies and additional benefits include:
1) A cohesive and rational presentation of the program that minimizes confusion for prospective students (versus the current overlapping core curriculum and faculty research foci reflected across separate programs).

2) A unified core curriculum integrated with specialized curricular tracks and research-specific electives under a single program umbrella that better informs and facilitates interdisciplinary curricular opportunities for students.

3) Elimination of duplication of faculty effort to support program functions, such as service on program committees across multiple individual programs, and a coordinated admissions process for more efficient selection of the best prospective students from a larger applicant pool.

4) Increased cohesion and dedication of faculty effort to promote greater identification with and commitment to one large, dynamic program.

5) Attraction of a larger cohort of more competitive incoming students with similar initial educational requirements. This larger, higher-quality peer group more readily facilitates adjustment and integration into the Penn State system, as well as providing additional peer resources during tenure as graduate students.

6) Increased opportunities for students in terms of selection of mentors and potential for interdisciplinary research and interactions.

The proposed IGDP in MCIBS includes faculty from multiple colleges, including but not limited to the College of Agricultural Sciences, the Eberly College of Science, the College of Engineering, the College of Health and Human Development, the College of the Liberal Arts, and the College of Nursing. Students are offered the opportunity to train in research laboratories within a variety of different departments, including but not limited to Biology, Biochemistry and Molecular Biology, Statistics, Engineering Science and Mechanics, Entomology, Food Science, Animal Science, Veterinary and Biomedical Sciences, and Nutritional Sciences. In this respect, the program truly constitutes an interdepartmental and intercollege graduate training endeavor (Appendix A, provided for curricular reviewers' reference, contains the Bylaws that will be used to administer the IGDP in MCIBS). In addition, the IGDP in MCIBS will afford opportunities to partner with the Biomedical Sciences (BMS) graduate program in the College of Medicine at the Hershey campus in areas of potential mutual benefit and synergy, such as cross-campus delivery of unique courses by means of videoconferencing technology. While distance between campuses poses a challenge to maximizing faculty and student cross-campus collaborations, the information technology capabilities that Penn State possesses, including the new telepresence capabilities in the Huck and at the College of Medicine, provide a mechanism for meeting these challenges. Synergies that can be realized through collaboration of the UP-based IGDP in MCIBS with the Hershey-based BMS program will be an ongoing goal for the IGDP in MCIBS. As the program matures, we envision working with the BMS program to develop new team-taught courses with faculty from both campuses contributing, while also making select established courses available to interested students at each campus.

After approval of the program change proposal, course change proposals to change the “IBIOS” abbreviation to “MCIBS” will be processed as soon as possible, and the graduate program’s Bulletin description will be revised editorially as necessary to reflect the new abbreviations once the course change proposals have been approved and the updates entered into the master course list. No program change proposal will be necessary, because the courses that are required for the degree will not be changing, only how they are designated.
B. SUMMARY OF PROPOSED PROGRAM CHANGES:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Proposed:</th>
</tr>
</thead>
</table>

*Program Name:*

Integrative Biosciences (IBIOS) | Molecular, Cellular, and Integrative Biosciences (MCIBS)

*Minimum Admission Requirements:*
1. Completed official Penn State Graduate School application
2. Paid nonrefundable application fee ($45 U.S.)
3. Two official transcripts from each institution attended
4. Completed Integrative Biosciences Graduate Degree Program application
5. Application for a U.S. visa (International applicants only)
6. Graduate Record Examinations (GRE) general test
7. Three letters of recommendation
8. Statement of goals that pertains to the life sciences
9. All international applicants whose first language is not English or who have not received baccalaureate or master’s degrees from an institution in which the language of instruction is English

1. Completed official Penn State Graduate School application (online).
2. Paid nonrefundable application fee (see Requirements for Graduate Admission for current fee).
3. No change.
4. Completed Integrative Biosciences Graduate Degree Program application [This is redundant, because answers to program-specific questions will be included in a completed application.]
5. No change.
6. Graduate Record Examination (GRE) General Test; successful applicants generally have scores above the 75th percentile for each of the verbal, quantitative, and analytical writing sections.
7. Names and contact information, including business email addresses, for three references.
8. Statement of goals that pertain to the life sciences including motivation for pursuing a research doctorate; research experience and interests; and professional goals. The statement should include biological problems that are of interest to the applicant and how the applicant’s past experiences have prepared him or her to pursue this research.
9. All 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...
must take the TOEFL (Test of English as a Foreign Language) examination. A minimum TOEFL score of 600 on the paper test, 250 on the computer-based test, or 100 (including 23 on the speaking component) on the Internet-based test is required.

noted below. The minimum acceptable score for the TOEFL is 575 for the paper-based test, or a total score of 90 with a 21 on the speaking section for the Internet-based test (iBT). Successful applicants generally have a minimum score of 100 (with a 23 on the speaking section) on the Internet-based test. Applicants with iBT speaking scores between 15 and 20 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Disciplines) with attainment of a grade of B or higher. The minimum acceptable 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.

10. Students must have completed a bachelor's degree at an accredited college or university and have a minimum of a 3.0/4.0 junior/senior undergraduate grade-point average.

10. An applicant 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. Successful applicants generally will have completed coursework in biochemistry, molecular and/or cell biology, physics, chemistry (organic and inorganic), and calculus and have a
Degree Requirements:

11. Option in Chemical Biology
12. Option in Bioinformatics and Genomics

minimum 3.5/4.0 Jr./Sr. undergraduate grade point average.

11. Drop Option in Chemical Biology.
12. Revised curricular requirements (see Bulletin description)

C. Revised Graduate Bulletin Description [all highlighted text in the Bulletin description is to be added (except in the listing of Graduate Faculty, where text to be added is marked using Track Changes); text to be deleted from existing description, including the listing of Graduate Faculty, is struckthrough]

Molecular, Cellular, and Integrative Biosciences (MCIBS)
Program Home Page (Opens New Window)

TBD, Chair
Life Sciences Building
University Park, PA 16802
1-866-PS-MCIBS; 1-866-77-42467 (toll-free in USA)
grainfo@huck.psu.edu

Degrees Conferred:

Ph.D., M.S.

Integrative Biosciences (IBIOS)
Program Home Page (Opens New Window)

PETER HUDSON, Chair, IBIOS Graduate Education
201 Life Sciences Building
University Park, PA 16802
1-866-PS-IBIOS; 1-866-77-42467 (toll-free in USA)
grainfo@huck.psu.edu
Degree Conferred:

Ph.D.

The Graduate Faculty:

- Raj Acharya, Ph.D. (Minnesota) Professor and Department Head of Computer Science and Engineering
- Hiroshi Akashi, Ph.D. (Chicago) Assistant Professor of Biology
- Istvan Albert, Ph.D. (Notre Dame) Associate Professor of Biochemistry and Molecular Biology
- Reka Albert, Ph.D. (Notre Dame) Assistant Professor of Physics and Biology
- Naomi Altman, Ph.D. (Stanford) Associate Professor of Statistics
- Charles Anderson, Ph.D. (Stanford) Assistant Professor of Biology
- Raquel Assis, Ph.D. (Michigan) Assistant Professor of Biology
- Sarah Assmann, Ph.D. (Stanford) Professor of Biology; Director, Plant Sciences Institute
- Michael Axcell, Ph.D. (California, Berkley) Associate Professor of Biology
- Lu Bai, Ph.D. (Cornell) Assistant Professor of Biochemistry and Molecular Biology
- Le Bao, Ph.D. (Washington) Assistant Professor of Statistics
- Craig Baumlucker, Ph.D. (Purdue) Professor of Animal Nutrition/Physiology
- Philip Bevilacqua, Ph.D. (Rochester) Professor of Chemistry
- Ottar Bjornstad, Ph.D. (Oslo) Professor Entomology
- David Blizard, Ph.D. (University of Wales) Senior Research Associate
- Maria Bewley, Ph.D. (University of Leeds) Assistant Professor of Biochemistry
- Le Bao, Ph.D. Assistant Professor of Statistics
- James Broach, Ph.D. (California, Berkeley) Chair, Biochemistry and Molecular Biology, Penn State College of Medicine
- Donald Bryant, Ph.D. (California, Los Angeles) Ernest C. Pollard Professor of Biotechnology, and Professor of Biochemistry and Molecular Biology
- Craig Cameron, Ph.D. (Case Western) Berg Professor of Biochemistry and Molecular Biology
- Margherita Cantorna, Ph.D. (Wisconsin, Madison) Professor of Molecular Immunology
- John Carlson, Ph.D. (Illinois) Professor of Molecular Genetics; Director, Schatz Center for Tree Molecular Genetics
- Laura Carrel, Ph.D. (Stanford Reserve) Assistant–Associate Professor of Biochemistry and Molecular Biology
- Isabella Cattadori, Ph.D. (Stirling, UK) Assistant Professor of Biology
- Douglas Cavener, Ph.D. (Georgia) Professor and Department Head of Biology
- Gong Chen, Ph.D. (Shanghai) Professor of Biology
- Keith Cheng, M.D.; Ph.D. (NYU; U–Washington) Professor of Pathology; Adjunct Professor of Biochemistry and Molecular Biology
- Francesca Chiaromonte, Ph.D. (Minnesota) Associate Professor of Statistics
- Surinder Chopra, Ph.D. (Vrje University of Brussels, Belgium) Associate Professor of Maize Genetics
- Michael Chorney, Ph.D. (Cornell, Sloan–Kettering Cancer Center) Professor of Microbiology
- Barbara Christ, Ph.D. (British Columbia) Professor of Plant Pathology
• Daniel Cosgrove, Ph.D. (Stanford) Professor of Biology
• Diana Cox-Foster, Ph.D. (Illinois) Professor of Entomology
• Liwang Cui, Ph.D. (Kentucky) Professor of Entomology
• Claude de Pamphilis, Ph.D. (Georgia) Associate Professor of Biology
• Francisco Diaz, Ph.D. (Wisconsin, Madison) Assistant Professor of Reproductive Biology
• Michael DeGiorgio, Ph.D. (Michigan) Assistant Professor of Biology
• Sinisa Dovat, Ph.D. (University of Novi Sad Medical School, Serbia) Associate Professor of Pediatrics and Biochemistry and Molecular Biology
• Patrick Drew, Ph.D. (Brandeis) Assistant Professor of Neural Engineering
• Edward Dudley, Ph.D. (Wisconsin, Madison) CASIDA Development Professor of Food Science
• Cheng Dong, Ph.D. (Columbia) Distinguished Professor of Bioengineering
• Robert Eckhardt, Ph.D. (Michigan) Professor of Developmental Genetics and Evolutionary Morphology
• Nina Fedoroff, Ph.D. (Rockefeller) Willaman Professor of Life Sciences; Director, Biotechnology Institute
• Gregory Ferry, Ph.D. (Illinois) Stanley Person Professor of Molecular Biology
• John Flanagan, Ph.D. (Tennessee) Professor of Biochemistry and Molecular Biology
• Majid R. Foolad, Ph.D. (California, Davis) Professor of Plant Genetics
• Katherine Freeman, Ph.D. (Indiana) Professor of Geosciences
• Richard Frisque, Ph.D. (Wisconsin) Professor of Molecular Virology
• David Geiser, Ph.D. (Georgia) Associate Professor of Plant Pathology
• Glenn Gerhard, M.D. (Penn State) Professor of Biochemistry and Molecular Biology
• Debashis Ghosh, Ph.D. (Washington) Professor of Statistics
• David Gilmour, Ph.D. (Cornell) Professor Molecular and Cell Biology
• Santhosh Girirajan, Ph.D. (Virginia) Assistant Professor of Biochemistry and Molecular Biology and Anthropology
• Adam Glick, Ph.D. (Yale) Associate Professor of Veterinary Science
• Channe Gowda, Ph.D. (Mysore, India) Professor of Biochemistry and Molecular Biology
• Christina Grozinger, Ph.D. (Harvard) Professor of Entomology
• Ying Gu, Ph.D. (California, Riverside) Assistant Professor of Biochemistry and Molecular Biology
• Mark Guiltinan, Ph.D. (California, Irvine) Professor of Plant Molecular Biology; Director, Endowed Program in the Molecular Biology of Cocoa
• William Hancock, Ph.D. (Washington) Professor of Bioengineering
• Pam Hankey, Ph.D. (George Washington) Professor of Veterinary Science
• Wendy Hanna-Rose, Ph.D. (Harvard) Associate Professor of Biochemistry and Molecular Biology
• Ross Hardison, Ph.D. (Iowa) Professor of Biochemistry
• Terryl J. Hartman, Ph.D.; M.P.H., (Minnesota; Harvard School of Public Health) Assistant Professor of Nutrition
• Eric Harvill, Ph.D. (California, Los Angeles) Professor of Microbiology and Infectious Disease
• S. Blair Hedges, Ph.D. (Maryland) Professor of Biology
• Heather Hines, Ph.D. (Illinois, Urbana-Champaign) Assistant Professor of Biology and Entomology
• Vasant Honavar, Ph.D. (Wisconsin, Madison) Professor and Frymoyer Chair of Information Science and Technology
• Kelli Hoover, Ph.D. (California, Davis) Professor of Entomology
• Jun (Tony) Huang, Ph.D. (California, Los Angeles) Associate Professor of Engineering Science and Mechanics
- Peter Hudson, F.R.S., Ph.D. (Oxford, UK) Willaman Professor of Biology; Director, Huck Institutes of the Life Sciences
- David Huff, Ph.D. (California, Davis) Professor of Turgrass
- Timothy Jegla, Ph.D. (Washington University School of Medicine, St. Louis) Assistant Professor of Biology
- Leonard Jeffress, Ph.D. (Vanderbilt) Evan Pugh Professor; Chair of Cellular and Molecular Physiology
- Byron Jones, Ph.D. (Arizona) Professor of Biobehavioral Health and Pharmacology
- Alan Johnson, Ph.D. (Cornell) Professor of Reproductive Biology; Walter H. Ott Professor in Avian Biology
- Vandana Kalia, Ph.D. (Pittsburgh) Assistant Professor of Veterinary Science
- Helen Kamens-Horton, Ph.D. (Oregon) Assistant Professor of Biobehavioral Health
- Seogchan Kang, Ph.D. (Wisconsin) Associate Professor of Plant Pathology
- Sagarika Kanjilal, Ph.D. (Penn State and Calcutta University) Associate Professor of Pharmacology and Veterinary and Biomedical Sciences
- Teh-hui Kao, Ph.D. (Yale) Professor of Biochemistry and Molecular Biology
- Vivek Kapur, Ph.D. (Penn State) Professor of Veterinary and Biomedical Sciences
- Fumiko Kawasaki, Ph.D. (Okayama University, Kawasaki Medical School, Japan) Assistant Professor of Biology
- Kenneth Kehler, Ph.D. (MIT) Associate Professor of Biochemistry and Molecular Biology
- Mary Kennett, Ph.D. (University of Missouri, Columbia) Professor of Veterinary and Biomedical Sciences; Director, Animal Resource Program
- George Kesidis, Ph.D. (California, Berkeley) Professor of Computer Science Engineering
- Dan Kifer, Ph.D. (Cornell) Assistant Professor of Computer Science Engineering
- Girish Kirimanjeswara, Ph.D. (Penn State) Assistant Professor of Veterinary and Biomedical Sciences
- Alexey Kozhevnikov, Ph.D. (Yale) Assistant Professor of Physics and Psychology
- Matam (Vijay) Kumar, Ph.D. (Central Food Technological Research Institute, India) Assistant Professor of Nutritional Sciences and Medicine
- Zhi-Chun Lai, Ph.D. (Albert Einstein College of Medicine) Professor of Biology and Biochemistry & Molecular Biology
- Todd Lajeunesse, Ph.D. (California, Santa Barbara) Associate Professor of Biology
- Joshua Lambert, Ph.D. (University of Arizona) Assistant Professor of Food Science
- Tae-Hee Lee, Ph.D. (Georgia Institute of Technology) Associate Professor of Chemistry
- Arthur Lesk, Ph.D. (Princeton) Professor of Biochemistry and Molecular Biology
- Jia Li, Ph.D. (Stanford) Associate Professor of Statistics
- Qunhua Li, Ph.D. Assistant Professor of Statistics
- Scott Lindner, Ph.D. (Wisconsin) Assistant Professor of Biochemistry and Molecular Biology
- Bruce G. Lindsay, Ph.D. (Washington) Willaman Professor and Department Head of Statistics
- Aimin Liu, Ph.D. (NYU Medical Center) Associate Professor of Biology
- Wansheng Liu, Ph.D. (Northwestern A&F) Associate Professor Genomics
- Yanxi Liu, Ph.D. (Massachusetts, Amherst) Associate Professor of Computer Science Engineering
- Manuel Llinas, Ph.D. (California, Berkley) Associate Professor of Biochemistry and Molecular Biology
- Bernhard Luscher, Ph.D. (Zurich) Professor of Biology and Biochemistry and Molecular Biology
- Dawn Luthe, Ph.D. (Wisconsin, Madison) Professor of Plant Stress Biology
- Arthur Lesk, Ph.D. (Princeton) Professor of Biochemistry and Molecular Biology
Kamesh Madduri, Ph.D. (Georgie Institute of Technology) Assistant Professor of Computer Science Engineering
Shaun Mahony, Ph.D. (National Centre for Biomedical Engineering Science) Assistant Professor of Biochemistry and Molecular Biology
Kateryna Makova, Ph.D. (Texas Tech) Assistant Associate Professor of Biology
Yingwei Mao, Ph.D. (Michigan) Assistant Professor of Biology
Costas Maranas, Ph.D. (Princeton) Professor of Chemical Engineering
Timothey McNellis, Ph.D. (Yale) Assistant Professor of Plant Pathology
Kathleen Mulder, Ph.D. (SUNY, Buffalo) Professor of Pharmacology
Andrea Mastro, Ph.D. (Penn State) Professor Microbiology and Cell Biology
Paul Medvedev, Ph.D. (Toronto) Assistant Professor of Biochemistry and Molecular Biology
David Miller, Ph.D. (California, Santa Barbara) Assistant Professor of Electrical Engineering
Webb C. Miller, Ph.D. (Washington), Associate Professor of Biology and Computer Science and Engineering
Chris Mullin, Ph.D. (Cornell) Professor of Insect Toxicology
Michael Mwangi, Ph.D. (Cornell) Assistant Professor of Veterinary and Biomedical Sciences
Masatoshi Nei, Ph.D. (Kyoto University, Japan) Evan Pugh Professor of Biology
Anton Nekrutenko, Ph.D. (Texas Tech) Assistant Associate Professor of Biochemistry and Molecular Biology
B. Tracy Nixon, Ph.D. (MIT) Professor of Biochemistry and Molecular Biology
Karl M. Newell, Ph.D. (Illinois) Professor of Kinesiology and Biobehavioral Health
Randen Patterson, Ph.D. Assistant Professor of Biology
Curtis Omiecinski, Ph.D. (University of Washington) Professor of Veterinary and Biomedical Science
Richard Ordway, Ph.D. (Massachusetts Medical Institute) Professor of Biology
Troy Ott, Ph.D. (Florida) Associate Professor of Reproductive Physiology
Joy Pate, Ph.D. (New Hampshire) Professor of Reproductive Physiology
Andrew Patterson, Ph.D. (NCI and George Washington) Assistant Professor of Molecular Toxicology
Robert Paulson, Ph.D. (California, Los Angeles) Associate Professor of Veterinary Science
Gary Perdew, Ph.D. (Oregon State) Distinguished Professor of Molecular Toxicology; Smith Professor of Agricultural Sciences
Jeffrey Peters, Ph.D. (California, Davis) Distinguished Professor of Molecular Toxicology
Mary Poss, Professor of Biology and Veterinary and Biomedical Sciences
Kumble Sandeep Prabhu, Ph.D. (VMSRF-University of Mysore, India) Associate Professor of Veterinary & Biomedical Sciences
B. Franklin Pugh, Ph.D. (Wisconsin, Madison) Associate Professor of Biochemistry and Molecular Biology
W. Brian Reeves, M.D. (Thomas Jefferson) Staff Physician
Jason Rasgon, Ph.D. (California, Davis) Associate Professor of Entomology
Andrew Read, Ph.D. (Oxford) Professor of Biology and Entomology; Distinguished Senior Scholar
Joseph Reese, Ph.D. (Illinois, Urbana-Champaign) Professor of Biochemistry and Molecular Biology
Philip Reno, Ph.D. (Kent State) Assistant Professor of Anthropology
Marylyn D. Ritchie, Ph.D. (Vanderbilt) Director, Center for Systems Genomics; Associate Professor of Biochemistry and Molecular Biology

Joan Richtsmeier, Ph.D (Northwestern) Distinguished Professor of Anthropology

Connie Rogers, Ph.D. (Pittsburgh) Assistant Professor of Nutritional Sciences

Melissa Rolls, Ph.D. (Harvard) Associate Professor of Biochemistry and Molecular Biology

Marilyn Roossinck, Ph.D. (Colorado School of Medicine) Professor of Plant Pathology and Biology

James Rosenberger, Ph.D. (Cornell) Professor of Statistics

Catharine Ross, Ph.D. (Cornell) Professor of Nutrition; Occupant of Dorothy Foehr Huck Chair

Marcel Salathe, Ph.D. (ETH Zurich) Assistant Professor of Biology

Lorraine Santy, Ph.D. (Harvard) Associate Professor of Biochemistry and Molecular Biology

Surojit Sarkar, Ph.D. (Pittsburgh) Assistant Professor of Veterinary and Biomedical Sciences

Stephen Schaeffer, Ph.D. (Georgia) Associate Professor of Biology

Anthony Schmitt, Ph.D. (UCLA School of Medicine) Associate Professor of Molecular Immunology & Infectious Disease

Stephan Schuster, Ph.D. (University of Munich, Germany) Professor of Biochemistry and Molecular Biology

Idan Shalev, Ph.D. (Hebrew University of Jerusalem) Assistant Professor of Biobehavioral Health

Coouvalli Shashikant, Ph.D. (Osmania University, India) Associate Professor of Molecular and Developmental Biology

Scott Showalter, Ph.D. (Washington University) Assistant Professor of Chemistry

Mark Shriver, Ph.D. (U of Texas Health Science Center) Associate Professor of Anthropology

Thomas Spratt, Ph.D. (Chicago) Associate Professor of Biochemistry

Moriah Szpara, Ph.D. (California) Assistant Professor of Biochemistry and Molecular Biology

Song Tan, Ph.D. (Cambridge) Professor of Biochemistry and Molecular Biology

Graham Thomas, Ph.D. (Edinburgh, Scotland) Associate Professor of Biology and Biochemistry and Molecular Biology

Chen-Pei David Tu, Ph.D. (Cornell) Professor of Biochemistry and Molecular Biology

Jack Vanden Heuvel, Ph.D. (Wisconsin) Professor of Molecular Toxicology

David J. Vandenbergh, Ph.D. (Penn State) Associate Professor of Biobehavioral Health

Yanming Wang, Ph.D. (Iowa State) Associate Professor of Biochemistry and Molecular Biology

Rongling Wu, Ph.D. (Washington) Professor of Statistics

Na Xiong, Ph.D. (Case Western) Associate Professor of Veterinary Science

Yinong Yang, Ph.D. (Florida) Associate Professor of Plant Pathology

Jian Yang, Ph.D. (Chinese Academy of Sciences) Associate Professor of Bioengineering

Feng Yue, Ph.D. (South Carolina) Assistant Professor of Biochemistry and Molecular Biology

Yu Zhang, Ph.D. (University of Southern California) Associate Professor of Statistics

Siyang Zheng, Ph.D. (California Institute of Technology) Assistant Professor of Bioengineering

George Vogler, Ph.D. (Colorado, Boulder) Professor of Biobehavioral Health

Kent Vrana, Ph.D. (Louisiana State) Professor and Chair of Pharmacology
The Intercollege Graduate Degree Program (IGDP) in Molecular, Cellular, and Integrative Biosciences (MCIBS) is designed to prepare researchers across an array of specializations in the biological sciences that share an emphasis on trans-disciplinary training, an approach that considers the whole organism and spans the continuum of understanding from fundamental mechanisms of action at the molecular/cellular level of discovery, to the function of the organism in its environment, with applications that enhance health and well-being. To achieve this goal, the IGDP in MCIBS serves as an umbrella portal for the entry and subsequent training of the next generation of researchers for academic, industrial, non-profit foundation, government, and other research entities in the biomedical sciences. Researchers will be trained across a wide range of specializations in the biological sciences that share the goal to elucidate mechanisms of action at the molecular, cellular, and organismal level, including disease.

The program currently offers educational and research emphasis areas in Cell and Developmental Biology; Immunology and Infectious Disease; Molecular and Evolutionary Genetics; Molecular Medicine; and Molecular Toxicology; and an Option in Bioinformatics and Genomics, but is structured to remain contemporary with evolving or emerging fields within the biological/health sciences. Incoming students enroll in core courses of instruction covering basic biochemistry and molecular biology of cellular processes; ethics; and current research topics related to the diverse pathological mechanisms that underlie disease etiologies in humans and animals. In addition, students take specialized courses associated with one of the above programmatic emphasis areas or the option, as well as elective courses that complement and support their research interests and foci.

Calling upon the expertise of an extensive list of life science research faculty members representing an array of different departments across multiple colleges, the IGDP in MCIBS offers a unique opportunity to learn about and work in multiple bioscience disciplines. The MCIBS graduate program is supported by modern telecommunications facilities and equipment, and students not only explore new conceptual connections at the frontiers of research, but also engage in active group learning experiences and explore a variety of potential career opportunities before graduation.

Calling upon the expertise of more than seventy faculty members representing twenty-seven different departments among eight different colleges between two different campuses, the Integrative Biosciences (IBIOS) Graduate Program offers a unique opportunity to learn about and work in multiple disciplines. This graduate education component of the Huck Institutes of the Life Sciences is supported by modern telecommunications facilities and equipment. Doctoral students not only explore new conceptual connections, but also engage in active group learning experiences and explore a variety of potential career opportunities before graduation. Two unique aspects are (1) dual mentors who will expose students to complementary viewpoints and encourage students to pursue problems at the interface between traditional disciplines, and (2) an
optional internship that provides a mechanism for students to obtain “real world” experience in future professional settings.

The program offers the following areas of research emphasis (called options): Bioinformatics and Genomics, and Chemical Biology.

General Admission Requirements

Faculty begin reviewing applications December 1.

Review of completed applications begins December 1 of each year. Applicants to the Ph.D. program only are considered for admission. Required application materials include:

1. Completed official Penn State Graduate School application
2. Paid nonrefundable application fee ($45 U.S.)
3. Two official transcripts from each institution attended
4. Completed Integrative Biosciences Graduate Degree Program application
5. Application for a U.S. visa (International applicants only)
6. Graduate Record Examinations (GRE) general test
7. Three letters of recommendation
8. Statement of goals that pertains to the life sciences
9. All international applicants whose first language is not English or who have not received baccalaureate or master’s degrees from an institution in which the language of instruction is English must take the TOEFL (Test of English as a Foreign Language) examination. A minimum TOEFL score of 600 on the paper test, 250 on the computer-based test, or 100 (including 23 on the speaking component) on the Internet-based test is required.
10. Students must have completed a bachelor’s degree at an accredited college or university and have a minimum of a 3.0/4.0 junior/senior undergraduate grade-point average.

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6. Names and contact information, including business email addresses, for three references.
7. Statement of goals that pertain to the life sciences including motivation for pursuing a research doctorate; research experience and interests; and professional goals. The statement should include biological problems that are of interest to the applicant and how the applicant's past experiences have prepared him or her to pursue this research.

9. All 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 575 for the paper-based test, or a total score of 90 with a 21 on the speaking section for the Internet-based test (iBT). Successful applicants generally have a minimum score of 100 (with a 23 on the speaking section) on the Internet-based test. Applicants with iBT speaking scores between 15 and 20 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Disciplines) with attainment of a grade of B or higher. The minimum acceptable 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.

10. An applicant 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. Successful applicants generally will have completed coursework in biochemistry, molecular and/or cell biology, physics, chemistry (organic and inorganic), and calculus and have a minimum 3.5/4.0 Jr./Sr. undergraduate grade point average.

Degree Requirements

1. Core Curriculum (Required of all Students in MCIBS):

<table>
<thead>
<tr>
<th>Core Required Courses:</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>MCIBS 590</td>
<td>Colloquium (2 cr)</td>
</tr>
<tr>
<td>MCIBS 591</td>
<td>Ethics in the Life Sciences (1 cr)</td>
</tr>
<tr>
<td>BIOL 593(^1)</td>
<td>Experiential Teaching in Biology (2 cr)</td>
</tr>
<tr>
<td>MCIBS 596</td>
<td>Individual Studies (for Research Rotations) (1 cr)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>After First Semester</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MCIBS 592</td>
<td>Current Research Seminars (2 cr)</td>
</tr>
<tr>
<td>MCIBS 600</td>
<td>Thesis Research</td>
</tr>
<tr>
<td>MCIBS 601</td>
<td>Ph.D. Dissertation (post-Comprehensive only)</td>
</tr>
</tbody>
</table>

**Total Required Core Credits**: 8
Students in the BG Option are not required to complete BIOL 593 during their first semester, but are required to complete this course prior to undertaking the required semester of TA experience (see additional requirement below). [Note to curricular reviewers: a course proposal to establish this permanent course number (BIOL 593) has been submitted in the Course Submission and Consultation System (CSCS); the course has been offered as a special topics course previously, with good subscription and positive feedback.]

2. Emphasis Areas: The IGDP in MCIBS offers curricular/research specializations in the following Emphasis Areas:

- Cell and Developmental Biology
- Immunology and Infectious Disease
- Molecular and Evolutionary Genetics
- Molecular Medicine
- Molecular Toxicology

Specialized Courses and Research for Emphasis Areas: To complete an emphasis in any of the areas listed above, students take a minimum of 9 credits of specialized coursework, in addition to the required Core and Additional courses (indicated above and below, respectively), and conduct original research associated with the respective Emphasis Area. Specialized courses for each Emphasis Area are listed on the IGDP in MCIBS website [program URL to be inserted once the website has been finalized. Note to curricular reviewers: Appendix B contains a general outline of the curricular information specific to each Emphasis Area that will appear on the website].

3. Bioinformatics and Genomics (BG) Option: The IGDP in MCIBS also offers an option in Bioinformatics and Genomics. In addition to the Core required courses described above, to complete an Option in Bioinformatics and Genomics, students must take a minimum of prescribed coursework and conduct original research associated with Bioinformatics and Genomics. Prescribed courses for the BG Option for students at University Park and in the College of Medicine are listed in #4 below.

Students admitted to the BG option will be tested for their knowledge in STAT 500-Applied Statistics (3 credits), BIOL 405-Molecular Evolution (3 credits) and BMMB 852-Applied Bioinformatics (2 credits). Those found deficient will be required to register for these courses (UP) or equivalent courses (HY) during the first 18 months in the program.
4. Additional Course Requirements:

“Base” Program (All Emphasis Areas):

MCIBS/BIOL/BMMB/VB SC 503 Critical Elements of Genetics and Molecular and Cellular Biology (4 credits) 
(taken the first semester in the program)

Quantitative Foundation Course (> 3 credits): 400- or 500-level courses in a quantitative area such as statistics, genetics, bioinformatics, etc. (e.g., STAT 501 Regression Methods; STAT 502 Analysis of Variance and Design of Experiments; STAT 503 Design of Experiments; Population Genetics; etc.—See emphasis area course lists for specific suggestions [program URL to be inserted once the website has been finalized]).

Prescribed Base Program Credits: 7

Specialized Courses -To complete an emphasis in any of the areas listed above, students take a minimum of 9 credits of specialized coursework in the respective Emphasis Area. Specialized courses for each Emphasis Area are listed on the IGDP in MCIBS web site [program URL to be inserted once the website has been finalized]. Note to curricular reviewers: Appendix B contains a general outline of the curricular information specific to each Emphasis Area that will appear on the website].

Specialized Course Credits: 9

Elective Courses – In addition to the above prescribed courses, students electing the BG Option in MCIBS must take > 5 credits of 400- or 500-level elective courses relevant to their research and career interests from an extensive list (see the BG Graduate Student Handbook), contingent upon approval in advance by their adviser and doctoral committee, in consultation with the BG Option Director. Available elective courses may vary from year to year.

Elective Course Credits: 5

Prescribed Option-Specific Credits: 11

Option in Bioinformatics and Genomics (Prescribed Option-Specific Courses):

IBIOS/BMMB 551 Genomics (3 credits)

IBIOS 541 Critical Analysis of Bioinformatics and Genomics Research Topics (1 credit per offering; 2 credits required)

IBIOS/BIOL/STAT 555 (3 credits) – Statistical Analysis of Genomics Data

IBIOS/BMMB 554 – Foundations in Data Driven Life Sciences (3 credits)

Elective Course Credits: 5

Total Additional Credits: 16

MINIMUM TOTAL COURSE CREDITS (CORE PLUS ADDITIONAL): 24
5. Teaching Experience - All graduate students in MCIBS are required to have one semester of teaching experience by serving as a teaching assistant (TA) in an undergraduate course (400-level or lower) in a bioscience-related field. Teaching assistant opportunities are arranged in consultation with the adviser and program chair.

College of Medicine
Prescribed (Required) Courses:

- IBIOS stable number Genomics (3 credits), currently offered as 598B, a special topics course. Videoconferenced between UP and COM.
- GEN 520. Genetics (Offered at COM and now planned to be videoconferenced between COM and UP.)
- BCHEM 502. Biological Chemistry (3 credits)
- IBIOS 591. Ethics (1 credit)
- IBIOS 590. Colloquium (1 credit)
- HES 615. Statistical Genetics
- CMBIO 520. Genetic Analysis (3 credits)
- Electives: Choose at least three credits from courses that support the chosen thesis research.

University Park
Prescribed (Required) Courses:

- IBIOS stable number Genomics (3 credits), currently offered as 598B, Bioinformatics I--BIOL 597F, CSE/STAT 598 (3 credits)
- IBIOS 591. Ethics (1 credit)
- IBIOS 590. Colloquium (1 credit)
- Electives: Choose at least three credits from the following courses.
  - BIOL 497D. Practical Bioinformatics
  - GEN 520. Genetics (Offered at COM and now planned to be videoconferenced between COM and UP.)
  - STAT 597D. Genometrics
  - BIOL 497G/597G. Computer Programming in C: Biological Applications
  - BIOL 505. Statistical Methods in Evolutionary Genetics
  - BMB 597C. Computers for biochemists and molecular biologists
  - CSE 598E, STAT 597E. Data Mining
  - IBIOS 597G, HORT 597A, and AGRO 597G. Plant Genomics
  - BMBB 597A or BMBB 501. Core Concepts in Biomolecular Science

See also BIOTECHNOLOGY.
M.S.-specific Degree Requirements
Master's students must take a minimum of 30 credits (24 of core, specialized/prescribed, and elective courses for the selected Emphasis Area or Option, as described above, plus at least 6 credits of MCIBS 600, Thesis Research). At least 18 credits in 500- and 600-level courses combined must be included in the program. A minimum of 24 credits in course work (400, 500, and 800 series), as contrasted with research, must be completed in the major program.

Master's student must complete at least 6 credits of thesis research (MCIBS 600), and up to 6 of the MCIBS 600 credits may be assigned a quality grade (A-F). In consultation with the adviser, the student must select a thesis committee of at least three members, including the adviser, write a thesis, and defend the thesis. The final master’s thesis that is accepted by the student's thesis committee must be submitted as an eTD to and approved by the Graduate School. If all course credits and requirements are met, a student does not have to be registered for classes while writing and/or defending his/her thesis. Students must present their thesis in accordance with Graduate Council and Graduate School guidelines as described in the THESIS GUIDE: Requirements for the Preparation of Master's Theses and Doctoral Dissertations.

Ph.D.-specific Degree Requirements

Coursework:
Ph.D. students must take a minimum of 24 credits of core, specialized/prescribed courses, and electives for the selected Emphasis Area or Option, as described above. At least 18 credits in 500- and 600-level courses combined must be included in the program. A minimum of 24 credits in course work (400, 500, and 800 series), as contrasted with research (MCIBS 600), must be completed in the major program. Additional course work is left to the discretion of the student and adviser.

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. This will be assessed for both domestic and international students as part of the candidacy exam, which includes a reading and original writing component. Should deficiencies be identified at the candidacy examination, students will be directed into appropriate remedial activities, including additional English and communication courses. 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.)

Candidacy Exam:
All Ph.D. students in the IGDP in MCIBS must take a candidacy exam no later than the fall semester of the second year. The purpose of the exam is to ensure that students have mastered the core concepts necessary to proceed further towards the Ph.D. The exam consists of both written and oral components, and is based primarily on the students' ability to critically read, understand, and communicate the key findings of a current research paper selected from the literature. [Note to curricular reviewers: see page 8 of Appendix A if you are interested in knowing more about the candidacy exam; those specifics are not
subject to Graduate Council review/approval but may be helpful as you envision the proposed program.]

**Doctoral Committee:**
Upon successful completion of the Candidacy Examination, the student in consultation with his/her adviser will, as soon as possible, select a doctoral committee. The committee must meet Graduate Council guidelines for the composition of doctoral committees. This committee is responsible for supervising the academic program and monitoring the progress of the student towards his/her degree. It is the charge of this committee to assure that the student carries out a substantial piece of independent research and presents it as a dissertation.

**Comprehensive Examination:**
The Comprehensive Examination is administered and evaluated by the entire Doctoral Committee when the student has completed substantially all required coursework, and is intended to determine the feasibility of the student’s proposed research and the preparedness of the student to embark on his/her dissertation research. Students must be registered for classes (typically MCIBS 600) the semester they take this exam. The examination will consist of a written research proposal using an NRSA or NSF format, based upon the student’s proposed dissertation research, and an oral presentation of the proposed research. The proposal must include a timeline for the completion of the work that will be considered in the feasibility of the work.

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

Students must present their dissertation in accordance with Graduate Council and Graduate School guidelines as described in the THESIS GUIDE: Requirements for the Preparation of Master's Theses and Doctoral Dissertations.

**Final Oral Examination:**
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 University Park or the Hershey campus.

Information regarding Graduate Council requirements for the Ph.D., including the establishment of a doctoral committee; candidacy, comprehensive, and final oral examinations; and submission of a dissertation of original research in the field can be found in the Graduate Degree Programs Bulletin.

**Additional Requirements:**
All MCIBS graduate students must maintain a cumulative grade-point average of > 3.0 to remain in good academic standing. Furthermore, the Ph.D. student must have a 3.0 to take the doctoral candidacy, the comprehensive and the final oral examinations. One or more failing grades (F) or a cumulative grade-point average below 3.0 will be considered evidence of unsatisfactory scholarship and may be grounds for dismissal from the program.

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

CHEMICAL BIOLOGY (CB) OPTION

Prescribed (Required) Courses:

- Graduate level courses in biochemistry or molecular biology (6 credits, 3 per semester of the first year)
- Chemical Biology elective (6 credits, 3 per semester of the first year)

Last Revised by the Department: Summer Session 2007
Blue Sheet Item #: 35-07-441
Review Date: 6/12/07
Faculty updated: 9/2/13

D. Written Evidence of Consultation with Affected Units (begins on next page)

College of Agricultural Sciences (Dr. Gary Thompson)
College of Engineering (Dr. Renata Engel)
College of the Liberal Arts (Dr. Christopher Long)
College of Health and Human Development (Dr. Kathryn Drager)
College of Medicine (Dr. Michael Verderame)
College of Nursing (Dr. Judith Hupcey)
Eberly College of Science (Dr. Andrew Stephenson)
Huck Institutes of the Life Sciences (Dr. Peter Hudson)
Melissa,

After reviewing the MCIBS proposal and bylaws document and consulting with faculty in the college, I am happy to give my enthusiastic support to the proposed MCIBS program.

Gary

Gary A. Thompson, Ph.D.
Associate Dean for Research and Graduate Education
Director, Pennsylvania Agricultural Experiment Station
College of Agricultural Sciences
Penn State University
217 Agricultural Administration Building
University Park, PA 16802-2600
TEL: 814-865-3136
FAX: 814-863-7905
Email: gat10@psu.edu
http://agsci.psu.edu/research
Dear Melissa,

I apologize for the delayed response.

I reviewed the proposed changes and am supportive of the program moving ahead. I also read the comments regarding the expectations for teaching in the BG option and would like to add a couple of comments. First, let me state that I am very supportive of this aspect of the education we provide to students. Regardless of the profession or career path a graduate pursues, the skills and knowledge that come from the experience are valuable. I am also mindful of the learners needs and our responsibilities to those undergraduate learners, requires careful attention to the appropriate match of the instructor with the class is important. It’s interesting to me that without the College of Medicine raising the question, we might not have had such a good discussion on this topic.

There is nothing in the proposal which raises my concern on how the teaching requirement will be handled. However, I would encourage you to get input from Raj Acharya regarding some of the beginning computer science (programming language courses) as for some students in the program, those courses may be an excellent choice for their teaching requirement. They are also available at Penn State Harrisburg.

I would like to comment on the online teaching option. No doubt new graduate students are likely to have had experience with that mode of delivery as learners and so perhaps they are more likely to consider that instructional delivery mode without thinking of it as new or different. Nevertheless, we should be mindful of the professional development and how it differs from residential instruction. I say this because I expect that most units require graduate students to take a course or some level of preparation if they will have responsibility for a teaching a course. The university and many (maybe all) colleges offer a course in college teaching for the teaching assistants who have responsibility in for the delivery of an course. It may be time to communicate with those instructors to encourage them to include sessions on instruction in an online environment if they do not already include such topics. Or to use the development programs offered through World Campus. This is true regardless of the MCIBS and BG option. I know that based on the discussion raised in the email regarding this proposal, I am going to follow up with our college’s course on teaching to make sure that contemporary topics (such as teaching in an online environment) are embedded in our course.

I hope these comments are helpful.

Sincerely,
Renata
Dear Melissa:

I am supportive of the proposal, although I don't see a lot of Liberal Arts faculty beyond Anthropology involved. This is understandable in a way, but I wonder if some of our faculty in Psychology might have an interest. You might send it to Mel Mark, Head of Psych.

Best,
Chris

On Tue, Mar 11, 2014 at 1:23 PM, Melissa Rolls <mur22@psu.edu> wrote:

Dear Renata and Christopher

I have had positive responses about this grad program merger from Ag, Science, HHD, Medicine and Nursing. It would be great to hear if you have thoughts on it as well. I was originally hoping to get all the feedback by today.

thanks!

Melissa

Melissa Rolls
Associate Professor of Biochemistry and Molecular Biology
Penn State
118 Life Sciences Building
University Park, PA 16802
814-867-1395, 814-933-6432

Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics

On Mar 7, 2014, at 7:55 AM, Melissa Rolls <mur22@psu.edu> wrote:

Dear Kathryn, Renata and Christopher

I just wanted to remind you that I am hoping to get some feedback on the creation of the MCIBS intercollege graduate program by March 11th. The overall goal is to merge 5 of the current IGDPs (MM, MT, IID, Genetics and CDB) into one larger program. This will be done by dropping each of the individual programs and changing IBIOS into MCIBS with 5 emphasis areas representing each of the current graduate programs. The main purpose is to create one stronger program that faculty can really focus their efforts on, and that can recruit excellent students.

Again, as part of this process I would really appreciate your feedback to include in the consultation package by March 11th.

best

Melissa

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Associate Professor of Biochemistry and Molecular Biology
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118 Life Sciences Building
University Park, PA 16802
814-867-1395, 814-933-6432

Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics

Begin forwarded message:

From: Melissa Rolls <mur22@psu.edu>
Subject: transformation of IBIOS into MCIBS- Consultation Request
Date: February 26, 2014 at 4:04:27 PM EST
To: kdd5@psu.edu, rse1@psu.edu, cpl2@psu.edu

Dear Associate Deans
I am writing to you to ask for your thoughts on, and, I hope, approval of, merging five of the existing IGDPs into a single one. The goal of this merger is to generate a stronger inter-disciplinary life sciences program and to reduce duplication of faculty and effort between graduate programs.

Dean Vasilatos-Younken recommended accomplishing this goal by transforming the existing IBIOS program into the new merged MCIBS program. Thus rather than a new program proposal, I am attaching a program change proposal detailing how this will happen. I am also attaching the bylaws for the proposed MCIBS program.

Two different working groups that include faculty from the merging programs have put together the attached program change proposal and bylaws. These documents have both been sent out to the rest of the program faculty along with an overview of how we have been proceeding. So far the feedback has been enthusiastic.

We aim to have this program change proposal go through the curricular review committee this spring so we are ready to recruit students in next fall's application round. The timeline is therefore somewhat compressed and we would like to ask for your comments within the next two weeks (by March 11).

Please could you all send me some response to include in the formal consultation section of the proposal.

Also, feel free to contact me with any questions or for more background information.

Best

Melissa

Supporting Documents:
- Draft IBIOS Program Change Proposal to MCIBS-MASTER COPY.pdf
- MCIBS Bylaws.pdf

Melissa Rolls
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Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics

---

Christopher P. Long
Associate Dean for Graduate and Undergraduate Education
Professor of Philosophy and Classics
College of the Liberal Arts
The Pennsylvania State University
http://www.cplong.org
Melissa,
I will admit that I was confused by the concerns as well, and wondered if they were due to a misunderstanding of the nature of the proposal. But I appreciate your feedback and will pass it along. I heard no other concerns about the proposal from HHD.

Thanks!
Kathy

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Kathryn Drager, PhD, CCC-SLP
Interim Associate Dean for Research and Graduate Education
College of Health and Human Development
The Pennsylvania State University
201 Henderson Building
University Park, PA 16802

(p) 814-863-2426  |  (f) 814-865-3282
http://www.hhdev.psu.edu/research | http://aac.psu.edu/

From: "Melissa Rolls" <mur22@psu.edu>
To: "Kathryn D R Drager" <kdd5@psu.edu>
Cc: "REGINA VASILATOS-YOUNKEN" <rxv@psu.edu>, "ROXANNE PATTON ZOSCHG" <rmp5001@psu.edu>
Sent: Monday, March 10, 2014 2:53:24 PM
Subject: Re: transformation of IBIOS into MCIBS- Consultation Request

Dear Kathy

thank you so much for getting back to me! I’m not totally sure I understand where the concerns are coming from. But I would like to be as reassuring as possible! The goal is not to compete with existing programs. We are not really making an entirely new graduate program, but are trying to consolidate 5 existing programs into one more effective program. So as part of this change we will be dropping these 5 programs:
Molecular Medicine
Molecular Toxicology
Immunology and Infectious Disease
Genetics
Cell and Developmental Biology

There should be no impact on undergraduate programs as MCIBS is purely a grad program and not associated with any undergraduate programs.

If you have any more specifics I can see if I can address them!

best
On Mar 10, 2014, at 2:43 PM, Kathryn D R Drager <kdd5@psu.edu> wrote:

Dear Melissa,

Thanks for the reminder. I was waiting to see if I got any more feedback from the departments in HHD. For the most part, we have no objection to the proposal. I did have one department express the following concerns:

1) recruitment of UGs and Grad students to our programs may be compromised, particularly due to quality of our web presence and recruitment capacity
2) access to resources may become more limited as resources will naturally be focused on supporting MCBIS

I do not know if either of these concerns are founded, but any feedback from you would be appreciated.

Kathy

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Kathryn Drager, PhD, CCC-SLP
Interim Associate Dean for Research and Graduate Education
College of Health and Human Development
The Pennsylvania State University
201 Henderson Building
University Park, PA 16802

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Again, as part of this process I would really appreciate your feedback to include in the consultation package by March 11th.

best

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http://www.huck.psu.edu/centerCELLULAR-DYNAMICS

Begin forwarded message:

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Subject: transformation of IBIOS into MCIBS- Consultation Request
Date: February 26, 2014 at 4:04:27 PM EST
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We aim to have this program change proposal go through the curricular review committee this spring so we are ready to recruit students in next fall’s application round. The timeline is therefore somewhat compressed and we would like to ask for your comments within the next two weeks (by March 11).

*Please could you all send me some response to include in the formal consultation section of the proposal.*

Also, feel free to contact me with any questions or for more background information.

Best

Melissa

---

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Director, **Center for Cellular Dynamics**  
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Melissa,

I have been working with Cooduvalli Shashikant to ensure that the revisions to the Bioinformatics and Genomics option will allow students interested in this discipline to undertake their studies at the College of Medicine. This is something that had been impractical in the past, but thanks to the work of Shashi’s and other UP colleagues is now a realistic opportunity.

Along the way I have followed the development of the broader MCIBS program with interest, as it largely parallels our efforts several years ago to craft the integrated Biomedical Sciences program now in place at Hershey.

I am pleased to see the outcome of these discussions, and enthusiastically support the establishment of this program. I am confident that it will become a flagship program for Penn State, recruiting talented students. I am also happy to confirm that BMS is very interested in working with MCIBS to improve the offerings of both programs as described in this proposal.

I have one small concern that did not come up in my discussions with Shashi. One of the requirements is teaching:

All graduate students in MCIBS are required to have one semester of teaching experience by serving as a teaching assistant (TA) in an undergraduate course (400-level or lower) in a bioscience-related field. Teaching assistant opportunities are arranged in consultation with the advisor and program chair.

The CoM has no undergraduate students and no teaching assistantships. If this is to be an absolute requirement we will need to find a different way to satisfy it for BG students at the CoM. I am sure there are a number of ways this could be addressed. Please let me know how you would like to address this problem.

Michael

Michael F. Verderame, Ph.D.
Associate Dean for Graduate Studies
Professor of Medicine
Penn State College of Medicine
Office 717-531-8892

Past Chair, Graduate Research Education and Training Group
Association of American Medical Colleges
Dear Associate Deans and Subcommittee Representatives

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Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics
Michael - Others may have additional/different suggestions, but a few ideas that may be viable and might benefit from conversations with the relevant college administrators (e.g., Mukund Kulkarni and Andy Stephenson) are as follows:

1) Penn State Harrisburg is close by and may be very interested in having MCIBS-BG Option students provide TA support to appropriate undergraduate courses at their campus, especially if this is a degree requirement for the graduate students and so they would benefit from the experience and mechanism to fulfill this requirement, but also as a potential cost-savings for Capitol College to engage qualified instructors for introductory courses versus FT faculty salaries.

2) There is an expanding portfolio of undergraduate courses delivered online (some World Campus, but also by colleges for resident students). Graduate students in residence at the COM could serve as TAs for appropriate undergraduate online courses here at UP and gain some experience with teaching students at a distance, which is increasingly important for anyone aspiring to teach in higher education into the future.

Jean

---

From: Verderame, Michael [mailto:mverderame@hmc.psu.edu]
Sent: Thursday, February 27, 2014 9:31 PM
To: Melissa Rolls; twm4@psu.edu; gat10@psu.edu; skb8@psu.edu; hfa@psu.edu; ANDREW GEORGE STEPHENSON
Cc: REGINA VASILATOS-YOUNKEN; Elizabeth R. Price; ADAM BLEIER GLICK
Subject: RE: transformation of IBIOS into MCIBS- Consultation Request

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Michael

Michael F. Verderame, Ph.D.
Associate Dean for Graduate Studies
Professor of Medicine
Penn State College of Medicine
Office 717-531-8892

Past Chair, Graduate Research Education and Training Group
Association of American Medical Colleges

From: Melissa Rolls [mur22@psu.edu]
Sent: Tuesday, February 25, 2014 4:53 PM
To: twm4@psu.edu; gat10@psu.edu; skb8@psu.edu; mxv8@psu.edu; hfa@psu.edu; ANDREW GEORGE STEPHENSON
Cc: REGINA VASILATOS-YOUNKEN; Elizabeth R. Price; ADAM BLEIER GLICK
Subject: transformation of IBIOS into MCIBS- Consultation Request

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Two different working groups that include faculty from the merging programs have put together the attached program change proposal and bylaws. These documents have both been sent out to the rest of the program faculty along with an overview of how we have been proceeding. So far the feedback has been enthusiastic.

We aim to have this program change proposal go through the curricular review committee this spring so we are ready to recruit students in next fall’s application round. The timeline is therefore somewhat compressed and we would like to ask for your comments within the next two weeks (by March 11).

Please could you all send me some response to include in the formal consultation section of the proposal.

Also, feel free to contact me with any questions or for more background information.

Best

Melissa

Melissa Rolls
Associate Professor of Biochemistry and Molecular Biology
Penn State
118 Life Sciences Building
University Park, PA 16802
814-867-1395, 814-933-6432
Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics
Dear Melissa,

Thank you for the opportunity to review the proposal for the reorganization the five existing IGDPs into one. This new one looks like a wonderful IGDP and I totally support this initiative.

Best of luck with its implementation.

Judy

On Mar 10, 2014, at 1:30 PM, Melissa Rolls mur22@psu.edu wrote:

Dear Judy

I am writing to you in your role as Associate Dean for Graduate Education, to let you know and ask for a consultation acknowledgement about a reorganization of some of the Life Sciences IGDPs. The basic idea is to merge 5 of the existing IGDPs (Molecular Medicine, Molecular Toxicology, Immunology and Infectious Disease, Genetics, and Cell and Developmental Biology) into a single stronger IGDP. Right now many of the faculty overlap between these programs and some have few students, so a merger would help with both of these issues. In practical terms we will be transforming the existing IBIOS graduate program into this new merged Molecular, Cellular and Integrative Biosciences (MCIBS) program. I am attaching both the program change proposal to do this as well as the Bylaws for the new program. Please let me know if you would like other information or have questions.

best

Melissa

Mediterranean Rolls
Associate Professor of Biochemistry and Molecular Biology Penn State
118 Life Sciences Building
University Park, PA 16802
814-867-1395, 814-933-6432
Director, Center for Cellular Dynamics
http://www.huck.psu.edu/center/cellular-dynamics

Judith E. Hupcey, Ed.D., CRNP, FAAN
Professor of Nursing & Medicine
Associate Dean for Graduate Education
College of Nursing
The Pennsylvania State University
1300 ASB/A110
90 Hope Drive
P.O.Box 850
Hershey, PA 17033
717-531-4211

College of Nursing
203 Health and Human Development East
University Park, PA 16802
814-863-2211
Melissa,

This proposal to merge 5 existing IGDPs into one (with areas of emphasis corresponding to the original 5 IGDPs) has my enthusiastic approval.

Andrew G Stephenson
Distinguished Professor of Biology
Associate Dean for Research and Grad Education
Eberly College of Science
Penn State University
517 Thomas Building
University Park, PA 16802
(814) 865-9591

From: "Melissa Rolls" <mur22@psu.edu>
To: twm4@psu.edu, gat10@psu.edu, skb8@psu.edu, mxv8@psu.edu, hfa@psu.edu, "ANDREW GEORGE STEPHENSON" <as4@psu.edu>
Cc: "REGINA VASILATOS-YOUNKEN" <rxv@psu.edu>, "Elizabeth R. Price" <erc2@psu.edu>, "ADAM BLEIER GLICK" <abg11@psu.edu>
Sent: Tuesday, February 25, 2014 4:53:44 PM
Subject: transformation of IBIOS into MCIBS- Consultation Request

Dear Associate Deans and Subcommittee Representatives

I am writing to you to ask for your thoughts on, and, I hope, approval of, merging five of the existing IGDPs into a single one. The goal of this merger is to generate a stronger inter-disciplinary life sciences program and to reduce duplication of faculty and effort between graduate programs.

Dean Vasilatos-Younken recommended accomplishing this goal by transforming the existing IBIOS program into the new merged MCIBS program. Thus rather than a new program proposal, I am attaching a program change proposal detailing how this will happen. I am also attaching the bylaws for the proposed MCIBS program.

Two different working groups that include faculty from the merging programs have put together the attached program change proposal and bylaws. These documents have both been sent out to the rest of the program faculty along with an overview of how we have been proceeding. So far the feedback has been enthusiastic.

We aim to have this program change proposal go through the curricular review committee this spring so we are ready to recruit students in next fall’s application round. The timeline is therefore somewhat compressed and we would like to ask for your
comments within the next two weeks (by March 11).

*Please could you all send me some response to include in the formal consultation section of the proposal.*

Also, feel free to contact me with any questions or for more background information.

Best

Melissa

Melissa Rolls  
Associate Professor of Biochemistry and Molecular Biology  
Penn State  
118 Life Sciences Building  
University Park, PA 16802  
814-867-1395, 814-933-6432  
Director, **Center for Cellular Dynamics**  
[http://www.huck.psu.edu/center/cellular-dynamics](http://www.huck.psu.edu/center/cellular-dynamics)
Dear Melissa,

I am thrilled by the excellent job you and your committee have done and after reviewing the MCIBS proposal and bylaws document I am happy to give my enthusiastic support to the proposed MCIBS program.

Thank you for your leadership

Peter

---

Peter Hudson FRS  
Director of The Huck Institutes of Life Sciences  
Willaman Professor of Biology  
201 Life Sciences  
Penn State University Pa 16802  
1 814 865 6057
 ARTICLE I: NAME

The name of this assembly shall be the faculty of the Intercollege Graduate Degree Program in Molecular, Cellular, and Integrative Biosciences (hereafter referred to as the IGDP in MCIBS) at The Pennsylvania State University.

ARTICLE II: PREAMBLE

The IGDP in MCIBS is designed to optimally train researchers across a wide range of specializations in the biological sciences that share the goal to elucidate mechanisms of action of normal and disease processes at the molecular, cellular, and organismal level.

The program currently offers educational and research emphasis areas in Molecular Medicine, Immunology and Infectious Disease, Molecular Toxicology, Genetics and Evolutionary Biology, Cell and Developmental Biology, and an Option in Bioinformatics and Genomics, but is structured based upon a model that can readily expand or change to match continuously evolving faculty research expertise and to accommodate and emphasize newly emerging fields within the biological/health sciences. Incoming students will enroll in core courses of instruction that cover the basic biochemistry and molecular biology of genetic and cellular processes; ethics; and the scientific method. In addition, students will take specialized courses associated with the above programmatic emphasis areas, as well as elective courses that complement and support their research interests. The groupings of specialized courses into emphasis areas and the faculty associated with each emphasis area will be outlined in a web portal associated with the IGDP in MCIBS hosted on the Huck Institutes of the Life Sciences (hereafter referred to as the Huck Institutes) web site. These emphasis areas will demonstrate the breadth of specialized training and research opportunities available to students in the program, but at the same time reflect flexibility based upon an individual student’s research interests.

By offering consolidated graduate training in the biomedical sciences under a large, flexible and diverse program, interdisciplinary training and research opportunities for students and faculty increase, with additional benefits that include:

1) A cohesive and rational presentation of the program that minimizes confusion for prospective students with respect to overlapping curriculum and research interests, and removes limitations in faculty participation.
2) A unified core curriculum integrated with specialized courses and electives under a single program umbrella that better informs and facilitates interdisciplinary curricular opportunities for students.
3) Elimination/minimization of duplication of faculty effort to support program functions, such as service on program committees across multiple individual programs, and a coordinated admissions process for more efficient selection of the best prospective students from a larger applicant pool.
4) Increased cohesion of faculty effort to promote greater identification with and commitment to one large, dynamic program.
5) Attraction of a larger cohort of more competitive incoming students with similar initial educational requirements. This larger, higher quality peer group facilitates adjustment and integration into the Penn State system, as well as providing additional peer resources during tenure as graduate students.

6) Increased opportunities for students in terms of selection of mentors and potential for interdisciplinary research and interactions.

The IGDP in MCIBS includes faculty from multiple colleges, including but not limited to the College of Agricultural Sciences, the Eberly College of Science, the College of Engineering, the College of Health and Human Development, the College of the Liberal Arts and the College of Nursing. Students are offered the opportunity to train in research laboratories within a variety of different departments, including but not limited to Biology, Biochemistry and Molecular Biology, Statistics, Engineering Science and Mechanics, Biomedical Engineering, Entomology, Food Science, Animal Science, Veterinary and Biomedical Sciences, and Nutritional Sciences. In this respect, the program truly constitutes an interdepartmental and intercollege graduate training endeavor. In addition, the IGDP in MCIBS affords opportunities to partner with the Biomedical Sciences (BMS) graduate program in the College of Medicine at the Hershey campus in areas of potential mutual benefit and synergy, such as cross-campus delivery of unique courses by means of video-conferencing technology. While distance between campuses poses a challenge to maximizing faculty and student cross-campus collaborations, the information technology capabilities that Penn State possesses, including the new telepresence capabilities in the Huck Institutes and at the College of Medicine, provide a mechanism for meeting these challenges, as well as setting an example to other organizations facing similar issues of geographic dispersion. Synergies that can be realized through collaboration of the University Park-based IGDP in MCIBS with the Hershey-based BMS program are an ongoing goal for the IGDP in MCIBS. As the program matures, we envision working with the BMS program to develop new team-taught courses with faculty from both campuses contributing, while also making select established courses available to interested students at each campus.

The purpose of these bylaws is to provide an operational framework for the IGDP in MCIBS that will expedite the efforts of the faculty in achieving the educational goals of the program and ensure the rights of all program members. These bylaws are intended to be consistent with University, Graduate Council, and Graduate School policies and guidelines. University/Graduate Council/Graduate School policies prevail if inconsistencies develop.

**ARTICLE III: THE GRADUATE PROGRAM**

A) Composition

1) MCIBS Program Faculty:

   All Program Faculty in the IGDP in MCIBS must be approved members of the Graduate Faculty. All Graduate Faculty who are members of programs existing at the time the IGDP in MCIBS was formed and represented by the respective Emphasis Areas/Option, as well as Graduate Faculty who actively participated in the development of the IGDP in MCIBS program and who wish to be members of the Program Faculty will constitute the inaugural faculty membership of the IGDP in MCIBS.

   a) Responsibilities: The Program Faculty shall conduct the programs of research and instruction in the IGDP in MCIBS. All members of the Program Faculty share the responsibility for maintaining the highest possible standards for fostering academic and professional excellence.

      (i) Members of the Program Faculty are individually responsible for maintaining high quality instruction in each of their IGDP in MCIBS courses and for conveying principles of scholarly and research integrity to graduate students in the program.

      (ii) The Program Faculty shall advise the Program Chair regarding matters of academic policy and governance through their representatives on the Program Steering Committee and at Program Faculty meetings.

   b) Appointment of members of the Graduate Faculty to the Program Faculty in the IGDP in MCIBS: Any member of the IGDP in MCIBS Program Faculty and, in particular, members of the Program Steering Committee may nominate faculty for membership in the IGDP in MCIBS to the Program Chair. Faculty from outside the participating academic units with an interest and related disciplinary expertise may also be...
nominated for membership in the IGDP in MCIBS Program Faculty by any member of the Program Faculty. Members of the Graduate Faculty who wish to join the IGDP in MCIBS may declare their interest or be nominated by any member of the Program Faculty by means of a communication to the Program Chair that includes a current CV. The Program Chair will solicit feedback from the Program Faculty on any request for membership, and requests that carry the support of the faculty based on a simple majority of responding Program Faculty will be recommended by the Program Chair to the Dean of the Graduate School for final approval.

Faculty input with respect to academic issues for the program (curricular content, degree requirements, admission standards, etc.) is the purview of members of the Graduate Faculty of the IGDP in MCIBS. Program Faculty must demonstrate active participation in the program on a sustained basis. Continued membership in the IGDP in MCIBS Program Faculty is contingent upon maintaining membership in the Graduate Faculty and evidence of active participation in and contributions to the IGDP in MCIBS necessary with each successive five-year period of membership. Participation will be reviewed after three years so that any faculty will have two years to increase participation. Active participation in and contributions to the program include such activities as chairing or co-chairing the doctoral committee of a Ph.D. student in the IGDP in MCIBS; supervising the research of a graduate student in the IGDP in MCIBS; serving as academic advisor or co-advisor to one or more students in the IGDP in MCIBS (e.g., during rotations); teaching or co-/team-teaching an IGDP in MCIBS-required course; actively serving on Program Committee(s) in the IGDP in MCIBS; or other contributions to the program. Faculty will self-report their participation in the program every three years. Graduate Faculty participation will be reviewed every three years and individuals who have not been active during that period will be asked to confirm their desire to retain membership in the Program Faculty of the IGDP in MCIBS and, if so confirmed, their intended commitment for participation. Faculty who do not meet their stated commitment in the subsequent academic year will be discontinued from membership in the Program Faculty of the IGDP in MCIBS.

2) IGDP in MCIBS Chair:

The IGDP in MCIBS Chair (hereafter referred to as the Program Chair) is the academic head of the graduate program.

a) Appointment: The individual chosen to serve as Program Chair of the IGDP in MCIBS must be a tenure-line member of the IGDP in MCIBS Program Faculty. Faculty members in the program who are also administrators/unit leaders are not eligible to serve as chair. The Dean of the Graduate School will solicit nominations from the current members of the IGDP in MCIBS Program Faculty for qualified members to serve as Program Chair. Suitable individuals should be collegial, supportive of the program, thoughtful, responsive, conscientious, able to forge partnerships with academic units, and carry the respect and support of the Program Faculty and academic administrators of participating units. The Program Steering Committee will assist the Dean of the Graduate School by reviewing qualified Program Faculty who they ascertain are willing to serve, and providing a slate of at least two nominees to the Dean of the Graduate School. Members of the Program Steering Committee who are nominated and willing to serve as Program Chair should recuse themselves from the Program Steering Committee for purposes of this process. Nominations of qualified Program Faculty may also be made directly to the Dean by any current member of the IGDP in MCIBS Program Faculty. The Dean will then poll the IGDP in MCIBS Program Faculty to determine their support for qualified nominees who are willing to serve. Based upon faculty feedback, the Dean of the Graduate School will consult with the respective department/college administrators for each nominee, and with the Director of the Huck Institutes to assure support prior to making a final decision. The Program Chair shall be appointed for a five-year term. The Dean of the Graduate School, in consultation with the Program Faculty, the respective department/college administrators for the current Chair, and the Director of the Huck Institutes, will approve the continuation or replacement of any Program Chair. Reappointments will consist of additional five-year terms. The process of appointing a new Program Chair (or reappointment of a current Program Chair) should begin at least two semesters preceding the expiration of the current Program Chair’s term in order to allow sufficient time for the process to be completed before the current Program Chair’s term expires, and in the case of appointment of a new Program Chair, to allow some time for the current Program Chair and the Program Chair-elect to interact and assure a smooth transition of leadership.

b) Responsibilities: The Program Chair will provide overall academic leadership to, and have general responsibility for fulfilling the mission of the IGDP in MCIBS, with consultation and support from the Program Steering Committee. The Program Chair will maintain his/her primary academic appointment in the respective
participating academic unit where his/her tenure home is located, but reports to the Dean of the Graduate School with respect to his/her duties as Program Chair of the IGDP in MCIBS. Under the above general responsibilities, the Program Chair serves additional important roles, including:

(i) Provides academic leadership to the program, including oversight of curriculum, degree requirements and admission standards in consultation with Program Steering Committee.
(ii) Is responsible for enforcement of University, Graduate Council and Graduate School policies as they affect the program.
(iii) Oversees program activities including: 1) assurance of the review of prospective student application materials by Program Faculty/Admissions Committee members; 2) the assignment of responsibilities to program staff and conducting staff performance evaluations; 3) expenditure and oversight of allocated program operating funds; 4) implementation of recommendations of committees.
(iv) Ensures coordination of 1) the scheduling of any IGDP in MCIBS-specific courses and course sections; 2) assignment of instructors to any IGDP in MCIBS-specific courses; 3) evaluation (student and peer) of teaching related to IGDP in MCIBS-specific courses; and 4) oversight of evaluation of faculty advising.
(v) Oversees requests/nominations for membership in the Program Faculty.
(vi) Oversees regular, systematic review of progress towards degree completion of all graduate students in the IGDP in MCIBS in consultation with Emphasis Area Representatives.
(vii) Maintains an open, cooperative and collaborative relationship with offices of the Graduate School and the Huck Institutes, so as to ensure efficient and effective program support and delivery.
(viii) Provides an annual report on the status of the program to the Dean of the Graduate School and the Director of the Huck Institutes, and is responsible for the program response to requests by the Graduate School for internal and/or external program reviews.
(ix) Sets the discussion agenda for and chairs meetings of the Program Steering Committee and the Program Faculty.
(x) Consults regularly with the Program Steering Committee regarding academic issues including, but not limited to periodic review of the curricular content, admissions criteria and degree requirements of the program to ensure that they represent the current state of knowledge and training in the field, and that the program maintains the highest standards of quality.
(xi) Establishes and maintains effective lines of communication among students, faculty, administrators, and the public for addressing the activities and needs of the program.
(xii) Has overall responsibility for graduate students in the program, including adjudication of student problems that cannot be resolved at the level of the student’s advisor.
(xiii) In consultation/collaboration with Huck Institutes administrative support staff, prepares an annual program operating budget for the Dean of the Graduate School and Director of the Huck Institutes, to include information on operating costs and expenditures for the program.
(xiv) Maintains a file of placement data, addresses and activities of alumni of the program.
(xv) Requests every three years self-reporting by faculty of participation in program.
(xvi) Appoint a Graduate Student Liaison to facilitate student/faculty interactions and be available for confidential mentorship.
(xvii) Discretionary use of funds within allowable guidelines to carry out the mission of the graduate program.
(xviii) Review and, if appropriate, approve requests for student support necessitated by a lapse in PI funding, in consultation with the Program Steering Committee.

3) IGDP in MCIBS Emphasis Area Representatives

a) Appointment: The individuals chosen to serve as Emphasis Area Representatives will be Program Faculty who are affiliated with and actively participate in the respective emphasis area, and who carry the support of the Program Faculty affiliated with that emphasis area. Representatives are selected via an election from among all Program Faculty who participate in the respective emphasis area and are willing to serve.

b) Term: Emphasis Area Representatives serve three-year terms, with consecutive terms allowable.

c) Responsibilities: The Emphasis Area Representatives will serve on the Program Steering Committee to provide input and feedback on behalf of Program Faculty affiliated with the respective emphasis regarding academic issues for the program. These issues and additional responsibilities for Emphasis Area Representatives include, but are not limited to:

(i) Serve as an active member of the Program Steering Committee.
(ii) Make recommendations to the Curricular Affairs Committee for changes that maybe appropriate over time, and where appropriate to prepare draft revisions to the program website and Graduate Student Handbook to incorporate those changes.

(iii) Assist current students of the IGDP in MCIBS with issues of academic progress.

(iv) Assist new students admitted to the program and expressing an interest in the respective emphasis area to identify suitable rotations with faculty in that emphasis area.

(v) Provide academic advising for new graduate students interested in the respective emphasis area but who have not yet identified a research advisor.

(vi) Assist in recruitment of competitive prospective students to the program who express an interest in the respective emphasis area (e.g., visit with applicants invited to campus for interviews to assess their suitability for admission/offers of support, as well as to answer questions related to the emphasis area, e.g., placement market for graduates with that curricular/research specialization; faculty research in the emphasis area; etc.).

ARTICLE IV: ORGANIZATION

A) Academic Home

The academic home for the IGDP in MCIBS is the Graduate School, and for academic purposes with respect to leadership of the IGDP in MCIBS, the Program Chair reports to the Dean of the Graduate School/Dean’s designee. Academic oversight for the program is coordinated through the Office of the Dean of the Graduate School and includes:

1) In coordination with the Director of the Huck Institutes, provision of an annual program budget to the Program chair.

2) Annual reporting of program compliance with respect to Responsible Conduct of Research training for all first-year graduate students;

3) Review and approval of any program changes (e.g., changes in admission or degree requirements) and revisions to or creation of new IGDP in MCIBS-designated courses that must be submitted for Graduate Council curricular review;

4) Coordination of college-level review of the program for purposes of internal program review as required by the Graduate School;

5) Annual review of the status of the program and the performance of the Program Chair, in consultation with department/college of the Program Chair and the Director of the Huck Institutes;

Reappointment of the Program Chair/appointment of a new Program Chair, when appropriate, in consultation with the Program Faculty, the respective department/college administrators of the Program Chair, and the Director of the Huck Institutes.

B) Administrative Home

Administrative support for the IGDP in MCIBS is provided by the Huck Institutes, including provision of an operating budget at the beginning of each fiscal year, in coordination with the Graduate School; office and file space; staff support, maintenance of program files including confidential student educational records and alumni placement records; IT support (e.g., program web site and individual emphasis area pages; event scheduling for recruitment visits; customization of the program Graduate Application features in GRADS; etc.); coordination of program events such as retreats and faculty meetings, etc. Specific items of support include:
1) Office space for the Program Chair, who serves as the primary day-to-day contact for the program and who oversees all facets of program development and delivery in consultation with the Graduate School, the Director of the Huck Institutes, the Program Steering Committee, and Program Faculty and graduate students.

2) Staff support for overall program operations, including budgetary processes such as purchasing and travel expense coordination;

3) Program office and file space;

4) Maintenance of and security for program files;

5) IT services, including desktop support, systems administration, telephone/internet connectivity, and program-specific customization of the Graduate Application features in GRADS;

6) Human Resource support, including processing of annual staff review and development plans for the Program Staff Assistant.

C) Student Support:

To the extent funds are available and the IGDP in MCIBS demonstrates program quality metrics consistent with the standards set by the Graduate School, student support (assistantships/fellowships) is provided by one or more of the following sources: The Graduate School; the Huck Institutes; departments and colleges of participating faculty; faculty research grants and contracts; training grants; student-secured funding (e.g., NSF-GRFP Fellowships).

D) Student Support After the First Year Due to PI Lapse in Funding:

1) Program faculty should have identified a planned course of funding to support a new student after the first year in the program for the duration of, typically, the median time-to-degree (TTD) for the program, prior to taking any new students. However, with recognition that unanticipated events beyond a faculty member’s control may cause a lapse in funding, limited discretionary support for graduate students may be available to Program Faculty in good standing (as described in Article III, Section A (1)(b)) in cases where departmental/college resources are not available. Students must have passed the candidacy exam and show evidence of good progress towards completion of the Ph.D. Support will likely be contingent upon student participation as a teaching assistant.

2) Requests for support will be directed to the Program Chair at least one and one half months prior to the start of the semester, and will be reviewed by the Chair and members of the Program Steering Committee. Any members of the Program Steering Committee who request support must recuse themselves from the review process. Requests for support will be per semester or summer session, and should be requested only when departmental or teaching assistantships are unavailable or in combination with these support mechanisms. Faculty who accept support must agree to not take on a new student until external funding is restored. In all cases, decisions will be based on what is in the best interest of the student.

E) Faculty Meetings:

1) The Program Faculty shall meet at least once each academic year, preferably during the spring semester, and additionally as necessary to review the status of the program, consider proposals for faculty action and to discuss matters of academic policy and governance.

2) Additional meetings can be called by the Program Chair or when requested by at least five members of the Program Faculty, or as suggested by the Program Steering Committee. Meetings will be held as soon as possible after a request.

F) Administrative Staff:

The administrative support staff for the IGDP in MCIBS are employees of the Huck Institutes who are designated by the Director of the Huck Institutes for support of the program, and whose services are available to the Program Chair.

ARTICLE V: PROGRAM COMMITTEES

A) IGDP in MCIBS Standing Committees include: A. the Program Steering Committee; B. the Admissions Committee; C. the Curricular Affairs Committee, D. the Program Faculty Membership Committee; E. the Candidacy Exam
Organizing Committee; F. the Colloquium Committee; and G. the Marketing and Recruitment Committee. In addition, the Program Chair, in consultation with the Program Steering Committee, may appoint temporary ad hoc or special committees at any time as may be needed to address special needs of the program.

1) Program Steering Committee
   a) Composition: The Program Steering Committee will be chaired by Program Chair. The remaining members of the Program Steering Committee will be the Emphasis Area Representatives and the chair of each standing committee, who will each have voting rights on the Program Steering Committee. Two at-large members will be selected by the Program Chair to provide a good cross-section of research interests and to provide a balanced representation across participating units if needed. At-large and standing committee members will serve staggered three-year terms. A graduate student selected by peers and agreed to by the Program Steering Committee will be a non-voting member of the Program Steering Committee who serves as liaison to fellow graduate students. The graduate student member will serve a two-year term.
   b) Responsibilities: The Program Steering Committee will serve as the primary advisory committee to the Program Chair. The responsibilities of the Committee include:
      (i) Consulting with Program Faculty and providing a channel of communication between faculty and the Program Chair.
      (ii) Interacting with the Graduate School, Directors of the Huck Institutes, and administrators of the participating academic units as needed to further the goals of the IGDP in MCIBS.
      (iii) Establishing and coordinating the work of any special committees deemed necessary for program administration (e.g., graduate student review committees).
      (iv) Making recommendations to the Program Chair on actions taken relative to graduate students, including awards.
      (v) Developing, reviewing and updating the Graduate Student Handbook for the program.
      (vi) Creation of recommended evaluation policies for faculty teaching in the IGDP in MCIBS-specific courses, including those cross-listed with other programs/units, in coordination with the Program Faculty member’s home unit and the unit leader for any cross-listed course. Teaching evaluations for such courses are to be shared only with the Program Faculty member’s home unit leader and the unit leader for any cross-listed course if different from the home unit leader.
      (vii) Acting on other business as delegated by the Program Chair.
      (viii) Review self-reported faculty participation in the program.
   c) Meetings
      (i) The Program Steering Committee shall meet a minimum of two times during each academic year to discuss matters of academic and program policy.
      (ii) Meetings shall be called by the Program Chair or when requested by at least one committee member. Meetings will be held as soon as possible after an agenda has been submitted.
      (iii) The agenda of the meeting shall be distributed to the committee members at least seven days prior to the meeting whenever possible. The agenda will include committee reports and any other available necessary information concerning topics on the agenda. The minutes of the meeting shall be recorded and distributed to committee members.

2) Admissions Committee:
   a) Composition: The Admissions Committee will consist of at least ten to twelve Program Faculty members. Length of committee membership is three years, and will be staggered so that each year only a third of the committee is replaced. The Chair of the Admissions Committee will be selected by the Program Chair, with input from the Program Steering committee. A Vice-Chair will be selected to serve as assistant to the Chair of the Admissions Committee in year three and then take over as Chair of the committee the following year. The Program Chair will request volunteers from all Program Faculty in good standing who are willing to serve on the committee and review applications from multiple research areas, and are committed to maintaining high standards and the multidisciplinary nature of program. The Program Chair can, at his/her discretion, invite additional faculty to serve on the committee to fill any programmatic or research gaps of committee, and to achieve sufficient balance of units, departments, colleges and research areas.
b) Responsibilities: The Admissions Committee will review applications to the IGDP in MCIBS, invite applicants for on-campus interviews to be managed through the Huck Institutes, arrange phone, online, or on-site interviews with foreign applicants by appropriate Program Faculty, and make offers of admission in consultation with Emphasis Area Representatives, and the Program Chair. The Chair of the Admissions Committee will be responsible for submitting nominations to the Huck Institutes for Huck Fellowships and the Graduate School for University Graduate Fellowships. In addition, the Admissions Committee will oversee the initial customization and any future modification to the online Graduate Application for the IGDP in MCIBS, and determine application deadline dates, and on-site interview dates for applicants. The Admissions Committee will provide an annual report of each year’s application recruitment cycle to the Program Steering Committee that assesses the prior year’s admissions metrics available through the Graduate School Program Review tables, and recommends adjustments to the admissions process for the subsequent year. The committee will survey Program Faculty, as well as the Program Chair and Program Steering Committee each fall to identify laboratories likely to have openings for graduate students.

c) Meetings: The Admissions Committee meets as needed through the fall and spring semesters.

3) Curricular Affairs Committee: Review core curriculum and curriculum for each existing emphasis area and make recommendations to the Program Steering Committee as appropriate for changes to the emphasis areas and to the overall program requirements. A representative from each emphasis area will serve on the committee for three years. The committee will maintain appropriate academic integrity standards across the curriculum. The Emphasis Area Representatives to the Program Steering Committee will recruit faculty to serve as representatives of each emphasis area on the Curricular Affairs Committee.

4) Program Faculty Membership Committee: Invited faculty to become part of the IGDP in MCIBS, reviews faculty applications and nominations to the IGDP in MCIBS based on Article III, Section A of these Bylaws, and makes recommendations to Program Chair. The Program Chair will invite two members of the Program Faculty to serve three-year terms on the Program Faculty Membership Committee.

5) Candidacy Exam Organizing Committee:
   a) Composition: The Candidacy Exam Organizing Committee will be composed of one faculty member from each emphasis area chosen by the elected Emphasis Area Representative and membership will be staggered two-year terms to ensure continuity.
   b) Exam Format: The candidacy exam will consist of a written and oral exam based on an assigned research paper. In the fall semester of each academic year, the Candidacy Exam Organizing Committee will identify three to five research papers that will serve as the foundation for the written and oral candidacy exam, using relevance to emphasis areas, interdisciplinary research and association with core curriculum as criteria for inclusion. The committee should seek input from emphasis area faculty on paper choice, and on written exam questions based on the paper. Students will be given the research papers ten days prior to the written exam, and will be able to choose the paper that they use for their exam. The Candidacy Exam Organizing Committee will format a written exam with questions that are specific to the research paper; on the first year core curriculum; on interpretation of data figures from similar papers; or other types of questions that the committee deems relevant to assessing knowledge base and scientific abilities of the students. The Candidacy Exam Organizing Committee will assign three Program Faculty members to serve on each student’s Oral Exam Committee. Program Faculty members who have rotation students or who have taken a student into their laboratory in the previous year are expected to serve on Oral Exam committees, but additional faculty will be assigned as needed. Each student's Oral Exam Committee will consist of three Program Faculty with at least one faculty member from the student’s emphasis area, but will not include the student’s thesis advisor. The Candidacy Exam Organizing Committee will schedule a specific date and time for administration of the written exam to all students in the IGDP in MCIBS, and determine length of time for students to take exam. Completed exams will be sent to members of the Oral Exam Committee for evaluation.

Students will be contacted by the Candidacy Exam Organizing Committee and given their assigned oral exam faculty members, and it will be the responsibility of the student to arrange a mutually agreeable time for the oral exam, which should take place within two weeks after the written exam. Under extenuating circumstances, some flexibility in timing of the oral exam is allowed. Students will present a critique of the assigned paper during the oral exam. Results of the completed oral and written exam will be given to the Candidacy Exam Organizing Committee and the Graduate School. The Candidacy Exam Organizing Committee on recommendation of the Oral Exam Committee can pass or fail the student. Should any
student fail the candidacy exam and request a second chance, the Candidacy Exam Organizing Committee will constitute the second exam committee drawn from the Exam Organizing Committee and elected Emphasis Area Representatives. The second written and oral exam will be based on a different research paper, and will occur within four to six weeks of the initial oral exam. Within two weeks of completing the second-chance written exam, the student will take the second-chance oral exam. Students that fail the second exam will not be allowed to continue in the IGDP in MCIBS doctoral program.

6) Colloquium and Invited Speaker Advisory Committee: The instructor for the Colloquium 590 course plus two Program Faculty members and two graduate student members recruited by the Program Chair. Each member (other than the instructor) will serve a one-year term.

7) Marketing and Recruitment Committee:
   a) Composition: The IGDP in MCIBS Marketing and Recruitment Committee will be composed of three Program Faculty members, an additional representative from the Admissions Committee, who will be identified and invited to serve on this committee by the Program Chair. The three faculty members and representatives from the Admissions Committee will serve staggered three-year terms. One voting graduate student member will be elected by peers and will serve a two-year term.
   b) Responsibilities: The committee is charged with developing and executing strategies to promote the IGDP in MCIBS and enhance student recruitment.
      (i) Work with the Admissions Committee and Huck Institutes and IT staff to construct and maintain a website that is an effective recruitment tool. Seek input from Program Faculty in the design and content of the website.
      (ii) Work with the Admissions Committee and Huck Institutes staff to plan interview/recruitment weekends.
      (iii) Regularly evaluate the competitiveness of the IGDP in MCIBS in regards to stipends and website design.
      (iv) Regularly survey student satisfaction with the program, with the understanding that satisfied students are our best recruitment tool.
      (v) Establish strategies to build relationships with faculty and advisors at feeder schools.
      (vi) Identify Penn State alumni teaching at these feeder schools.
      (vii) Explore the possibly of sponsoring visits to Penn State.
      (viii) Recruit Program Faculty to visit regional schools and encourage faculty to incorporate recruitment activities when visiting other universities and colleges.
      (ix) Developing materials for marketing, such as program-specific presentation materials for faculty.
      (x) Review effectiveness of current recruitment strategies with Huck Institutes staff.

ARTICLE VII: AMENDMENT OF BYLAWS

These bylaws are intended to be consistent with University, Graduate Council and Graduate School policies and guidelines. The latter will prevail if inconsistencies develop. Requests for changes to the Bylaws may be initiated by any member of the Graduate Faculty of the program to the Program Steering Committee and require support of a majority of the Graduate Faculty in good standing, with final approval by the Dean of Graduate School or Dean’s designee (hereafter referred to as the “Dean”), in consultation with the Director of the Huck Institutes. Changes of an editorial nature or to be consistent with changes to Graduate School administrative or Graduate Council academic policies may be made at any time by the Office of the Dean, with notification to the Program Steering Committee for distribution to Graduate Faculty of the program.
Appendix B

Ph.D. in Molecular, Cellular, and Integrative Biosciences (MCIBS) with an emphasis in Cellular and Developmental Biology (CDB)

The Cellular and Developmental Biology emphasis area focuses on elucidating molecular and cellular basis of developmental processes, with a translational approach that not only aims at understanding fundamental mechanisms of organismal development, but also relevance and applications to human diseases and well-being. Students in this emphasis area conduct original research in collaboration with a faculty mentor into basic mechanisms of development, often utilizing animal or plant models and also the direct research interface with animal or human diseases. Research and training opportunities are available in broad areas that include control of cell proliferation/differentiation/death, cell signaling and signal transduction, stem cell biology, cell and developmental neurobiology, cell biology of the immune system, regulation of gene expression, and evolutionary developmental biology.

Suggested specialized courses for Emphasis in Cellular and Developmental Biology:

- BIOL 426 Developmental Neurobiology
- BIOL/BMB 430 Developmental Biology
- BIOL 432 Developmental Genetics
- BMB 460 Cell Growth and Differentiation
- BIOL 467 Molecular Basis of Neurological Diseases
- BIOL 469 Neurobiology
- BIOL 470 Functional and Integrative Neuroscience
- BMB 541 Molecular Biology of Animal Development
- BMB 542 Eukaryotic Cell Biology
- BMB 543 Advanced Gene Expression
- BMB/BIOS 551 Genomics
- NEURO 501 Seminars in Neuroscience
- NEURO 512 Comparative Neuroanatomy
- NEURO 520 Cell and Molecular Neuroscience
- STAT 500 Applied Statistics
- Appropriate courses selected by the student in consultation with the adviser and/or CDB Emphasis Area Representative
Ph.D. in Molecular, Cellular, and Integrative Biosciences (MCIBS)
with an emphasis in Immunology and Infectious Disease (IID)

The Immunology and Infectious Disease emphasis area focuses on cancer immunology, immune mediated diseases, infectious disease dynamics, and viral, bacterial, and parasitic pathogenesis. To achieve this goal, in addition to specialized coursework, students conduct original research in collaboration with a faculty mentor into basic mechanisms of disease, often utilizing animal models and also the direct research interface with animal or human diseases.

Suggested specialized courses for Emphasis in Immunology and Infectious Disease:

- BIOL 412 Ecology of Infectious Diseases
- BIOL 428 Population Genetics
- BIOL 439 Practical Bioinformatics
- ENT 420 Introduction to Population Dynamics
- IBIOS/BMMB 551 Genomics
- VB SC/BMMB 515 Innate Immunity
- VB SC/BMMB 518 T Cell Recognition and Development
- VB SC/MICRO 410 Principles of Immunology
- VB SC 418 Bacterial Pathogenesis
- VB SC 432 Advanced Immunology: Signaling in the Immune System
- VB SC/MICRO/BMB 435 Viral Pathogenesis
- VB SC 444 Epidemiology of Infectious Diseases
- VB SC 445 Molecular Epidemiology of Infectious Diseases
- VB SC 451 Immunotoxicology of Drugs and Chemicals
- IBIOS/BMMB/VB SC 511 Molecular Immunology
- VB SC 514 Prostaglandins and Leukotrienes
- VB SC 520 Pathobiology
- VB SC 591 Disease Research Modules (A-I)
The Molecular and Evolutionary Genetics emphasis area focuses on understanding the molecular basis of how genes function in organisms at the cellular and organismal level as well as understanding the processes that modulate molecular and phenotypic variation in the diverse organisms of the earth. To achieve this goal, in addition to specialized coursework, students conduct original research in collaboration with a faculty mentor from across the research spectrum from the molecular to the population level in a wide range of model systems.

**Suggested specialized courses for Emphasis in Molecular and Evolutionary:**

- BIOL 405 Molecular Evolution
- BIOL 416 Biology of Cancer
- BIOL 422 Advanced Genetics
- BIOL 427 Evolution
- BIOL 428 Population Genetics
- BIOL 443 Evo-Devo: Evolution of Developmental Mechanisms
- BIOL/BMB 430 Developmental Biology
- BIOL 432 Developmental Genetics
- BIOL 451 Biology of RNA
- BIOL 460 Human Genetics
- BMB 450 Microbial/Molecular Genetics
- BMB 460 Cell Growth and Differentiation
- BMB 465 Protein Structure and Function
- BMB 484 Functional Genomics
- BMB 485 Human Genomics and Biomedical Informatics
- IBIOS/BMMB 551 Genomics
- BMMB 543 Advanced Gene Expression
- Elective courses in statistics are especially encouraged.
Ph.D. in Molecular, Cellular, and Integrative Biosciences (MCIBS)
with an emphasis in Molecular Medicine (MM)

The Molecular Medicine emphasis area focuses on elucidating molecular/cellular pathways of human and animal disease and their translational application. In addition to the core MCIBS curriculum students in the Molecular Medicine Emphasis area can take additional courses from a broad range of electives that focus primarily on Cancer Biology, Diabetes and Metabolic Disease and Molecular Neurobiology and Neurological Disease.

Suggested specialized Courses for Emphasis in Molecular Medicine:

- BB H 440 Principles of Epidemiology
- BIOL 405 Molecular Evolution
- BIOL 413 Cell Signaling and Regulation
- BIOL 415 Ecotoxicology
- BIOL 416 Biology of Cancer
- BIOL 426 Developmental Neurobiology
- BIOL 428 Population Genetics
- BIOL/BMB 430 Developmental Biology
- BIOL 460 Human Genetics
- BIOL 467 Molecular Basis of Neurological Diseases
- BIOL 469 Neurobiology
- BIOL 470 Functional and Integrative Neuroscience
- BMB 400 Molecular Biology of the Gene
- BMB 460 Cell Growth and Differentiation
- BMB 480 Tumor Viruses and Oncogenes
- BMB 482 Informational Bioinformatics
- BMB 484 Functional Genomics
- BMB 541 Molecular Biology of Animal Development
- BMB 542 Eukaryotic Cell Biology
- BMB 543 Advanced Gene Expression
- BMMB 551 Genomics
- NEURO 501 Seminars in Neuroscience
- NEURO 512 Comparative Neuroanatomy
- NEURO 520 Cell and Molecular Neuroscience
- NUTR 445 Nutrient Metabolism I
- NUTR 452 Nutritional Aspects of Disease
- NUTR 581 Regulation of Nutrient Metabolism I
- NUTR 582 Regulation of Nutrient Metabolism II
- NUTR 583 Nutritional Epidemiology
- VB SC 330 Introduction to Molecular Pharmacology
- VB SC 420 General Animal Pathology
- VB SC 423W Pathobiology of Nutritional & Metabolic Diseases
- VB SC 430 Principles of Toxicology
- VB SC 431 Environmental Toxicology
- VB SC/BMB 433 Molecular and Cellular Toxicology
- VB SC 451 Immunotoxicology of Drugs and Chemicals
- VB SC 479 General Endocrinology
- VB SC 520 Pathobiology
- VB SC/IBIOS 530 Regulation of Gene Expression by Xenobiotics
- VB SC 532 Developmental and Reproductive Toxicology
- VB SC 534 Current Topics in Cancer Research
Ph.D. in Molecular, Cellular, and Integrative Biosciences (MCIBS) with an emphasis in Molecular Toxicology (MT)

The Molecular Toxicology emphasis area focuses on investigating how, why, and when chemicals cause harm to life-such as affecting cellular and molecular processes leading to cancer. To achieve this goal, in addition to specialized coursework, students conduct original research in collaboration with a faculty mentor into the interaction between living systems and chemicals.

**Suggested specialized courses for Emphasis in Molecular Toxicology:**

- STAT 401 Experimental Methods
- BMB 464 Molecular Medicine
- BMB 400 Molecular Biology of the Gene
- BIOL 472 Mammalian Physiology
- BIOL 426 Developmental Neurobiology
- BIOL 469 Neurobiology
- BIOL 470 Functional and Integrative Neuroscience
- BMBB 541 Molecular Biology of Animal Development
- MICRB 410 Principles of Immunology
- NEURO 501 Seminars in Neuroscience
- NEURO 512 Comparative Neuroanatomy
- NEURO 520 Cell and Molecular Neuroscience
- VB SC 430 Principles of Toxicology
- VB SC 432 Advanced Immunology
- VB SC 433 Molecular and Cellular Toxicology
- VB SC 511 Molecular Immunology
- VB SC 520 Pathobiology
- VB SC/IBIOS 530 Regulation of Gene Expression by Xenobiotics
- VB SC 532 Developmental and Reproductive Toxicology
- VB SC 534 Current Topics in Cancer Research
- Elective courses in statistics and physiology are especially encouraged.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Agricultural Sciences
Department or Instructional Area: __________________________

NEW GRADUATE PROGRAM, OPTION, OR MINOR: __ Add ___

Designation of new graduate program:

Classification of Instructional Programs (CIP) Code: ________________

Designation of new graduate option:

Designation of new graduate minor:

Indicate effective semester (cannot be earlier than the first semester following approval): ____________________________

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: __ Change ___ Drop ___

Current designation of graduate program: Cell and Developmental Biology

Current designation of graduate option:

Current designation of graduate minor:

New designation of existing graduate program (if changing):

New designation of existing graduate option (if changing):

New designation of existing graduate minor (if changing):

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Zhi-Chun Lai
Printed name
Signature
Date: 3/10/2014

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Timothy McNellis
Printed name
Signature
Date: 3/14/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Gary Thompson
Printed name
Signature
Date: 3/14/2014
GRADUATE COUNCIL 
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

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College/School: Eberly College of Science
Department or Instructional Area: 

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______
Designation of new graduate program:
  Classification of Instructional Programs (CIP) Code: 
Designation of new graduate option: 
Designation of new graduate minor: 

Indicate effective semester (cannot be earlier than the first semester following approval): 

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change ___ Drop ___
Current designation of graduate program: Cell and Developmental Biology
Current designation of graduate option: 
Current designation of graduate minor: 

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

Indicate effective semester (cannot be earlier than the first semester following approval): 

SUBMITTED BY GRADUATE PROGRAM HEAD:

ZHI-CHUN LAI
Printed name
Signature
Date: 3/10/2014

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Steven Heppelmann
Printed name
Signature
Date: 3/10/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Andrew Stephenson
Printed name
Signature
Date: 3/10/2014
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

C Andrew Cole /EPP
Printed name
Signature
Date: 3/31/2014

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

Christina M. Enziiger /EPP
Printed name
Signature
Date: 3/31/2014

Noted by Dean of the Graduate School:

Regina Vasilatis-Youngen /EPP
Printed name
Signature
Date: 3/31/2014
Justification for Dropping Cell and Developmental Biology

In parallel with this drop request, changes are being proposed to the existing Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS) that include 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting IGDPs that are separate from IBIOS but would duplicate the revised program (Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology).

The attached proposal form (cover sheet) from the respective colleges for the requested “Drop” action to Cell and Developmental Biology and this justification are submitted as part of the IBIOS-program-change-to-MCIBS proposal package. All consultants were asked to review the entire proposal package, and written evidence of all consultation is included as part of the package as well.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

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<td>Department or Instructional Area: Intercollage Programs</td>
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NEW GRADUATE PROGRAM, OPTION, OR MINOR:  Add ____

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

Indicate effective semester (cannot be earlier than the first semester following approval):________

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change __ Drop ✓

Current designation of graduate program: Genetics
Current designation of graduate option: ______________________________
Current designation of graduate minor: ______________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014
Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Robert Paulson ___________________________ Date: 3/10/14

Printed name Signature

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
Regina Vaslatis-Youken ___________________________ Date: 3/19/14

Printed name Signature

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Regina Vaslatis-Youken ___________________________ Date: 3/19/14

Printed name Signature
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<th>Role</th>
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<tr>
<td>Chair, Graduate Council Subcommittee on New and Revised Programs</td>
<td>C. Andrews Cole</td>
<td>Signature</td>
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<td>Chair, Graduate Council Committee on Programs and Courses</td>
<td>Christian M. Gabziger</td>
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<td>Dean of the Graduate School</td>
<td>Regina Vasilatos-Vlunkov</td>
<td>Signature</td>
<td>3/31/2014</td>
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Justification for Dropping Genetics

In parallel with this drop request, changes are being proposed to the existing Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS) that include 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting IGDPs that are separate from IBIOS but would duplicate the revised program (Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology).

The attached proposal form (cover sheet) from the respective colleges for the requested “Drop” action to Genetics and this justification are submitted as part of the IBIOS-program-change-to-MCIBS proposal package. All consultants were asked to review the entire proposal package, and written evidence of all consultation is included as part of the package as well.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

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College/School: Agricultural Sciences
Department or Instructional Area: ________________________________

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add _____

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

Indicate effective semester (cannot be earlier than the first semester following approval): ________________________________

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change ____ Drop ___

Current designation of graduate program: Immunology and Infectious Disease
Current designation of graduate option: ________________________________
Current designation of graduate minor: ________________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Margherita T.-A. Cantorna
 Printed name
Signature
Date: 17 March 2014

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
Timothy McNellis
 Printed name
Signature
Date: 12 March 2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Gary Thompson
 Printed name
Signature
Date: 3-14-2014
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

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College/School: Eberly College of Science
Department or Instructional Area: __________________________

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______
Designation of new graduate program: __________________________
Classification of Instructional Programs (CIP) Code: __________________________
Designation of new graduate option: __________________________
Designation of new graduate minor: __________________________

Indicate effective semester (cannot be earlier than the first semester following approval): __________________________

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ Drop _
Current designation of graduate program: Immunology and Infectious Disease
Current designation of graduate option: __________________________
Current designation of graduate minor: __________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Margherita Cantorna __________________________
Printed name Signature Date: 17/March/2014

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
Steven Hepplermann __________________________
Printed name Signature Date: 3/10/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Andrew Stephenson __________________________
Printed name Signature Date: 3/10/2014
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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College/School: College of Medicine
Department or Instructional Area: ______

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ _ Drop _ √_

Current designation of graduate program: Immunology and Infectious Disease
Current designation of graduate option: ______
Current designation of graduate minor: ______

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014
Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Printed name ______ Signature ______ Date: ______

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Sarah Bronson ______ Signature ______ Date: 4/1/14

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Michael Varderame ______ Signature ______ Date: 4/1/14
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<tr>
<td>Regina Vasiliatos-Vandenberg</td>
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</table>
Justification for Dropping Immunology and Infectious Disease

In parallel with this drop request, changes are being proposed to the existing Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS) that include 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting IGDPs that are separate from IBIOS but would duplicate the revised program (Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology).

The attached proposal form (cover sheet) from the respective colleges for the requested “Drop” action to Immunology and Infectious Disease and this justification are submitted as part of the IBIOS-program-change-to-MCIBS proposal package. All consultants were asked to review the entire proposal package, and written evidence of all consultation is included as part of the package as well.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Agricultural Sciences
Department or Instructional Area:

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add _____
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: __________
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change ___ Drop _✓_
Current designation of graduate program: Molecular Medicine
Current designation of graduate option: ________________________________
Current designation of graduate minor:

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014
Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Adam Glick
Printed name
Signature
Date: 3-11-14

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
Timothy McNellis
Printed name
Signature
Date: 3-14-14

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Gary Thompson
Printed name
Signature
Date: 3-14-2014
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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College/School: College of Medicine
Department or Instructional Area: 

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change Drop ✓

Current designation of graduate program: Molecular Medicine
Current designation of graduate option:
Current designation of graduate minor:

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Printed name Signed

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Sarah Bronson
Printed name Signed

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Michael Verderame
Printed name Signed

Date: 4/1/14
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<th>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</th>
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<tr>
<td>Printed name: C. Andrew Cole</td>
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<tr>
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<th>Recommended by Chair, Graduate Council Committee on Programs and Courses:</th>
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<tr>
<td>Printed name: Christra M. Grogger</td>
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<th>Noted by Dean of the Graduate School:</th>
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<tr>
<td>Printed name: Regina Vasiletes-Younken</td>
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Justification for Dropping Molecular Medicine

In parallel with this drop request, changes are being proposed to the existing Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS) that include 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting IGDPs that are separate from IBIOS but would duplicate the revised program (Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology).

The attached proposal form (cover sheet) from the respective colleges for the requested “Drop” action to Molecular Medicine and this justification are submitted as part of the IBIOS-program-change-to-MCIBS proposal package. All consultants were asked to review the entire proposal package, and written evidence of all consultation is included as part of the package as well.
GRADUATE COUNCIL
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College/School: Agricultural Sciences
Department or Instructional Area:

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______________

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ Drop ✓

Current designation of graduate program: Molecular Toxicology
Current designation of graduate option: ______________
Current designation of graduate minor: ______________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:  
CURT OMIEGINSKI  
Printed name  Signature  Date: 3/10/14

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Timothy McNellis  
Printed name  Signature  Date: 12 March 2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Gary Thompson  
Printed name  Signature  Date: 3-14-2014
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

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College/School: College of Medicine
Department or Instructional Area: __________________________

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ______

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ _ Drop _ _

Current designation of graduate program: Molecular Toxicology
Current designation of graduate option: __________________________
Current designation of graduate minor: __________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Summer, 2014
Summer, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Printed name __________________________ Signature __________________________ Date: __________________________

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Sarah Bronson
Printed name __________________________ Signature __________________________ Date: 4/1/14

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Michael Verderame
Printed name __________________________ Signature __________________________ Date: 4/1/14
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

C. Andrew Cole/FPP
Printed name
Signature
Date: 3/31/2014

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

Christina M. Grozinger/FPP
Printed name
Signature
Date: 3/31/2014

Noted by Dean of the Graduate School:

Regina Vasiliates-Younken/FPP
Printed name
Signature
Date: 3/31/2014
Justification for Dropping Molecular Toxicology

In parallel with this drop request, changes are being proposed to the existing Intercollege Graduate Degree Program (IGDP) in Integrative Biosciences (IBIOS) that include 1) a change in the name from Integrative Biosciences to Molecular, Cellular, and Integrative Biosciences (MCIBS), which more accurately reflects the emphasis on trans-disciplinary training; 2) changes to clarify and, in many cases, increase admission standards for the program; 3) dropping an Option in Chemical Biology that has not been active for years and revising curricular requirements for the remaining Option in Bioinformatics and Genomics (BG) as well as for the overall degree program; 4) correcting previous omissions in the Graduate Bulletin description of the program, including the offering of the M.S., which was previously approved but omitted from the Bulletin; and 5) inclusion of five new Emphasis Areas of specialization that will replace five stand-alone, degree-granting IGDPs that are separate from IBIOS but would duplicate the revised program (Cell and Developmental Biology, Genetics, Immunology and Infectious Disease, Molecular Medicine, and Molecular Toxicology).

The attached proposal form (cover sheet) from the respective colleges for the requested “Drop” action to Molecular Toxicology and this justification are submitted as part of the IBIOS-program-change-to-MCIBS proposal package. All consultants were asked to review the entire proposal package, and written evidence of all consultation is included as part of the package as well.
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College/School: College of the Liberal Arts
Department or Instructional Area: Department of Sociology and Criminology

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ___

Designation of new graduate program:
Classification of Instructional Programs (CIIP) Code: ________

Designation of new graduate option: ____________________________

Designation of new graduate minor: ____________________________

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change _ ✔ _ Drop ___

Current designation of graduate program: Crime, Law and Justice
Current designation of graduate option: ____________________________
Current designation of graduate minor: ____________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): ___

SUBMITTED BY GRADUATE PROGRAM HEAD:

John Iceland ____________________________ Signature ____________________________ Date: 3/7/14

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Jennifer Wagner-Lawrence ____________________________ Signature ____________________________ Date: 3/3/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Christopher Lang ____________________________ Signature ____________________________ Date: 3/11/14
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<thead>
<tr>
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<td>C. Andrew Cole</td>
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<tr>
<td>Regina Vasiatas-Younken</td>
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<td>4/30/2014</td>
</tr>
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</table>
Proposal for Program Name Change
Graduate Degree Program: Crime, Law and Justice/Criminology

The Department of Sociology and Criminology
College of the Liberal Arts

March 11, 2014

Contact

John Iceland
Head, Department of Sociology and Criminology
203 Oswald Tower
University Park, PA 16802

jdi10@psu.edu
Phone: 814-867-2821
# Program Name Change for Graduate Degree Program in

Crime, Law and Justice

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<td>CONSULTATION</td>
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**MITCH HOLLAND, DIRECTOR OF FORENSIC SCIENCE PROGRAM**

**JEREMY PLANT, INTERIM PROGRAM CHAIR, MASTER OF PROFESSIONAL STUDIES IN HOMELAND SECURITY**

**JAMES M. RUIZ, PROGRAM COORDINATOR, MASTER OF ARTS IN CRIMINAL JUSTICE**
Proposed Program Changes / Justification

Historically, the name Crime, Law, and Justice was adopted when the previous Administration of Justice Department became incorporated as a program within the Sociology Department in the 1990s. At the time, the title Crime, Law, and Justice reflected the three programmatic areas in the program. In the early 2000s consideration was given to the idea of unifying similar programs between the UP campus and other Penn State campuses. However, the decision was made to not pursue this approach, and instead create two distinguishable programs. The Commonwealth campuses sought to emphasize the interdisciplinary nature of their focus on the criminal justice system. We opted for a title reflecting our sociological focus on the study of crime that led us to the term Criminology.

The graduate program is housed in the Department of Sociology and the traditional frame for the study of crime and the agencies that respond to crime falls under the rubric of Criminology. For example, the leading national organization for scholars in the field is the American Society of Criminology (ASC). Second, we are a social science program and as such we wanted to emphasize our role as a research based program that trains students for study in the field and to generate academic scholarship. The title Criminology does this more effectively than Crime, Law, and Justice, as the former captures the long tradition in the field of focusing on the study of crime and the response of agencies to crime.

Third, the title Criminology better captures the program’s heavy emphasis on research and the production of academic scholarship. It is our professional judgment that the placement of our graduates at major research universities will be strengthened by identifying our students as criminologists rather than as having a PhD in Crime, Law, and Justice. Finally, funding agencies will likely have a more positive view of the traditional field of criminology than the term Crime, Law, and Justice.
Crime, Law, and Justice (C-L-J) Criminology (CRIM)

JOHN ICELAND, Head of the Department of Sociology, and Crime, Law, and Justice and Criminology
211 Oswald Tower
(814) 867-2821

Degrees Conferred:

Ph.D., M.A. (only for students in the Ph.D. program)

The Graduate Faculty

- Duane Alwin, Ph.D. (Wisconsin) McCourtney Professor of Sociology, Demography, and Human Development and Family Studies
- Paul Amato, Ph.D. (James Cook, Australia) Arnold and Bette Hoffman Professor of Family Sociology and Demography
- Roy L. Austin, Ph.D. (Washington) Associate Professor of Sociology and Justice

Alan A. Block, Ph.D. (California, Los Angeles) Professor of Crime, Law, and Justice Criminology, and Jewish Studies

- Alan Booth, Ph.D (Nebraska) Distinguished Professor of Sociology, Human Development, and Demography
- Richard Bord, Ph.D. Emeritus Associate Professor of Sociology

Lori Burrington, Ph.D. (Ohio State) Assistant Professor of Crime, Law, and Justice

- Frank Clemente, Ph.D. (Tennessee) Emeritus Professor of Sociology
- Stephen R. Couch, Ph.D. (SUNY) Professor of Sociology
- Gordon F. De Jong, Ph.D. (Kentucky) Distinguished Professor of Sociology and Demography; Director, Graduate Program in Demography
- Francis Dodoo, Ph.D. (Pennsylvania) Professor of Sociology and Demography

Diane Felmlee, Ph.D. (Wisconsin) Professor of Sociology
Richard Felson, Ph.D. (Indiana) Professor of Crime, Law, and Justice Criminology, and Sociology

- Roger Finke, Ph.D. (Washington) Professor of Sociology and Religious Studies
- Glenn Firebaugh, Ph.D. (Indiana) Professor of Sociology and Demography
- Michelle Frisco, Ph.D. (Texas) Assistant Associate Professor of Sociology and Demography
- Emily Greenman, Ph.D. (Michigan) Assistant Professor of Sociology

- Steven A. Haas, Ph.D. (Wisconsin) Associate Professor of Sociology and Demography
- Melissa Hardy, Ph.D. (Indiana) Distinguished Professor of Human Development and Family Studies, Sociology, and Demography Sociology and Demography, Director, Graduate Program in Sociology
- Michael Hecht, Ph.D. (Illinois) Distinguished Professor of Speech Communication, and Crime, Law, and Justice Criminology

- Julie Horney, P.H.D. (California, San Diego) Professor of Crime, Law, and Justice Criminology; Director, Graduate Program in Criminology Graduate Officer

- Craig R. Humphrey, Ph.D. Emeritus Professor of Sociology

- John Iceland, Ph.D. (Brown) Professor of Sociology and Demography

- John Phillip Jenkins, Ph.D. Distinguished Professor of History

- David R. Johnson, Ph.D. (Vanderbilt) Professor of Sociology, and Human Development and Family Studies; Director, Survey Research Center

- Kurt Johnson, Ph.D. (Nebraska) Director, Survey Research Center

- Michael P. Johnson, Ph.D. (Michigan) Emeritus Professor of Sociology, Women’s Studies, and African American Studies

- Valarie King, Ph.D. (Pennsylvania) Associate Professor of Sociology, Demography, and Human Development and Family Studies, Director, Family Demography Training Program, Population Research Institute

- John H. Kramer, Ph.D. (Iowa) Professor of Sociology, and Crime, Law, and Justice Criminology, Director, Undergraduate Program in Criminology

- Derek Kreager, Ph.D. (Washington) Assistant Associate Professor of Crime, Law, and Justice Criminology

- Nancy S. Landale, Ph.D. (Washington) Professor of Sociology and Demography

- Barrett A. Lee, Ph.D. (Washington) Professor of Sociology and Demography

- Doris MacKenzie, Ph.D. (Penn State) Professor of Crime, Law, and Justice Criminology
Molly Martin, Ph.D. (Wisconsin) Assistant Associate Professor of Sociology and Demography
Michael Massoglia, Ph.D. (Minnesota) Assistant Professor of Crime, Law, and Justice
Jennifer Mastrofski, Ph.D. (Penn State) Associate Professor of Administration of Justice
Stephen Matthews, Ph.D. (Wales) Associate Professor of Sociology, Anthropology, and Demography, Director, Graduate Program in Demography
John D. McCarthy, Ph.D. (Oregon) Distinguished Professor of Sociology
Hart M. Nelson, Ph.D. (Vanderbilt) Emeritus Professor of Sociology
R. Salvador Oropesa, Ph.D. (Washington) Professor of Sociology and Demography, Director, Undergraduate Program in Sociology
D. Wayne Osgood, Ph.D. (Colorado) Professor of Crime, Law, and Justice, Criminology, and Sociology
Evelyn Patterson, Ph.D. (Pennsylvania) Assistant Professor of Crime, Law, and Justice, Sociology, and Demography
William Parsonage, Ph.D. Emeritus Professor of Criminology
Eric Plutzer, Ph.D. (Washington-St. Louis) Associate Professor of Political Science and Sociology
Suet-Ling Pong, Ph.D. (Chicago) Associate Professor of Education and Sociology
Tetyana Pudrovska Ph.D. (Wisconsin) Assistant Professor of Sociology and Demography
Richard R. Ritti, Ph.D. Emeritus Professor of Criminology
R. Barry Ruback, Ph.D. (Pittsburgh) Professor of Crime, Law, and Justice, Criminology and Sociology
Alan Sica Ph.D. (Massachusetts) Professor of Sociology
Eric Silver, Ph.D. (SUNY, Albany) Associate Professor of Crime, Law, and Justice, Criminology and Sociology, Associate Dean for Research, College of the Liberal Arts
Stacy Rogers Silver, Ph.D (Ohio State) Associate Professor of Sociology and Human Development
Graham B. Spanier, Ph.D. (Northwestern) Professor of Human Development, Sociology, and Family, and Community Medicine
Jeremy Staff, Ph.D. (Minnesota) Assistant Associate Professor of Crime, Law, and Justice, Criminology and Sociology
Darrell J. Steffensmeier, Ph.D. (Iowa) Professor of Sociology and Crime, Law, and Justice, Criminology
The graduate program in Criminology Crime, Law, and Justice is for students seeking the Ph.D. degree. Students may either enter the program with an M.A. degree or earn that degree en route to the Ph.D. while in the program. It offers an advanced education on various aspects of crime and its control in sociology to persons interested in research careers in academia and public service.

The graduate program emphasizes theory and research on crime and justice, research and statistical methodology, and substantive knowledge about crime and its control.

Admission Requirements

Applications from students with either the B.A. or M.A. degree will be accepted through January 1 early January for admission in the fall of the following academic year. Selection is based on transcripts, three letters of recommendation from persons familiar with the applicant's academic performance, a statement of goals, a sample of written work such as a term paper, and Graduate Record Examinations (GRE) verbal, and-quantitative, and writing scores. The best-qualified applicants will be admitted to the program up to the number of spaces available.

"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."

"The language of instruction at Penn State is English. All 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 (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for
Academic Disciplines) and attainment of a grade of B or higher. The minimum acceptable 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.”

M.A. and Ph.D.-Degree Requirements

Students entering the program with the B.A. degree will first earn the M.A. degree. Thirty-seven credits of course work at the 400 level or higher, and a master's thesis, including 6 credits of thesis research, are required for the M.A. The course work includes a proseminar, an introduction to graduate studies seminar, a sequence of four methods and statistics courses; a crime-criminological theory course; a course in the organization and criminal justice system; and additional 500-level substantive Crime, Law, and Justice/Criminology courses selected in consultation with a student's faculty committee.

Ph.D. Degree Requirements

For the Ph.D. 30 credits beyond the M.A. are required, no more than three of which may be for Individual Studies. All Ph.D. candidates also must have completed all courses required for the M.A. degree or their equivalent. The 30 credits beyond the M.A. must include 6 hours of Criminology seminars and 12 hours of elective seminars, all of which should be selected in consultation with the Ph.D. committee. Seminar requirements are not fulfilled by Individual Studies credits.

Candidacy Examination

A candidacy exam is required of all students seeking the Ph.D., after a master's degree has been earned. This exam will consist of an evaluation by the program's graduate faculty of the student's seminar papers, master's thesis, and overall record of performance. Students admitted with a master's degree will stand for this exam in the second semester of full-time study.

A comprehensive exam must be passed by all students before intensive dissertation research begins.

Language Requirement

The program in Crime, Law, and Justice/Criminology has no formal foreign language or communication requirement.
**Doctoral Committee Composition**

The candidate's Ph.D. studies are conducted under the supervision of a Ph.D. doctoral committee, composed of at least four members of the Graduate Faculty, at least two of whom must be Criminology tenure-line faculty and one of whom must be from outside the Criminology Program and Sociology Department and must represent a field outside the candidate's major field of study. One Criminology tenure-line faculty member is designated chair of the Ph.D. committee; ordinarily this person also serves as general adviser and director of the dissertation.

**Comprehensive Examination**

After completing all course work, doctoral candidates must pass a comprehensive examination that will be administered by the student's Ph.D. doctoral committee. At the discretion of the committee, examination content will include material on: (1) general criminological theory, (2) criminal justice/law, (3) research methods/statistics, and (4) the student’s area of specialization.

**Dissertation and Dissertation Defense**

Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. In order to earn the Ph.D., students are required to write and orally defend a dissertation on a topic that reflects their original research and education.

**Student Aid**

All students admitted to the program are supported with stipends and tuition waivers for either four years (students entering with a master's degree) or five years (students entering with a bachelor's degree). Support may be in the form of research assistantships or teaching assistantships, with most students receiving a combination of types of support across their graduate careers.

**Courses**

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

**Consultation**

A request for consultation was sent to the academic heads of the following units in November 2013. The consultation yielded no objections or concerns to changing the name of our graduate program:

**Penn State Harrisburg**  
School of Public Affairs  
Master of Arts in Criminal Justice  
James M. Ruiz, Ph.D.  
Program Coordinator  
jmr33@psu.edu

**Eberly College of Science**  
Master of Professional Studies in Forensic Science  
Dr. Mitch Holland  
Director of the Forensic Science Program  
mmh20@psu.edu

**Penn State Harrisburg**  
Master of Professional Studies in Homeland Security  
Jeremy Plant, Ph.D.  
Interim Program Chair  
jfp2@psu.edu

Dear

I am writing to you today to keep you apprised of a minor change within The Department of Sociology’s graduate program in Crime, Law, and Justice at the University Park campus. The department is proposing a change in the name of the graduate program from Crime, Law and Justice to Criminology. We believe that this change better reflects the focus of our program on the sociological study of crime and the criminal justice system, as well as our program’s emphasis on criminological research. The proposed change follows the successful change in the name of our corresponding undergraduate program (also from Crime, Law, and Justice to Criminology) that went into effect in the fall of 2012. We do not believe that the change in the name of our graduate program will negatively affect the functioning of other academic units.

Please feel free to let me know if you have any concerns or comments.

Regards,

John Iceland  
---  
John Iceland  
Head, Department of Sociology and Criminology  
Professor of Sociology and Demography  
Penn State University  
203 Oswald Tower  
University Park, PA 16802  

jdi10@psu.edu  
Phone: 814-867-2821  
Fax: 814-863-7216
http://sociology.la.psu.edu/people/jdi10
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: Education
Department or Program: Education Policy Studies
Instructional Area: 

NEW PROGRAM, OPTION OR MINOR

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

Indicate effective date: 

OLD PROGRAM, OPTION, OR MINOR: Change X Drop X

Old designation of program: 
Old designation of option: 
Old designation of minor: 
Proposal to drop the Teacher Leadership option in EDLDR Change in degree requirements

New designation of program (if changed): 
New designation of option (if changed): 
New designation of minor (if changed): 

Indicate effective date: First semester following approval

SUBMITTED BY: [Signature] Date 4/12/13

In Charge of Graduate Program

NOTED BY: [Signature] Date 6/12/15

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

APPROVED BY: [Signature] Date 6/19/13

Dean of College

RECOMMENDED BY: [Signature] Date 4/23/2014

Subcommittee on New and Revised Programs and Courses

[Signature] Date 4/30/2014

Committee on Programs and Courses

NOTED BY: [Signature] Date 4/30/2014

Dean of the Graduate School
Justification

We are dropping the Teacher Leadership option from the M.Ed. in our online Educational Leadership program. Teacher leadership will instead be an emphasis area within the degree. This will allow some flexibility related to the curriculum, particularly if students wish to complete courses in another emphasis area within the degree.

We are moving courses online for the principal certification emphasis area. This set of courses is approved by the Pennsylvania Department of Education, and students who successfully complete this sequence (including an internship that is offered for credit) will be eligible for a Pennsylvania principal certification. Pennsylvania does have reciprocity with other states, and so there may be interest in this emphasis area from out-of-state students, particularly those in the Mid-Atlantic region.

A. Bulletin revision

Educational Leadership (EDLDR)

Program Home Page

DAVID BAKER, Director of Graduate Studies
207A Rackley Building
814-865-1487
EDLDR@psu.edu

Degrees Conferred:

Ph.D., D.Ed., M.Ed.

Graduate work in the Educational Leadership program encompasses two major strands or career paths. The first strand path focuses on those who want to engage in a wide variety of leadership roles within and directly affecting schools and districts. These roles include, but are not limited to teacher leadership, instructional leadership, principal leadership, and district-level leadership. This strand path may also lead to certification and/or letters of endorsement in supervision, the principalship or the superintendency. The second strand path focuses on those who want to exercise leadership roles in educational policy arenas and/or engage in educational research. Possible roles include: intermediate unit officials, state and federal agency administrators and staff, professors of educational administration, and research and development personnel. The principalship certification is also available at Penn State Great Valley and Penn State Harrisburg. The Teacher Leadership path and principal certification tracks may also be pursued in the online M.Ed.
The M.Ed. in Educational Leadership with an option in Teacher Leadership is designed for students who wish to pursue leadership positions in educational organizations, other than those that are formally designated, e.g., the principalship. The option is focused most particularly toward teachers who wish to expand their skills, knowledge, and dispositions to improve instructional practice, teacher performance, curriculum, and staff development efforts within their own school contexts. The on-line option in teacher leadership is designed specifically for working professionals whose participation in a residence program may be limited by time and distance constraints.

Admission Requirements

Scores from the Miller Analogies Test (MAT) are required for admission to the doctoral programs in Educational Leadership. When the MAT is not available (e.g., some overseas locations), Graduate Record Examinations (GRE) scores or Graduate Management Admissions Test (GMAT), may be substituted. At the discretion of a graduate program, a student may be admitted provisionally. Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

The Educational Leadership program requires all graduate program applicants to submit three reference letters, official copies of undergraduate and graduate transcripts, a short review of a professional journal article of the applicant's choosing (along with a copy of the actual article), a brief personal statement of intent, and a current resume or CV. Applicants must present evidence of at least a 3.0 grade-point average in the last two years of undergraduate work. A grade-point average of 3.50 in prior graduate work is required of those desiring admission to enter a doctoral program. The best-qualified students will be accepted up to the number of spaces available. Special backgrounds and experiences may allow for conditional admission to those not meeting stated criteria.

Applicants to the M.Ed. degree program must present evidence of at least a 2.60 grade-point average in the last two years of undergraduate work. The best qualified students will be accepted up to the number of spaces available. Special backgrounds and experiences may allow for provisional admission to those not meeting all of the above criteria.

More details concerning the degree and certification programs are available on the program web page presented in a prospectus that is available upon request.

All students interested in pursuing degrees or certification in EDLDR must be admitted to both the Graduate School and the academic program. Students entering the on-line degree must register through the World Campus for their first class. The on-line M.Ed. in Educational Leadership with an option in Teacher Leadership must first be admitted to Penn State's Graduate School.
The requirements listed below are in addition to general Graduate School Council requirements as stated in the GENERAL INFORMATION section of the Graduate Bulletin. Scores from the Miller Analogies Test (MAT), the Graduate Record Examinations (GRE), or some other pertinent standardized test are not required for admission to professional degree programs in Educational Leadership, and this includes the online M.Ed in Educational Leadership with an option in Teacher Leadership.

We anticipate that the on-line M.Ed. in Educational Leadership with an option in Teacher Leadership will attract a small number of international students as well as those in the United States. In accordance with the Graduate Council requirements noted in the Graduate Bulletin, "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 exceptions noted below.

The minimum acceptable score for the TOEFL is 550 for the paper-based test, 213 for the computer-based test or a total score of 80 with a 19 on the speaking section for the internet-based test." Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires an institutional test of English proficiency upon first enrollment and, if necessary, remedial course work. The minimum composite score for the IELTS is 6.5."

Complete details concerning the TOEFL/IELTS requirements are available at the Master's Degree Requirements section of the Graduate Bulletin.

The Teacher Leadership Educational Leadership Admission Committee, on a rolling basis, will review all applications to the M.Ed. in Educational Leadership with an option in Teacher Leadership. Admission decisions (admit, reject, or admit provisionally) are made using all of these data listed above.

**Master's Degree and Certification Requirements**

All candidates for the M.Ed. degree will complete a minimum of 30 graduate credits. Certification for various public school administrative positions requires additional graduate work beyond the master's degree and such requirements as specified in the program prospectus on the program web page.

M.Ed. students also must submit a master's paper; on-line students must complete a capstone project as described below.

The M.Ed. in Educational Leadership with an Option in Teacher Leadership via World Campus and in residence at Penn State University Park is a 30-credit M.Ed. program, with 2 designated "core" courses and 6 eight required courses for a total of 24 credits. The two three designated "core" emphases courses for this M.Ed. -option are Teacher Leadership, School Leadership, or a “General” M.Ed.:

<table>
<thead>
<tr>
<th>Teacher Leadership</th>
<th>School Leadership</th>
<th>General M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLDR 540 Technology</td>
<td>EDLDR 540 Technical</td>
<td>Open - 18 credits of</td>
</tr>
</tbody>
</table>
Applications in Educational Leadership (3 crs.) | Applications in Leadership (3 crs.) | Educational Leadership coursework required, with a total of 30 credits, plus a master's paper inclusive of EDLDR 521. 18 of the 30 credits must be at the 500 or above level. Students may select their 18 credits of EDLDR courses from the following: EDLDR 480, 521, 530, 540, 559, 560, 576, 579 or 568.

| EDLDR 559 School Improvement (3 crs.) | EDLDR 559 School Improvement (3 crs.) | This emphasis is created and defined through the interaction of student and adviser based on the student’s career path.

| EDLDR 560 Principles of Instructional Supervision (3 crs.) | EDLDR 560 Principles of Instructional Supervision (3 crs.) |
| EDLDR 551 Curriculum Design: Theory and Practice (3 crs.) | EDLDR 551 Curriculum Design: Theory and Practice (3 crs.) |
| C I 501 Teaching as Inquiry (3 crs.) | EDLDR 480 Introduction to Educational Leadership (3 crs.) |
| EDLDR 801 Introduction to Teacher Leadership (3 crs.) | EDLDR 530 Leadership for Inclusive Education (3 crs.) |
| EDLDR 802 How Schools Work (3 crs.) | EDLDR 568 The Principalship (3 crs.) |
| EDLDR 563 Designing Staff Development Programs (3 crs.) | EDLDR 576 The Law and Education (3 crs.) |
| ADTED 498 Teaching Adults Responsibly (3 crs.) OR EDPSY 421 Learning Processes in Relation to Educational Priorities (3 crs.) | EDLDR 579 Financial Management for Schools (3 crs.) |
| EDLDR 894A Capstone Inquiry Course (3 crs.) | EDLDR 595 Internship (3 crs.) | EDLDR 521 Topics in Educational Research (3 crs.) |

(EDLDR 559 School Improvement. Six Eight other courses are required, and include EDLDR 563, EDLDR 802, C I 501, EDLDR 551, EDPSY 421 or ADTED 498, and EDLDR 894A. Six additional credits (2 courses) from outside of the Educational Leadership Program are considered electives in the proposed Teacher Leadership option.)
The resident M.Ed. in Educational Leadership (non-option) requires 30 credits, including the 2 "core" courses noted above and 6 required courses for a total of 24 credits. The two designated "core" courses for the M.Ed. non-option are: (1) EDLDR 560 Principles of Instructional Supervision and (2) EDLDR 559 School Improvement. The six required courses are drawn from several "strands" or areas of concentration offered, including School Leadership, Professional Development, Curriculum, School Policy, & Change and an "Open" area. Determination of the specific courses is dependent on: (1) the "strand" or area of concentration selected by the student and (2) advisement and guidance from the assigned academic advisor.

Credits toward a M.Ed. in Educational Leadership will be at the 400-level or above with a minimum of 18 credits earned from courses at or above the 500-level. At least six (6) credits must be completed outside of the EDLDR Program. An additional Program requirement states that all master's degrees must contain a total of at least 18 credits of EDLDR course work.

Each student will complete the M.Ed. in Educational Leadership with an option in Teacher Leadership via World Campus in conjunction with a designated EDLDR faculty member and in connection with the EDLDR 894A course work. This is the culminating course of the program and focuses on an application of course information in the form of an action research project. This project will be planned in cooperation with the EDLDR faculty member who serves as the student's project advisor and must reflect an appropriate degree of graduate-level scholarship, as determined by the advisor.

The master's paper for residential students or the capstone project for online M.Ed. candidates is a completed piece of work representing the culmination of academic work toward the M.Ed. degree.

The final courses in all three emphases (EDLDR 894A, EDLDR 595 and EDLDR 521) are project-based courses that required in the 30-credit residential M.Ed. program in Educational Leadership. EDLDR 521 Advanced Topics in Educational Leadership represent the culmination of academic work toward the M.Ed. degree. Course requirements involve the development of a final capstone paper or project focused on evaluation, analysis, or application of concepts first introduced and developed over the course of the student’s M.Ed. program. The paper or project should be planned in cooperation with an EDLDR faculty member who agrees to serve as the student’s advisor for this project and must reflect an appropriate degree of graduate-level scholarship, as determined by the advisor.

**Doctoral Degree Requirements**

Candidates for the D.Ed. degree are required to spend at least one semester and one summer session consecutively in full-time residence during a twelve-month period. Ph.D. candidates are strongly encouraged to spend two academic years in residence, but must spend at least two consecutive semesters in residence. D.Ed. candidates may satisfy the residence requirement in another manner consistent with Graduate School Council policy, including attendance at the day-long seminars offered weekly every other academic year. Candidates for all degrees are required to combine work in the social sciences and humanities with the specialization in Educational Leadership.
Expectations of candidates for both the D.Ed. and Ph.D. are high in the field of research competence and require the ability to identify and conceptualize a research problem for the thesis. The D.Ed. is more appropriate for those with career goals in administration and policy making. The Ph.D. is more appropriate for those with career goals in research and scholarship.

After the doctoral student has been admitted to a doctoral program and has completed 40 to 45 hours beyond the bachelor's degree, his or her name is submitted by the advisor to the EDLDR faculty, who examine the student’s academic record and potential for future success in completing the degree. Students are either passed to candidacy or required to take further course work. After a student is admitted to candidacy for the doctoral degree, he or she will take the comprehensive written and oral examinations. As part of the process, the student, in consultation with an advisor, must form a doctoral committee to monitor the final phase of the degree program. This committee consists of faculty members who assist in assessing the student’s progress, guide the construction of a dissertation proposal, and, later, provide input during the execution of the research and participate in the final oral examination of the student’s dissertation. The committee consists of a minimum of four members of the Graduate Faculty. At least two committee members must be members of the Educational Leadership faculty with one member being from an area outside the major (e.g., Outside Field Member). The chair of the committee must be an EDLDR faculty member, and the adviser of the dissertation must be a member of the committee. The Graduate Bulletin states “…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...).” This “Outside Unit Member” may be the same as the Outside Field Member. After Upon successful completion the written comprehensive examination and completion of coursework those are successfully completed, the student presents a dissertation thesis problem on a significant, researchable topic, evidenced by a prospectus to the doctoral committee at an oral comprehensive examination for review. A final oral examination in defense of the dissertation is administered by the doctoral committee at the completion of dissertation work.

Other Relevant Information

American Indian students participate in a special administrator preparation program. Foreign students can work on research topics in their home nations.

Student Aid

Graduate assistantships available to students in this program and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin.
Courses

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

C. Written Consultation

Denise Meister, Penn State Harrisburg

Ron Musoleno, Penn State Great Valley

David Sylvia, Penn State World Campus
Trudi Haupt

From: Kelly McClure
Sent: Monday, February 25, 2013 2:02 PM
To: Trudi Haupt
Subject: FW: Consent re Change in Master's in EDLDR Degree Program

From: "DENISE G. MEISTER" <dgm122@psu.edu>
Date: December 12, 2012, 3:51:57 PM EST
To: letendre <letendre@psu.edu>
Subject: Consent re Change in Master's in EDLDR Degree Program

Gerry,

This email message is to confirm support of the proposed changes to the Educational Leadership M.ED. program.

Denise G. Meister, Ph.D.
Professor of Education
Chair, Teacher Education Programs
Penn State Harrisburg
W-331 Olmsted Building
Middletown, PA 17057
717-948-6539
On 12/14/12 1:07 PM, "Musoleno, Ron" <rrm18@gv.psu.edu> wrote:

>Hi Gerry. Yes, I absolutely agree with the proposed changes. I am happy to see this move forward and support the direction of the program. Best to you, Ron
>
> Ron Musoleno, Ph.D.
> Assistant Professor, Educational Leadership Program Coordinator,
> Principal Certification School of Graduate Professional Studies Penn
> State Great Valley Suite 133, Main Building
> 30 East Swedesford Road
> Malvern, PA 19355
> 610-725-5347 (direct line)
> 610-648-3379 (education line)
> FAX: 610-725-5253
> gveduc@psu.edu <mailto:gveduc@psu.edu> (education email)
> http://sgps.psu.edu/prospective/academicprograms/education/principal/default.ashx
> http://www.sgps.psu.edu/PC-course-schedule/default.ashx
> https://mail.gv.psu.edu/exchweb/bin/redir.asp?URL=http://www.sgps.psu.edu/PC-course-schedule/default.ashx (tentative course offerings)
> ______________________________
> >From: Gerald Le Tendre [mailto:gkl103@psu.edu]
> Sent: Wed 12/5/2012 9:20 AM
> To: Musoleno, Ron
> Cc: Jacqueline Edmondson; Laurence Boggess
> Subject: Fwd: EDLDR paperwork
> 
> Dear Ron,
>
> Following up on our joint campus discussions last year, we are submitting paperwork to the graduate school to restructure the EDLDR M.Ed. allowing us to move forward with the teacher leadership as an emphasis area, and add courses for the principalship emphasis area. I've attached the proposal below. I'd like to ask for a letter of support from you to attach to the graduate school petition. As we talked last year, we will continue to work with faculty at all the involved campuses to coordinate staffing of courses and share revenue flows from the on-line programs.
> If you could look this over and send a brief email (just a few lines) indicating your support I'd greatly appreciate it, as we are trying to make it in in time for Fall deadlines.
>
> Many thanks!
>
> Gerald Le Tendre
> Head, Education Policy Studies
MEMO

To: Gerry Le Tendre

Fr: David Sylvia, DAA for Graduate Programs

Da: November 20, 2013

Re: Proposal to Drop the Teacher Leadership Option of Education Leadership

World Campus supports the proposal to drop the Teacher Leadership Option of the M.Ed. in Education Leadership in order to offer online a more comprehensive program in Education Leadership, including School Leadership and Principal Certification. World Campus will continue deliver the M.Ed. in Education Leadership in partnership with the College of Education, at Revenue Distribution Category (RDC) 1, 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 me. Thank you.

cc: Stephanie Knight, Associate Dean, Undergrad. & Graduate Studies, College of Education
Greg Kelly, Associate Dean of Research, Outreach, and Technology, College of Education
Michelle Corby, Program Manager, World Campus
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

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

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ___
Designation of new graduate program: ____________________________
Classification of Instructional Programs (CIP) Code: ____________
Designation of new graduate option: ____________________________
Designation of new graduate minor: ____________________________

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change X Drop ___

Current designation of graduate program: Ph. D. in Public Administration
Current designation of graduate option: ____________________________
Current designation of graduate minor: ____________________________

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

Indicate effective semester (cannot be earlier than the first semester following approval): Fall, 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Steven A. Peterson
Printed name
Signature
Date: 10/14/13

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

David W. Heron
Printed name
Signature
Date: 10/18/13

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

PETER IDOWU
Printed name
Signature
Date: Oct 21, 2013
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Printed name: C. Andrew Cole
Signature: ________________
Date: 4/30/2014

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Printed name: Christina M. Greninger
Signature: ________________
Date: 4/30/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Printed name: Regina Vasilatos-Younken
Signature: ________________
Date: 4/30/2014
PROPOSED REVISIONS IN THE PHD PROGRAM IN PUBLIC ADMINISTRATION

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A. SUMMARY

The program faculty made the proposed revisions in the PhD Program in Public Administration to serve primarily full-time students and allow students more flexibility in structuring their own programs. Applicants with relevant master’s degrees will be considered for admission. Full-time students who are admitted to the program will be fully funded. The main changes in the curricular structure of the program are: (1) instead of the current three areas of specialization required, students will be required to take five foundation courses and be allowed to take courses in an individually configured specialization area and (2) they will be required to take four research methods courses, instead of three, and will be allowed some flexibility in selecting their courses. The proposed revisions will increase opportunities for collaborations with the other graduate programs at Penn State. Once the revised program is fully implemented, there will be 16 to 20 full-time students in it every year. The administration of the college expressed its commitment to support the revised program with additional faculty lines and graduate assistantships.

B. JUSTIFICATION FOR PROPOSED CHANGES IN THE PROGRAM

The faculty members of the PhD degree program in public administration agreed on the program revisions proposed in this document after their deliberations in the 2012-2013 academic year. Periodic revisions are necessary to maintain a vibrant PhD program. The PhD Program in Public Administration has been in existence since 1989 and it underwent revisions in the past. The faculty of the program undertook this set of program revisions to strengthen the program’s contents to meet the needs of future generations of PhD students. The college administration has expressed general support for a need to revise the program and is committed to direct additional resources to support the proposed revisions. The administration expressed particularly their commitment to providing our program with additional faculty lines, additional assistantships that will support our future full-time students, and office space to accommodate these students.

The faculty members conducted their deliberations with two primary purposes in mind: (1) to design a program that would serve primarily full-time students and (2) to allow students more flexibility in structuring their own programs. The current program was designed for a mixture of full-time and part-time students and is overly structured, with requirements for students to take courses in predetermined specialization areas. The new program is designed primarily for full-time students and it will allow them to specialize according to their needs and interests, after learning general theories of the field and foundational research methods.
The program revisions presented in the sections below reflect the above stated principles. In each section justifications for the revisions are presented after the proposed revisions.

The faculty members of the program aim to launch the revised program beginning in the fall semester of 2014.

Faculty Strengths

The core faculty members of the PhD program, whose names are listed in the proposed revisions section of this document, have the necessary qualifications to teach doctoral courses, serve on doctoral committees, and supervise doctoral dissertations. As of the fall semester of 2013-2014, these core faculty members include four full professors (Drs. Cigler, Plant, Peterson, and Morcol), two associate professors (Drs. Stalebrink and Ran), and one assistant professor (Dr. Vasavada). Two faculty members (Drs. Cigler and Plant) have served the program (taught courses and supervised dissertations) since its beginning in 1989. Others joined the program in the following years and served in it by teaching courses, supervising dissertations, and serving on doctoral committees.

In addition to these core faculty members, three full-time faculty members (Drs. Beckett-Camarata, Wachhaus, and Kim) teach courses to PhD students and serve on dissertation committees. The faculty members of the other programs in the School of Public Affairs (criminal justice, health administration, political science, and public policy) also serve on doctoral committees when their expertise is needed.

The faculty members of the PhD program are accomplished scholars who have national and international reputations. They have expertise in the following areas: state and local policy, politics, and management; public budgeting and finance; public policy; complexity, network, and governance studies; social network analysis; emergency/disaster management; knowledge management and representation; socio-technical systems; transportation policy; human resource management; homeland security; ethics; nonprofit management; gender and leadership; research methodology; American politics; public opinion and voting behavior; and biology and politics. The faculty members have published hundreds of articles in academic journals, including the top journals of their fields (e.g., Public Administration Review, Administration and Society, American Review of Public Administration, Policy Studies Journal, The Review of Policy Research, Policy Studies Review, and The Academy of Management Review). Some of the faculty members serve, or served, as editors of journals and many of them serve on the editorial boards of journals. The faculty members also authored, co-authored, or edited close to 40 books.

One member of the program is an elected Fellow of the National Academy of Public Administration. The faculty members serve, or served, several national and international
academic/professional organizations in various capacities. These organizations include the National Academy of Public Administration; American Society for Public Administration; American Political Science Association; the Network of Schools of Public Policy, Affairs, and Administration; the Academy of Management; and the Association for Research on Nonprofit Organizations and Voluntary Actions.

Expected Enrollments

The administration of the college has committed to support our program with three to four assistantships for full-time students for up to four years, as long as they meet the requirements of the program and make successful progress toward completing the program. We expect that these assistantships will be provided to our program as soon as the revisions we propose are approved and we launch the revised version of the program. These assistantships will be used primarily to support the research activities of the faculty members in the public administration PhD and master's programs and the other faculty members in the School of Public Affairs. Qualified assistants may be assigned to teach courses or assist faculty members in teaching courses, in the undergraduate programs in the School of Public Affairs: the political science, public policy, and criminal justice majors and the homeland security minor.

The surge in the number of international applicants who have financial support from their home countries and international funding organizations (e.g., Fulbright) to our program in recent years indicates that we can reasonably accept an additional one or two qualified every year. Based on these figures, we estimate that four to six full-time students will be admitted to our program every year. Within four years of starting the revised program, we will have 16 to 20 full-time students at different stages of the program every year.

Effects on Existing Programs

The proposed revisions will not affect any other programs in the University in a negative manner. The School of Public Affairs at Penn State Harrisburg is the only unit in the University that offers Public Administration degree programs (the Master of Public Affairs [MPA], delivered both in residence and online, and the PhD); our programs are not in competition with any other programs in the University.

The proposed revisions are likely to have some positive effects on other programs. Currently we share some of our doctoral courses with other programs (e.g., introduction to public policy, policy analysis and planning, policy and program evaluation, multivariate statistical analysis) and our students take their courses (e.g., qualitative research methods).
Under the new program, our students will need additional research methods courses, which they can find in other programs on our campus (e.g., the Adult Education doctoral program, the American Studies PhD program, and graduate programs in the School of Business Administration) and graduate programs in similar areas at the University Park campus. Also, the revised program allows students to design their specialization areas; it is likely that some students will need to take some of their specialization courses from other programs within our school (e.g., health administration) and in the other schools and departments of the university (education, American studies, business administration, etc.).
## C. CURRENT AND PROPOSED PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Mission of the Program</th>
<th>CURRENT PROGRAM (GRADUATE BULLETIN)</th>
<th>PROPOSED PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Doctor of Philosophy in Public Administration provides a broad-based academic program combining conceptual foundations with research and analytical skills.</td>
<td>The mission of the PhD program in Public Administration is to provide advanced graduate education in theory and research in the field to prepare students for academic, research, and advanced professional careers in public administration. <strong>Justification:</strong> This new mission statement clarifies that the program will provide education in theory and research to prepare students in academic, research, and advanced professional careers.</td>
</tr>
</tbody>
</table>

| Goals of the Program | The goal of the program is to educate professionals with the ability to create and apply knowledge through teaching, research, consulting, and management. | Each student is expected to graduate with:  
  - Research experience working with public administration faculty  
  - Experience in presentation of scholarly papers and posters at national and regional conferences  
  - Experience in developing, authoring, or co-authoring with a faculty member, and submitting at least one article for a refereed publication  
  - Teaching experience that ranges from utilizing the resources available from the Schreyer Institute (e.g., the 8-week courses on college teaching) to serving as teaching assistants for parts of the courses offered by the School of Public Affairs and teaching courses independently at Penn State Harrisburg, another Penn State campus, or another college or university  
**Justification:** These goals are more elaborate than |

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the goal statement in the current version. The new goals reflect the academic and research orientation of the program better.

As we mentioned on page 4, our intention is to help our students gain teaching experience as widely and deeply as possible. Because of the variations in the backgrounds of our students and the limitations in the availability of the courses they can teach in our school or elsewhere, we cannot make teaching a course a requirement for our students. However, they will gain experience in college-level teaching in the ways we describe here. We do not list the specific kinds of courses students will get the opportunity to teach here because the list of courses available may change over time and new opportunities may arise.

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th></th>
</tr>
</thead>
</table>
| Applicants for the Doctor of Philosophy in Public Administration should hold a master's degree in public administration, public policy, or a related field such as business, economics, political science, or sociology. Applicants with master's degrees in other fields also will be considered. Students may be required to take additional courses after admission to the program to make up for any deficiencies.  
...  
In addition, most applicants should have five years of relevant professional work experience. | Individuals with superior academic records and a strong interest in careers emphasizing research and scholarship are encouraged to apply to the program. The program typically admits a Ph.D. cohort of full-time students to begin each fall semester.  
Admission to the PhD program is based on the applicant’s undergraduate and graduate academic records, standardized test scores, letters of reference, and the compatibility of their backgrounds and interests with those of the program faculty members, as expressed in the applicant’s statement of goals and research interests. All applicants must have completed a master’s degree. A completed master of public administration (MPA) degree is a preferred admissions requirement, but students with master’s degrees in related areas (political science, public policy, economics, sociology, anthropology, social work, business management, and health administration, for example) and Juris Doctorate degrees (law) will also be considered. |  
**Justification:** These requirements emphasize that
the program faculty will admit primarily students with master’s degrees in cohorts for full-time study. Part-time students might be admitted in exceptional cases. This is a major difference from the current program, which was designed for a mixture of part-time and full-time students. Also, the five-year professional experience requirement has been removed, because the faculty found this to be unnecessary for successful completion of the PhD program.
<table>
<thead>
<tr>
<th>Application Materials:</th>
<th>Application Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to submit the following:</td>
<td>A complete application must include:</td>
</tr>
<tr>
<td>● A completed application, with the application fee</td>
<td>● A completed online Graduate School application</td>
</tr>
<tr>
<td>● Two official transcripts of all undergraduate and graduate course work scores from the Graduate Record Exam (GRE), with official verification</td>
<td>● Payment of a non-refundable application fee</td>
</tr>
<tr>
<td>● Three letters of reference attesting to both academic and professional capabilities (at least two of the three letters should be from academic sources, such as prior professors or academic advisors)</td>
<td>● Official Graduate Record Examination scores (verbal, quantitative, and analytical) taken within the five years prior to the date of application.</td>
</tr>
<tr>
<td>● A letter of approximately 500 words outlining significant work experience, career goals, and academic objectives</td>
<td>● A resume that includes work experience, volunteer activities, academic and professional honors, honorary societies, extracurricular activities, offices held, any publications and other significant activities</td>
</tr>
<tr>
<td>● A recent personal vita</td>
<td>● A statement of goals and research interests, including evidence of research aptitude and interest as well as “fit” with the faculty interests in the PhD program at Penn State Harrisburg. The candidate should make the case why this Ph.D. program at Penn State Harrisburg would be a good fit for him/her.</td>
</tr>
<tr>
<td>● A substantial academic paper written for a previous graduate course (e.g. seminar paper)</td>
<td>● A writing sample that reflects the applicant’s background in conducting academic research and potential to conduct academic research in the future</td>
</tr>
<tr>
<td></td>
<td>● At least three letters of recommendation, preferably from faculty members who can comment upon the applicant’s potential as a doctoral student</td>
</tr>
<tr>
<td></td>
<td>● Two official transcripts from each undergraduate degree-granting college or university and post-graduate college or university the applicant attended</td>
</tr>
</tbody>
</table>

The admission committee of the PhD program screens applicants first based on the documents they provide. The committee members interview those applicants they selected after the first screening, in person or via telephone or an electronic method of communication (e.g., Skype),
Interviews: The Admissions Committee interviews individuals whose application material indicates they qualify for entry into the Program. These interviews may be face-to-face or by telephone. Interviews help assure a good fit between individual interests and the Program.

**International Students**

Application deadlines: International student application materials must meet the following deadlines:

- January 30 for Fall,
- September 30 for Spring,
- February 28 for Summer.*

*Applications received after the deadlines will be processed for the following semester.

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, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT).

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.

**Justification:** The application qualifications and documents required in the new program are similar to the ones for the current program. The revisions in the entries on the statement of goals and resume more clearly reflect the faculty’s expectations in these documents.

**Application Deadlines:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>January 30</td>
</tr>
<tr>
<td>Spring</td>
<td>September 30</td>
</tr>
<tr>
<td>Summer</td>
<td>February 28</td>
</tr>
</tbody>
</table>

*Applications received after the deadlines will be processed for the following semester.*
with the exceptions noted below. The minimum acceptable score for the TOEFL is 550 for the paper-based test, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT). 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.

### Application Deadlines:

The following information should also help applicants decide when to apply to the Program:

**Fall Admission:**

- Applicants for fellowships and assistantships must complete and submit materials by January 30.
- Applicants who must take one or more

All application materials must be completed and received on or before January 15 of each year for an application to be considered for the fall semester of the following academic year. This single application deadline is adopted to ensure that applications are reviewed uniformly and the decisions to grant assistantships are made in a timely fashion. Students admitted to the program will start in the fall semester as a cohort.

**Justification:** The main revision is setting a single application deadline (January 15), instead of the three deadlines in the current version. This single deadline is compatible with the new orientation to admit full-time students in cohorts.
prerequisite courses typically should apply by October 31.

This will enable them to take the necessary prerequisite courses during the Spring Semester and/or Summer Term and begin doctoral seminars the next Fall. If in doubt about the need for prerequisites, an applicant should meet the October 31 deadline.

- Students who are not required to take prerequisite courses may submit their application materials by October 31 or March 15. However, we encourage students to apply at the earliest possible date.

The Program Coordinator can answer individual applicant questions about application and entrance dates.
Funding and Financial Aid
There are a limited number of scholarships, fellowships, and research grants available, as well as graduate assistantships. Many students work full-time and take classes part-time. In many cases, employers have a tuition-reimbursement plan paying for partial or full tuition. To find other options available to you, contact the Financial Aid Office at 717-948-6307.

All applicants will be considered for financial aid. Qualified students will be supported with 9-month merit-based research or teaching assistantships. While these are not guaranteed, funding opportunities may also be available for admitted students during the summer semesters. Such opportunities may include, but are not limited to, teaching and involvement in faculty-sponsored research. Students may also apply for other financial aid programs through the university’s financial aid office.

In addition, the program faculty may admit to the program qualified full-time students who will finance their educations with scholarships from sources outside Penn State or with personal funds. These sources may include foreign governments that fund international students for PhD studies in the United States and other funding agencies, such as Fulbright commissions.

Justification: With the support of the college administration, our program will be able to support up to four new full-time students each year for four years. These fully funded cohorts of students will be the core of the program. The faculty may also admit students who would support themselves with external funding.

Number of Credits Required
None specified, but typically a student takes 57 course credits (PADM 570, four courses in each specialization area, and two research method courses) and 27 credits for three semesters of dissertation work (total: 84 credits). These calculations are based on the program requirements described in

As described in more detail in the following section, a student is required to take 42 course credits and a minimum of 18 research credits taken as P ADM 600 (or an equivalent combination of P ADM 600 and P ADM 601, as approved in advance by the head of the program in compliance with Graduate Council policy regarding SUBJ 601). In total each student will take at least 60 credits in the program. Those students who do not have the necessary backgrounds will have to take also up to three prerequisite courses listed below (9 additional credits).
**Justification:** It might look like from the information above that we propose to reduce the credit requirements for the PhD program, from 84 to 60 (plus possibly 9 additional credits for the prerequisites). This issue needs to be clarified.

Actually no minimum credits are required in the current version of the program, but many students ended up taking 84 credits in the three pre-determined areas of specialization (public management, organization theory and behavior, and public policy), as a result of an informal agreement among the faculty members. This practice forced many students to take courses just to fulfill numerical obligations and the outcomes were not as desired. Among the primary purposes of the revisions proposed is to allow them and their committees to have enough flexibility to design their curricula, as stated earlier. Therefore, the proposed revisions are not designed to meet a certain level of minimum credits.

Still, the proposed revisions do establish a certain number of minimum course credits and this minimum is in line with those in similar programs at peer institutions. For example, among the programs that admit students with master’s degrees, as we will do, the University Central Florida requires 57 credits and Arizona State University 66 credits. Among the programs that admit students with bachelor’s degrees, Syracuse University requires 81 credits, Indiana University 90 credits, and Ohio State 120 credits.

| **Specific Courses to be Taken** | A student must take the specified **prerequisite courses** to make up for his/her deficiencies (maximum 4 courses), one **PhD seminar in each of the three specialization areas** (organization theory and behavior, policy analysis and governance, and public | A student must successfully complete the **prerequisite courses** specified by the program to make up for his/her deficiencies. After these courses, a student must take **five 3-credit foundation courses**, **four 3-credit research methods courses**, and **five 3-credit specialization area courses**. Students are also required to pass a candidacy examination and a comprehensive examination and to prepare and defend a dissertation. |
management), 3 additional courses in each specialization area, and two advanced research methods courses. Students are also required to pass a preliminary examination and a comprehensive examination and prepare and defend a dissertation.

The PSU Bulletin entry is as follows.

**Precandidacy and Provisional Admission**

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

Provisionally admitted students are required to take some or all of the following prerequisite courses: PADM 500 (Public Organization and Management), PADM 507 (Introduction to Public Policy Analysis), and PADM 510 (Organization Behavior). In consultation with the program faculty members, the coordinator of the PhD program makes the decisions on which prerequisite courses each student should be required to take.

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

**Foundations of Public Administration**

All the students in the program will be required to take the following courses in the first year of their studies and before they are eligible for the candidacy examination.

PADM 570: Scope and Methods (3 credits):
(with a 3.5 grade point average), the student will be removed from provisional status and be regularly enrolled. It is to be emphasized that the provisional condition must be met before a student reaches an academic benchmark (doctoral candidacy, comprehensive, and final oral examination). A student will not be permitted to graduate with a provisional status remaining on his or her record.

<table>
<thead>
<tr>
<th>Specialization Area Courses</th>
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<tbody>
<tr>
<td>In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are nonprofit administration, organizational management and leadership, public finance and budgeting, public management, public policy analysis, and state and local government administration.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Methods Courses</th>
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</thead>
<tbody>
<tr>
<td>A doctoral study in public administration should emphasize the development of research skills. To help develop these skills, students will be required to take four 3-credit research methods courses. Two of these courses are specified for all students. Students will take two elective research methods courses that are approved by their doctoral committees. Because public administration research may be based on different epistemologies, students will be allowed to choose their elective courses in quantitative, qualitative,</td>
</tr>
</tbody>
</table>
or mixed methodologies. The following two research methods courses are required for all Public Administration PhD students:

PADM 503: Research Methods (3 credits)  
PADM 575: Advanced Research Design (3 credits)

With the consent of their doctoral committees, students will also select two in-depth research methods courses. These courses will be selected on the basis of the student’s interests (quantitative, qualitative, or mixed methods), suitability of the courses in preparing students for their dissertation studies, and the availability of the courses. Students may select these courses from among those offered by the program (e.g., PADM 576: Multivariate Statistical Methods), courses offered by other graduate programs at Penn State Harrisburg (e.g., ADTED 550: Qualitative Research in Adult Education), or those offered by other graduate programs throughout the University (e.g., courses offered by programs in statistics, political science, and sociology).

A student’s committee may also allow him/her to take in-depth methods courses that are offered by other universities or research institutions, if the equivalent courses cannot be found within Penn State, if the equivalency of these courses to 3-credit graduate-level courses offered at Penn State can be verified by Graduate Enrollment Services, and if the costs of taking these courses can be covered by the student or another arrangement can be made to cover the costs. Examples of these other universities and research institutions include the University of Michigan’s Summer Survey Research Method Institute, Carnegie Mellon University’s CASOS Summer Institute, and the New England Complex Systems Institute’s Summer and Winter Schools.

**Justification:** Three prerequisite courses are the same as before (PADM 500, 507, and 510). One of the prerequisites (PADM 503) is moved to the category of required methods courses.
In the current program students are required to take courses in three predetermined areas: organization theory and behavior, policy analysis and governance, and public management. This is a restrictive structure. In the proposed program students will be allowed to specialize in an area of their choice, after taking courses on the foundations of public administration and research methods. This new approach will help students better prepare for their dissertations and future careers. The four-course research methods requirement will strengthen students’ research skills. The flexible approach in specialization courses will allow students and their committees to design a sequence of courses that is more relevant to their dissertation research.

<table>
<thead>
<tr>
<th>Candidacy Examination</th>
<th>Not described in the catalog.</th>
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</table>

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

If a student fails the first time he/she takes the candidacy examination, he/she will be given a second chance to pass the examination. Those students who fail in the candidacy examination twice will be terminated from the PhD program.

**Justification:** In the new program the content areas of the candidacy exam are specified and clarified. The above description follows the principle that full-time students should take foundations courses first and then be tested for the contents of these courses.
<table>
<thead>
<tr>
<th>Comprehensiv e Examination</th>
<th>Candidates take additional course work to prepare for comprehensive examinations in three subfields of study, complete a period of residency, and write the Ph.D. dissertation. The three formal subfields of specialization are: organization theory and behavior, policy analysis and governance, and public management. Additional subfields of study, such as Health Care Management and Policy, Criminal Justice, Management Information Systems, and Training and Development may be selected with the approval of the student’s doctoral committee.</th>
<th>Upon the successful completion of the specialization courses and research methods courses with a minimum 3.5 GPA, a doctoral candidate takes a written comprehensive examination. Comprehensive examinations are administered by the student’s doctoral committee. In comprehensive examinations students are tested about the contents of their specialization areas and they will be required to propose a research design on a relevant topic. If a student fails the first time he/she takes the comprehensive examination, he/she will be given a second chance to pass the examination. Those students who fail in the comprehensive examination twice will be terminated from the PhD program. Justification: In the new program the content areas of the comprehensive exam are specified and clarified. The above description follows the logic that full-time students will be tested for their specialization areas and research methods in the comprehensive exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency Requirement</td>
<td>A period of two consecutive semesters of concentrated study and research as a full-time student--9 credits per semester.</td>
<td>A period of two consecutive semesters of concentrated study and research as a full-time student--9 credits per semester. [no change]</td>
</tr>
<tr>
<td>Dissertation and Final Oral Examination (Dissertation)</td>
<td>Under guidance from the dissertation committee, the candidate prepares a detailed research proposal</td>
<td>After passing the comprehensive examination, a student must work with his or her adviser and doctoral committee to develop a full dissertation proposal within 3 months of the exam. Once the</td>
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<td>Defense)</td>
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<tr>
<td>that serves as the basis for the written dissertation. The writing and defense of this original contribution to the theory of public administration is the capstone to the Ph.D. program.</td>
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</tr>
<tr>
<td>doctoral committee approves the full proposal, dissertation research can begin. Students will be required to conduct their dissertation research and write and defend their dissertations in accordance with Graduate Council policy and as agreed on by their doctoral committees.</td>
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</tr>
<tr>
<td>Justification: The above description is not fundamentally different from the description for the current program; it only clarifies the faculty's expectation that a dissertation proposal should be completed within three months of passing the comprehensive exam.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Grade Point Average and Time Limit</th>
</tr>
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<tbody>
<tr>
<td>Part-time students can complete the program in approximately seven to eight years of continuous study. Full time students may complete the Program in four to five years. Students must have a 3.50 grade-point average to graduate.</td>
</tr>
<tr>
<td>Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the candidacy examination. The PhD Program in Public Administration requires that students have at least a 3.50 grade-point average to graduate.</td>
</tr>
<tr>
<td>Justification: The above description reflects the primarily full-time nature of the new program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Sample Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>None provided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEA R</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• PADM 570 (3)</td>
<td>• PADM 574 (3)</td>
<td>Student may take courses.</td>
</tr>
<tr>
<td></td>
<td>• PADM 557 (3)</td>
<td>• PADM573 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PADM 571 (3)</td>
<td>First specialization area course (3)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• PADM 503 (3)</td>
<td>• PADM 575 (3)</td>
<td>Student may take courses.</td>
</tr>
<tr>
<td></td>
<td>• Second specialization area course (3)</td>
<td>• Fourth specialization area course (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Third specialization area course (3)</td>
<td>• Fifth specialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Candidacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Number of credit hours for each course is noted in parentheses.)
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Details</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3    | Elective research methods course (3)  
       | Elective research methods course (3)  
       | Comprehensive exams (early in the semester) | 3  
       | Dissertation Proposal Defense (early in the semester) |  
       | Dissertation Research and Writing (variable credits) |  
       | Student works on dissertation | |
| 4    | Dissertation Research (variable credits) |  
       | Dissertation Research, Writing, and Defense (variable credits) | |

**Justification:** The above schedule illustrates how a student can make progress in the new cohort based full-time PhD program and finish it in four years.
D. PROPOSED REVISIONS RELATED TO THE PH.D. DEGREE REQUIREMENTS IN THE GRADUATE BULLETIN DESCRIPTION FOR PUBLIC ADMINISTRATION

1. Current Bulletin Description with Proposed Changes Tracked

Public Administration (P ADM)

www.hbg.psu.edu

AARON WACHHAUS, MPA Coordinator; email: taw203@psu.edu
GOKTUG MORCOL, PhD Coordinator; email: gxm27@psu.edu

JEREMY F. PLANT, MPA Coordinator
Penn State Harrisburg
777 W. Harrisburg Pike
W-160 Olmsted Building
Middletown, PA 17057
717-948-6773

Degrees Conferred:

M.P.A., Ph.D.

The Graduate Faculty

- Beverly A. Cigler, Ph.D. (Penn State) Professor of Public Policy and Administration
- Cynthia Massie Mara, Ph.D. (Virginia Tech) Associate Professor of Health Care Administration and Policy
- Goktug Morcol, Ph.D. (Virginia Polytechnic Institute and State University) Associate Professor of Public Policy and Administration
- Steven A. Peterson, Ph.D. (SUNY Buffalo) Professor of Political Science and Public Affairs
- Jeremy F. Plant, Ph.D. (Virginia) Professor of Public Policy and Administration
- Bing Ran, Ph.D. (Waterloo) Assistant Associate Professor of Public Administration
- Odd J. Stalebrink, Ph.D. (George Mason) Associate Professor of Public Administration
- Triparna Vasavada, Ph.D. (SUNY-Albany) Assistant Professor of Public Administration
- James T. Ziegenfuss, Jr., Ph.D. (Pennsylvania/Wharton) Professor of Management and Health Care Systems

MPA Program [note that no changes are being proposed in the requirements for the MPA degree]

...

Ph.D. Program
The mission of the PhD program in Public Administration is to provide advanced graduate education in theory and research in the field to prepare students for academic, research, and advanced professional careers in public administration.

Each student is expected to graduate with:

- Research experience working with public administration faculty
- Experience in presentation of scholarly papers and posters at national and regional conferences
- Experience in developing, authoring, or co-authoring with a faculty member, and submitting at least one article for a refereed publication
- Teaching experience at the college/university level.

The Doctor of Philosophy in Public Administration provides a broad-based academic program combining conceptual foundations with research and analytical skills. The goal of the program is to educate professionals with the ability to create and apply knowledge through teaching, research, consulting, and management.

Graduates of the program work in such occupations as:

- University or college professor
- President of community hospital
- Senior positions in state and federal government
- Senior training officer, national executive development institute
- Health care consultant
- President, non-profit organization

The Program retains the traditional requirements of the Ph.D. degree—advanced coursework, comprehensive examinations, residency, a research dissertation, final oral examination, and standards of excellence—in a program that allows students to combine study and work. Students may pursue the program on a full- or part-time basis. The emphasis is placed in critical thinking, research, writing, and mastery of a broad body of literature. In the emerging "information age," public administrators are both producers and consumers of research. The roles of administrator and scholar are increasingly blurred, as scientific reasoning and data gathering increasingly permeates public managerial decision making. Creating and accessing knowledge that is useful to address organizational and policy issues is increasingly important.

Application and Requirements for Admission

Individuals with superior academic records and a strong interest in careers emphasizing research and scholarship are encouraged to apply to the program. The program typically admits a Ph.D. cohort of full-time students to begin each fall semester.

Admission to the PhD program is based on the applicant's undergraduate and graduate academic records, standardized test scores, letters of reference, and the compatibility of their backgrounds and interests with those of the program faculty members, as expressed in the applicant's statement of goals and research interests. All applicants must have completed a master's degree. A completed master of public administration (MPA) degree is a preferred admissions requirement, but students with master's degrees in related areas (political science, public policy, economics, sociology).
anthropology, social work, business management, and health administration, for example) and Juris Doctorate degrees (law) will also be considered.

**Application Deadlines:** All application materials must be completed and received on or before January 15 of each year for an application to be considered for the fall semester of the following academic year. This single application deadline is adopted to ensure that applications are reviewed uniformly and the decisions to grant assistantships are made in a timely fashion. Students admitted to the program will start in the fall semester as a cohort.

**Application Package:** A complete application must include:

- A completed online Graduate School application
- Payment of a non-refundable application fee
- Official Graduate Record Examination scores (verbal, quantitative, and analytical) taken within the five years prior to the date of application.
- A resume that includes work experience, volunteer activities, academic and professional honors, honorary societies, extracurricular activities, offices held, any publications and other significant activities
- A statement of goals and research interests, including evidence of research aptitude and interest as well as “fit” with the faculty interests in the PhD program at Penn State Harrisburg. The candidate should make the case why this Ph.D. program at Penn State Harrisburg would be a good fit for him/her.
- A writing sample that reflects the applicant’s background in conducting academic research and potential to conduct academic research in the future
- At least three letters of recommendation, preferably from faculty members who can comment upon the applicant’s potential as a doctoral student
- Two official transcripts from each undergraduate degree-granting college or university and post-graduate college or university the applicant attended

**International Students:** 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, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT).

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.
To assure course availability and maximize progress, applicants should carefully consider when to apply to the Program and begin study. In general, students should plan to begin taking P ADM 570 (Scope and Methods of Public Administration) and other doctoral seminars during the Fall Semester.

The following information should also help applicants decide when to apply to the Program:

**Fall Admission:**

- Applicants for fellowships and assistantships must complete and submit materials by January 30.
- Applicants who must take one or more prerequisite courses typically should apply by October 31. This will enable them to take the necessary prerequisite courses during the Spring Semester and/or Summer Term and begin doctoral seminars the next Fall. If in doubt about the need for prerequisites, an applicant should meet the October 31 deadline.
- Students who are not required to take prerequisite courses may submit their application materials by October 31 or March 15. However, we encourage students to apply at the earliest possible date.

The Program Coordinator can answer individual applicant questions about application and entrance dates.

**Admission Requirements**

Applicants for the Doctor of Philosophy in Public Administration should hold a master’s degree in public administration, public policy, or a related field such as business, economics, political science, or sociology. Applicants with master’s degrees in other fields also will be considered. Students may be required to take additional courses after admission to the program to make up for any deficiencies.

A student must have taken the following graduate courses as program prerequisites or co-requisites: Public Organization and Management (P ADM 500), Introduction to Public Policy Analysis (P ADM 507), Research Methods (P ADM 503), and Organization Behavior (P ADM 510).

In addition, most applicants should have five years of relevant professional work experience.

Students are required to submit the following:

- a completed application, with the application fee
- two official transcripts of all undergraduate and graduate course work scores from the Graduate Record Exam (GRE), with official verification
- three letters of reference attesting to both academic and professional capabilities (at least two of the three letters should be from academic sources, such as prior professors or academic advisors)
- a letter of approximately 500 words outlining significant work experience, career goals, and academic objectives
- a recent personal vita
- a substantial academic paper written for a previous graduate course (e.g., seminar paper)

Interviews: The Admissions Committee interviews individuals whose application material indicates they qualify for entry into the Program. These interviews may be face-to-face or by telephone. Interviews help assure a good fit between individual interests and the Program.

**International Students**
Application deadlines: International student application materials must meet the following deadlines:
January 30 for Fall, September 30 for Spring, February 28 for Summer.*
*Applications received after the deadlines will be processed for the following semester.

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, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT). 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.

Funding and Financial Aid

All applicants will be considered for financial aid. Qualified students will be supported with 9-month merit-based research or teaching assistantships. While these are not guaranteed, funding opportunities may also be available for admitted students during the summer semesters. Such opportunities may include, but are not limited to, teaching and involvement in faculty-sponsored research. Students may also apply for other financial aid programs through the University's financial aid office.

In addition, the program faculty may admit to the program qualified full-time students who will finance their educations with scholarships from sources outside Penn State or with personal funds. These sources may include foreign governments that fund international students for PhD studies in the United States and other funding agencies, such as Fulbright commissions.

Degree Requirements

Students progress through the following phases and take the required courses indicated as part of their study for the Ph.D. A student must successfully complete the prerequisite courses specified by the program to make up for deficiencies, if any exist. After these courses, a student must take five 3-credit foundation courses, four 3-credit research methods courses, and five 3-credit specialization area courses. In addition to these 42 course credits, students must take a minimum of 18 research credits as P ADM 600 (or an equivalent combination of P ADM 600 and P ADM 601, as approved in advance by the head of the program in compliance with Graduate Council policy regarding SUBJ 601). Students are also required to pass a candidacy examination and a comprehensive examination and to prepare and defend a dissertation.

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

Provisionally admitted students are required to take some or all of the following prerequisite courses: PADM 500 (Public Organization and Management), PADM 507 (Introduction to Public Policy Analysis), and PADM 510 (Organization Behavior). In consultation with the program faculty members, the coordinator of the PhD program makes the decisions on which prerequisite courses each student should be required to take.

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

**Foundations of public administration:** All the students in the program will be required to take the following foundational courses in the first year of their studies and before they are eligible to take the candidacy examination.

- PADM 570: Scope and Methods (3 credits)
- PADM 571: Seminar in Organizational Theory (3 credits)
- PADM 573: Research and Theory in Public Policy and Governance (3 credits)
- PADM 574: Research and Theory in Public Management (3 credits)
- PADM 557: Federalism and Intergovernmental Relations (3 credits)

**Specialization area courses:** In consultation with the student’s adviser and doctoral committee, each doctoral student will develop a public administration specialization that consists of five 3-credit courses. These specialization areas are not pre-defined. They may be tailor-made by the student and his/her committee, based on the student’s interests and the availability of the courses in the School of Public Affairs and other colleges and graduate programs at Penn State. Examples of possible specialization areas are nonprofit administration, organizational management and leadership, public finance and budgeting, public management, public policy analysis, and state and local government administration.

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

- PADM 503: Research Methods (3 credits)
- PADM 575: Advanced Research Design (3 credits)
Students also will select two in-depth 3-credit research methods courses on the basis of their research interests (quantitative, qualitative, or mixed methods), suitability of the courses in preparing students for their dissertation studies, and the availability of the courses.

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

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

Students progress through the following phases and take the required courses indicated as part of their study for the Ph.D.

**Precandidacy and Provisional Admission**—Applicants who do not have necessary background, but otherwise meet the criteria for admission may be admitted provisionally and must (1) make up any deficiencies in graduate courses in public administration noted in the letter of acceptance, (2) complete P ADM 570 (Scope and Methods), P ADM 575 (Research Design), and at least one course from the P ADM 571, P ADM 572, P ADM 573, and P ADM 574 seminar series, with an average of 3.5 or better, and (3) pass a candidacy exam. Students who must make up deficiencies are considered to be provisionally admitted into the program. A student may remain in this temporary classification for a period of no longer than two semesters following admission. Upon successful completion of the requisite courses noted in the letter (with a 3.5 grade point average), the student will be removed from provisional status and be regularly enrolled. It is to be emphasized that the provisional condition must be met before a student reaches an academic benchmark (doctoral candidacy, comprehensive, and final oral examination). A student will not be permitted to graduate with a provisional status remaining on his or her record.

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

Candidates take additional course work to prepare for comprehensive examinations in three subfields of study, complete a period of residency, and write the Ph.D. dissertation. The three formal subfields of specialization are: organization theory and behavior, policy analysis and governance, and public management. Additional subfields of study, such as Health Care Management and Policy, Criminal Justice, Management Information Systems, and Training and Development may be selected with the approval of the
student’s doctoral committee. **Dissertation:** After passing the comprehensive examination, a student must work with his or her adviser and doctoral committee to develop a full dissertation proposal within three months of the exam. Once the doctoral committee approves the full proposal, dissertation research can begin. Students will be required to conduct their dissertation research and write and defend their dissertations in accordance with Graduate Council policy and as agreed on by their doctoral committees.

**Residency**—A period of two consecutive semesters of concentrated study and research as a full-time doctoral student—9 credits per semester.

### The Dissertation

Under guidance from the dissertation committee, the candidate prepares a detailed research proposal that serves as the basis for the written dissertation. The writing and defense of this original contribution to the theory of public administration is the capstone to the Ph.D. program.

**Grade Point Average and Time Limit:**

**Full-time students are expected to finish the program in four to five years. Graduate Council policy requires that a student must complete the program within eight years after passing the candidacy examination. The PhD Program in Public Administration requires that students have at least a 3.50 grade-point average in order to graduate. Part-time students can complete the program in approximately seven to eight years of continuous study. Full time students may complete the Program in four to five years. Students must have a 3.50 grade-point average to graduate.**

**Financial Aid**

There are a limited number of scholarships, fellowships, and research grants available, as well as graduate assistantships. Many students work full-time and take classes part-time. In many cases, employers have a tuition-reimbursement plan paying for partial or full tuition. To find other options available to you, contact the Financial Aid Office at 717-948-6307.

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**PUBLIC ADMINISTRATION, JURIS DOCTOR AND MASTER OF PUBLIC ADMINISTRATION (J.D./M.P.A.)** [note that no changes are being proposed to any information regarding the J.D./M.P.A. in the current Bulletin description for Public Administration]

...  

**Courses**

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

**PUBLIC ADMINISTRATION (P ADM) course list**
2. Proposed Bulletin Description with Proposed Changes Accepted (“Clean”)

Public Administration (P ADM)

www.hbg.psu.edu

AARON WACHHAUS, MPA Coordinator; email: taw203@psu.edu
GOKTUG MORCOL, PhD Coordinator; email: gxm27@psu.edu

Penn State Harrisburg
777 W. Harrisburg Pike
W-160 Olmsted Building
Middletown, PA 17057
717-948-6773

Degrees Conferred:

M.P.A., Ph.D.

The Graduate Faculty

- Beverly A. Cigler, Ph.D. (Penn State) Professor of Public Policy and Administration
- Goktug Morcol, Ph.D. (Virginia Polytechnic Institute and State University) Professor of Public Policy and Administration
- Steven A. Peterson, Ph.D. (SUNY Buffalo) Professor of Political Science and Public Affairs
- Jeremy F. Plant, Ph.D. (Virginia) Professor of Public Policy and Administration
- Bing Ran, Ph.D. (Waterloo) Associate Professor of Public Administration
- Odd J. Stalebrink, Ph.D. (George Mason) Associate Professor of Public Administration
- Triparna Vasavada, Ph.D. (SUNY-Albany) Assistant Professor of Public Administration

MPA Program [note that no changes are being proposed in the requirements for the MPA degree]

...

Ph.D. Program

The mission of the PhD program in Public Administration is to provide advanced graduate education in theory and research in the field to prepare students for academic, research, and advanced professional careers in public administration.

Each student is expected to graduate with:

- Research experience working with public administration faculty
Experience in presentation of scholarly papers and posters at national and regional conferences
Experience in developing, authoring, or co-authoring with a faculty member, and submitting at least one article for a refereed publication
Teaching experience at the college/university level.

Application and Requirements for Admission

Individuals with superior academic records and a strong interest in careers emphasizing research and scholarship are encouraged to apply to the program. The program typically admits a Ph.D. cohort of full-time students to begin each fall semester.

Admission to the PhD program is based on the applicant’s undergraduate and graduate academic records, standardized test scores, letters of reference, and the compatibility of their backgrounds and interests with those of the program faculty members, as expressed in the applicant’s statement of goals and research interests. All applicants must have completed a master’s degree. A completed master of public administration (MPA) degree is a preferred admissions requirement, but students with master’s degrees in related areas (political science, public policy, economics, sociology, anthropology, social work, business management, and health administration, for example) and Juris Doctorate degrees (law) will also be considered.

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E. WRITTEN RESPONSES FROM AFFECTED DEPARTMENTS

Table of Consultations with Other Graduate Program Coordinators and a School Director

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<th>Name</th>
<th>School, Department, or Program</th>
<th>Date Contacted</th>
<th>Date Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon Bronner</td>
<td>American Studies (PSH)</td>
<td>December 19, 2103</td>
<td>December 19, 2103</td>
</tr>
<tr>
<td>Stephen P Schappe</td>
<td>School of Business (PSH)</td>
<td>December 19, 2103</td>
<td>December 19, 2103</td>
</tr>
</tbody>
</table>

1. Dr. John J. Cheslock, Director, Center for the Study of Higher Education, Penn State University Park
August 24, 2013

Dear Dr. Morcol—

I am writing in support of your proposed changes to the Public Administration PhD program, which will help you better serve full-time doctoral students and provide those students with greater flexibility. As a faculty member in the Higher Education program, I have greatly appreciated the presence of the Public Administration program as a number of our doctoral students have benefited from courses from your program. Consequently, I am very supportive of your efforts to further strengthen your doctoral degree.

Sincerely,

John J. Cheslock
Associate Professor & Director
2. Dr. Elizabeth J. Tisdell, Coordinator, Adult Education Doctoral Program, Penn State Harrisburg

September 3, 2013

Hi Goktug --

I am responding to your request for review concerning potential impact of proposed changes in the Ph.D. Program in Public Administration. I have reviewed your document and agree with your assessment that the changes to allow students to create a specialization area that allows for them to both explore their own interests and increase the potential opportunities for collaboration among doctoral programs and other graduate degree programs across the College. I totally support such collaborations and have very much enjoyed having Public Administration classes in my ADTED 550: Qualitative Research Methods class and am very glad that our doctoral students in Adult Education have taken both PADM 503 and PADM 570 to be better grounded in Statistics and Quantitative Research Methods. I believe the changes you have outlined make further collaborations possible. Further, I also support your efforts to encourage a full-time cohort of full-time students in the Ph.D. program. In my experience of working as a faculty member in a modified cohort structure increases the chances for students to support each other and increases the likelihood of their completion. On behalf of the Adult Education faculty, I appreciate your move to strengthen the Ph.D. program in Public Administration and look forward to working with you closely in the future.

All the best,

Libby Tisdell

____________________
Elizabeth J. Tisdell, EdD
Professor of Adult Education
Adult Education Doctoral Program Coordinator
Penn State University - Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

e-mail: ejt11@psu.edu
work: 717-948-6640
cell: 717-579-8835
FAX: 717-948-6064
Dr. Simon J. Bronner, Chair, American Studies PhD Program, Penn State Harrisburg

From: "SIMON J. BRONNER" <sjb2@psu.edu>
To: "GOKTUG MORCOL" <gxm27@psu.edu>
Sent: Thursday, December 19, 2013 3:47:48 PM
Subject: Proposal for change of requirements by the Public Administration Program at Penn State Harrisburg

I am responding to your consultation with the American Studies Program concerning potential impact of proposed changes in the Ph.D. Program in Public Administration. I have reviewed your document and agree with your assessment that the changes to allow students to create a specialization area can lead to increased "opportunities for collaborations" with our doctoral program and others in the College. In relation to research methods courses, we in American Studies have AM ST 500 Theory and Method, which would be open to your students, in addition to 540 Ethnography, 550 Seminar in Public Heritage, and 591 Seminar, which I believe would be appropriate to Public Administration students' interests. In regard to specialization courses, we have several that could support your students, and in fact I know that we have students enroll in these courses in the past. The ones that I believe would be helpful are AM ST 520: Topics in Popular Culture: Consumer Culture, AM ST 536 American Civilization in the 21st Century, AM ST 551 Local and Regional Studies, and AM ST 590 Colloquium: Digital Culture. I also support your move to a structure that encourages a cohort of full-time students in the Ph.D. program. Our experience has been that this approach increases involvement in scholarship, completion of the dissertation, and engagement with the field. On behalf of the American Studies faculty, I appreciate your move to strengthen the Ph.D. program in Public Administration and look forward to working with you closely in the future.

Sincerely,

Simon Bronner
Chair, American Studies Program
Simon J. Bronner, Ph.D.
Distinguished Professor of American Studies and Folklore
Chair, American Studies Program (B.A., M.A., Ph.D.)--http://www.hbg.psu.edu/hum/amst)
The Pennsylvania State University
W356 Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057-4898
717-948-6039 (o), 717-948-6724 (fax)
sbronner@psu.edu (email)
sbronner64 (skype),amstdsjb (AIM)
http://www.personal.psu.edu/sjb2/blogs/bronner
4. Dr. Stephen P. Schappe, Director, School of Business Administration, Penn State Harrisburg

Date: December 19, 2013

From: Stephen P. Schappe, Director

To: Gökğuğ Murçöl
Professor of Public Policy and Administration

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

Thank you for the opportunity to review your school’s proposed changes to the Ph.D. in Public Administration program.

The justifications you provide for the proposed changes to the program’s admission requirements, degree requirements, and evaluation methods are consistent with your goal to transform this from a predominantly part-time program into one with primarily full-time Ph.D. students.

The proposal states that students may need to take additional courses from other programs to complete their requirements. Our business school would welcome graduate students from this program in our courses.

The School of Business Administration is pleased to support your proposal and your efforts.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Penn State Harrisburg
Department or Instructional Area: Environmental Engineering

NEW GRADUATE PROGRAM, OPTION, OR MINOR: Add ___
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code: ______
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change ___ Drop ___
Current designation of graduate program: Master of Engineering -- Environmental Engineering (M.Eng.--EWE)
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):
Indicate effective semester (cannot be earlier than the first semester following approval): Fall 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:
Thomas H. Eberlein
Printed name
Signature
Date: 02/04/14

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Printed name
Signature
Date: 2/10/2014

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
PETER IDOWU
Printed name
Signature
Date: Feb. 10, 2014
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

C. Andrew Cole

Printed name

Signature

Date: 4/30/2014

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Christina M. Grozinger

Printed name

Signature

Date: 4/30/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Regina Vasiliatis-Younken

Printed name

Signature

Date: 4/30/2014
Program Change Proposal

Master of Engineering in Environmental Engineering

Contact: Dr. Thomas H. Eberlein, Program Chair, Environmental Programs, School of Science, Engineering, and Technology, Penn State Harrisburg
the1@psu.edu  (717) 948-6129

April 16, 2014
Summary

As originally conceived, the Master of Engineering in Environmental Engineering (M. Eng. – ENVE) focused on providing students with a broad knowledge of environmental engineering. The curriculum prescribed “core” courses in four broad areas important in pollution control: air, water, solid waste, and environmental policy, similar to the requirements and expectations of a student pursuing an undergraduate education in environmental engineering. While addressing topics of important concern, the prescribed courses did not ensure that graduate students would develop a fundamental understanding of the scientific principles and theory underlying the engineering processes.

To address this shortcoming, we propose to modify the core by providing a limited selection of “core elective” courses in each of five focus areas important to environmental engineering: chemistry; process engineering; biology; water resources; and environmental policy. The proposed changes also ensure that all M. Eng. – ENVE students take courses that meet the ABET (Accreditation Board for Engineering and Technology, Inc.) requirements for Environmental Engineers.

Thus, the two primary reasons for proposing the changes described in this document are: (a) to create a program that better reflects the practice of environmental engineering than does the current program; and (b) to ensure that students with non-engineering undergraduate degrees have coursework that aligns with the ABET requirements for Environmental Engineering. We will also take this opportunity to: (c) correct outdated course numbers still listed in the Graduate Bulletin for the Master of Engineering in Environmental Engineering.

The following documentation outlines the proposed changes described in (a), (b), and (c), above.
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<td>Evidence of Consultation</td>
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Table 1. Summary of Proposed Changes to M. Eng. – Environmental Engineering

<table>
<thead>
<tr>
<th>Program Feature Being Changed</th>
<th>Current Program</th>
<th>Proposed New Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Requirements</td>
<td>An undergraduate engineering degree from an accredited institution, or equivalent course work</td>
<td>An undergraduate engineering degree from an <strong>ABET</strong>-accredited institution, or equivalent course work</td>
</tr>
<tr>
<td>Specific courses to be taken:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required courses</td>
<td>• ENVE 411 (3 credits; “core” requirement in water pollution control)</td>
<td>• EPC 590 (1 credit; required Environmental Colloquium)</td>
</tr>
<tr>
<td></td>
<td>• C E 476 (3 credits; “core” requirement in solid waste)</td>
<td>• <strong>ENVE 591</strong> (1 credit; <strong>required</strong> Research Methods course)</td>
</tr>
<tr>
<td></td>
<td>• ENVE 470 (3 credits; “core” requirement in air pollution control)</td>
<td>• <strong>C E 592</strong> (1 credit; <strong>required</strong> seminar in Environmental Engineering and Science Topics)</td>
</tr>
<tr>
<td></td>
<td>• EPC 590 (1 credit; “core” Environmental Colloquium)</td>
<td>• ENVE 594 (3 credits; Master’s Paper Research)</td>
</tr>
<tr>
<td></td>
<td>• ENVE 594 (3 credits; Master’s Paper Research)</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>• ENVE 460 or ENVE 569 or P ADM 531 (3 credits; “core” elective in environmental policy)</td>
<td>• <strong>Core Elective, Area 1</strong> – “Chemistry” (3 or 4 credits)</td>
</tr>
<tr>
<td></td>
<td>• 14 additional credits, mostly or entirely at the 500-level, selected from the program list</td>
<td>• <strong>Core Elective, Area 2</strong> – “Process Engineering” (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Core Elective, Area 3</strong> – “Biology” (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Core Elective, Area 4</strong> – “Water Resources” (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Core Elective, <strong>Area 5</strong> – “Environmental Policy” (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>8 or 9</strong> additional credits, mostly or entirely at the 500-level, selected from the program list</td>
</tr>
</tbody>
</table>

[Note: Core Electives and courses from the program list are found in the revised Bulletin listing, shown on pp. 7–12 of this document.]
Justification

The two primary reasons for proposing these changes are (a) to create a program more reflective than the current program of recent changes in the practice of environmental engineering, and (b) to ensure that students with non-engineering undergraduate degrees have coursework that aligns with the ABET requirements for Environmental Engineering.

(a) The original program focused on providing students with a breadth of knowledge in environmental engineering, similar to the requirements and expectations of a student pursuing an undergraduate education in environmental engineering. At the graduate level, however, it is important for the student to develop specialized knowledge about focus areas in the broad area of environmental engineering. In addition, undergraduate degrees in civil and environmental engineering do not require the same level of understanding of the science behind the treatment systems that the engineers are designing. For example, undergraduate civil and environmental engineering students, the primary audience of this degree, take no biology courses, and many do not take a chemistry course higher than College General Chemistry (equivalent to Penn State’s Chem 110 course). Therefore, while they can calculate the design dimensions for a treatment system, they do not have the background to understand the theory and how to make modifications to a biologically and/or chemically based treatment system to address client needs. The modifications to the degree with the change in the core requirements are designed to address this – to ensure that the students have a fundamental understanding of the scientific theory underpinning the engineering processes.

(b) Second, many students with science degrees pursue the Master of Engineering in Environmental Engineering degree because they want careers in the engineering field. This requires that they have coursework that aligns with the primary accrediting body of Environmental Engineering – ABET. The programmatic changes reflect the requirements of ABET as outlined in Table 2 (see p.6), with the course numbers both for pre-requisites to the program and for the proposed graduate curriculum specified.

Departments Affected by the Changes

It is not expected that the proposed changes will materially affect any other departments. Only two new courses have been created in support of these changes: ENVE 591 (Research Methods in Environmental Engineering) and ENVE 540 (Biodegradation and Bioremediation). All other courses in the program have been and will continue to be taught by our faculty.
Table 2. ABET-Required Coursework for Environmental Engineers and Proposed Graduate-Level Coursework Enhancing Understanding in Specific Core Areas

<table>
<thead>
<tr>
<th>Graduates from ABET-accredited environmental engineering (B.S.) programs must be proficient in:</th>
<th>Undergraduate courses required</th>
<th>Graduate-level training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced mathematics typical of engineering undergraduate programs (calculus through partial differential equations)</td>
<td>MATH 140, 141, and 251</td>
<td></td>
</tr>
<tr>
<td>Probability and statistics</td>
<td>STAT 200, 301, or 401</td>
<td></td>
</tr>
<tr>
<td>Calculus-based physics</td>
<td>PHYS 211 and 212</td>
<td></td>
</tr>
<tr>
<td>General chemistry</td>
<td>CHEM 110 and 112</td>
<td>Core Area 1 – Chemistry</td>
</tr>
<tr>
<td>Earth science (e.g., geology, meteorology, soil science) relevant to the program of study</td>
<td></td>
<td>Core Area 4 – Water Resources</td>
</tr>
<tr>
<td>Biological science (e.g., microbiology, aquatic biology, toxicology) relevant to the program</td>
<td></td>
<td>Core Area 3 – Biology</td>
</tr>
<tr>
<td>Fluid mechanics relevant to the program of study</td>
<td>C E 360</td>
<td></td>
</tr>
<tr>
<td>Introductory level knowledge of environmental issues associated with air, land, and water systems and associated environmental health impacts</td>
<td>[*see note]</td>
<td>EPC 590, C E 592, and Core Area 4 – Environmental Policy</td>
</tr>
<tr>
<td>Conducting laboratory experiments and critically analyzing and interpreting data in more than one major environmental engineering focus area (e.g., air, water, land, environmental health)</td>
<td>CHEM 111 and 113</td>
<td></td>
</tr>
<tr>
<td>Performing engineering design by means of design experiences integrated throughout the professional component of the curriculum</td>
<td></td>
<td>Core Area 2 – Process Engineering</td>
</tr>
<tr>
<td>Advanced principles and practice relevant to the program objectives</td>
<td></td>
<td>3 specialization courses, plus ENVE 591 and 594 as culminating research/design topics</td>
</tr>
</tbody>
</table>

*Note: C E 370 (Introduction to Environmental Engineering) recommended, not required

* * *
Updated Graduate Bulletin Listing

Environmental Engineering (ENVE)

Program Home Page

THOMAS H. EBERLEIN, Coordinator Program Chair, Environmental Programs
Penn State Harrisburg
TL 177 Science and Technology Building
777 W. Harrisburg Pike
Middletown, PA 17057-4898

Degree Conferred:

M. Eng.

The Graduate Faculty:

- Katherine H. Baker, Ph.D. (Delaware) Associate Professor of Environmental Microbiology
- Yen-Chih (David) Chen, Ph.D. (Purdue) Assistant Associate Professor of Environmental Engineering
- Richard C. Ciocci, Ph.D. (Maryland) Associate Professor of Mechanical Engineering
- Balwant Chohan, Ph.D. (Massachusetts) Assistant Professor of Chemistry
- Shirley E. Clark, Ph.D. (Alabama, Birmingham) Associate Professor of Environmental Engineering
- Thomas H. Eberlein, Ph.D. (Wisconsin) Associate Professor of Chemistry
- Sai Kakuturu, Ph.D. (Kansas State) Assistant Professor of Civil Engineering
- Sairam Rudrabhatla, Ph.D. (Osmania, India) Assistant Professor of Biology
- Howard G. Sachs, Ph.D. (Clark) Professor of Biology
- Sofia Vidalis, Ph.D. (Florida) Associate Professor of Civil Engineering
- Yuefeng Xie, Ph.D. (Tsinghua) Professor of Environmental Engineering

This program, offered at the Harrisburg campus, is intended for the engineer who wishes to pursue, either full-time or part-time, further training in the environmental field with a focus toward understanding the theory behind the design of environmental systems. A graduate environmental engineering program. Prospective students who do not have an accredited undergraduate engineering degree, but rather hold a baccalaureate degree in a related scientific field (such as chemistry, microbiology, environmental science) may be admitted to the program but may need to take several prerequisite undergraduate engineering courses. This degree program builds on the Civil Engineering undergraduate program and complements the
Environmental Pollution Control graduate programs (M.E.P.C. and M.S. in EPC) offered by the same faculty.

A variety of civil and environmental engineering courses are regularly offered, as well as specialty courses in environmental policy, other engineering areas, computer science, and other policy-related areas.

**Admission Requirements**

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

Applicants are strongly encouraged to present an undergraduate degree in engineering from an ABET-accredited program. ABET (www.abet.org) is the accrediting body for engineering programs. However, those who possess an undergraduate degree in a related scientific field or unaccredited engineering program may be considered for admission; those students will need to take additional engineering courses at the undergraduate level in order to be adequately prepared. 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.

All students are expected to have an undergraduate junior/senior grade-point average of 3.0 on a 4.0-point system. Exceptions to this minimum may be made for students with special backgrounds or abilities, or other qualifications.

All applicants must provide two copies of all official transcripts of all their previous course work. In addition, applicants must supply a statement of objectives and three letters of recommendation.

For those students for whom English is not their native language, scores on the Test of English as a Foreign Language (TOEFL) are required; an acceptable score of 560 on the paper-based version or 220 on the computer-based test is required.

All 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 (iBT). Applicants with iBT speaking scores between 15 and 18 may be considered for provisional admission, which requires completion of specified remedial English courses ESL 114G (American Oral English for Academic Purposes) and/or ESL 116G (ESL/Composition for Academic Disciplines) and attainment of a grade of B or higher. The minimum acceptable 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.

International applicants should be aware that processing of transcripts and other application-related information may take considerable time. While this program has a rolling admissions procedure, applicants must ensure that materials arrive at least three months prior to the start of the semester they first intend to begin studies. In addition, students who wish to be considered for a fellowship must submit their materials no later than January 30th.

**Degree Requirements**

A minimum of 30 credits is required for the degree. Courses in the degree program may be taken at the 400 or 500 level, but a minimum of 18 credits must be at the 500 level. All candidates are required to take core courses that provide a foundation and context for pursuing and successfully completing a master’s program in environmental engineering. The following are the required core courses: a core course in each of the four environmental areas: air, water, solid waste management, and policy/risk. The program suggests that students take the following courses to meet the first three area requirements:

**ENVIRONMENTAL ENGINEERING FOUNDATION (63 credits)**

All candidates are required to take core courses that provide a foundation and context for pursuing and successfully completing a master’s program in environmental engineering. The following are the required core courses.

- **EPC 590** Colloquium (1 cr.)
- **ENVE 591** Research Methods in Environmental Engineering (1 cr.)
- **CE 592** Environmental Engineering and Science Topics (1 cr.)

**CULMINATING EXPERIENCE (3 credits)**

- **ENVE 594** Master’s Paper Research (3 cr)

This program does require that all students complete a scholarly master's paper. The seminar and the paper count toward the 500-level requirement. It is expected that students will upload their master’s papers to be available publically via ScholarSphere: https://scholarsphere.psu.edu/.
ENVE 594 — Master's Paper Research (3 cr)

**ELECTIVE COURSES (24 credits)**

In addition to the requirements listed above, students must take one course (3 or 4 credits per course) in each of the following five core areas of environmental engineering theory and design, and environmental policy: Chemistry; Process Engineering; Biology; Water Resources; and Environmental Policy. Students must take at least one course from each core area (as shown in the table below) for a total of 15-16 credits. All courses are 3 credits except for C E 475.

The remaining 8 or 9 credits may be used by the student to specialize in an area of environmental engineering by taking classes offered not only by the Environmental Engineering Program but also from Mechanical Engineering and Civil Engineering. (E.g., C E 578 – “Groundwater Remediation”; see links to lists under “Courses,” below.) In addition, certain courses from the Schools of Business and Public Administration may be approved on a course-by-course basis.

Course that meet the core area requirements include, but are not limited to, the following courses. Courses that deviate from this list will require pre-approval from the student's adviser. If these courses were taken to meet degree requirements for a baccalaureate degree, they cannot be counted toward the graduate degree.

**Core Elective Courses (15-16 credits)**

Students must take at least one course from each core area. All courses are 3 credits except for C E 475.

<table>
<thead>
<tr>
<th>Core</th>
<th>(Chemistry)</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 1 (Chemistry)</td>
<td>C E 475 – Environmental Water Chemistry (4 cr) or C E 570 – Aquatic Chemistry</td>
<td></td>
</tr>
<tr>
<td>Core 2 (Process Engineering)</td>
<td>ENVE 411 – Water Supply and Pollution Control or ENVE 550 – Chemical Fate &amp; Transport or C E 571 – Physical-Chemical Treatment or C E 572 – Biological Treatment Processes or C E 577 – Treatment Plant Design</td>
<td></td>
</tr>
<tr>
<td>Core 3 (Biology)</td>
<td>ENVE 540 - Environmental Biodegradation and Bioremediation or C E 572 - Biological Treatment Process or C E 579 – Envir. Pollution Microbiology</td>
<td></td>
</tr>
<tr>
<td>Core 4 (Water Resources)</td>
<td>ENVE 415 – Hydrology or C E 561 – Surface Water Hydrology or C E 462 – Open-Channel Hydraulics or C E 555 – Groundwater Hydrology or C E 580 – Hydrodynamic Mixing Processes</td>
<td></td>
</tr>
<tr>
<td>Core 5 (Policy)</td>
<td>ENVE 460 – Environmental Law or ENVE 569 – Risk Assessment or P ADM 531 – Environmental Policy</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: C E 572 is listed as approved for both Cores 2 and 3. Once the course is successfully completed, the course may count for one of the two core areas. An additional course is required in either Core 2 or 3, depending on the student’s interest.
Course that meet the core area requirements include, but are not limited to, the courses in the table above. Courses that deviate from this tabulated list will require pre-approval from the student’s adviser. If these courses were taken to meet degree requirements for a baccalaureate degree, they cannot be counted toward the graduate degree.

The remaining 8 or 9 credits may be used by the student to specialize in an area of environmental engineering by taking classes offered not only by the Environmental Engineering Program but also from Mechanical Engineering and Civil Engineering. (E.g., CE 578 — “Groundwater Remediation”; see links to lists under “Courses,” below.) In addition, certain courses from the Schools of Business and Public Administration may be approved on a course-by-course basis.

**CULMINATING EXPERIENCE (3 credits)**

ENVE 594 — Master’s Paper Research (3 cr)

This program does require that all students complete a scholarly master's paper. The seminar and the paper count toward the 500-level requirement. It is expected that students will upload their master's papers to be available publicly via ScholarSphere: https://scholarsphere.psu.edu/.

**MECHANICAL ENGINEERING (M E)**

- M E 433 Air Pollution Control (3)

**CIVIL ENGINEERING (C E)**

- CE 472 Water Pollution Control (3)
- CE 476 Solid Waste Management (3)

The college regularly offers several courses that meet the policy/risk area requirement, including: ENVE 487 Environmental Law, ENVE 569 Environmental Risk Assessment, and P ADM 531 Environmental Policy.

Courses in the degree program may be taken at the 400 or 500 level, but a minimum of 18 credits must be at the 500 level. All students must take at least 1 credit of EPC 590 Seminar and This program does require that all students complete a scholarly master's paper. The seminar and the paper count toward the 500-level requirement. All students must complete a total of 30 credits in order to earn the degree.

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

CIVIL ENGINEERING (C E) course list

CIVIL ENGINEERING (C ENG) course list

ENVIRONMENTAL ENGINEERING (ENVE) course list

MECHANICAL ENGINEERING (M E) course list
Evidence of Consultation

Peggy Johnson, Department Head, Civil Engineering, University Park

From: "Peggy Johnson" <PAJ6@engr.psu.edu>
To: "RAFIC A BACHNAK" <rab65@psu.edu>
Sent: Tuesday, January 21, 2014 10:10:29 AM
Subject: RE: changes to Master in ENV Engineering at PSH

Dear Ray,

I asked Bill Burgos to have a look at your proposal and he made some good comments. Overall, he was impressed with the proposal and also thought that we might want to consider doing a joint online MEng program at some point.

I have attached his comments.

Good luck! Peggy

__________________________________________________________________________________

Comments and suggestions by Dr. Burgos included:

1) Changing the name of Core Area 2 from “Process” to “Process Engineering”; [done]

2) Revising the description of math prerequisite requirements in Table 2; [done]

3) Considering the requirement of C E 370 as a prerequisite; [added as “recommended” course]

4) Considering C E 578 as a suitable alternative to ENVE 540; [C E 578 in Program List]

5) Correcting several typos (ENVE 591 and C E 592, not “C E 591 and ENVE 592”. [done]

__________________________________________________________________________________

From: "RAFIC A BACHNAK" <rab65@psu.edu>
To: paj6@psu.edu
Dear Peggy,

We are making several changes to our Master in Environmental Engineering. Please see the attached proposal. I am writing to seek your input. If you consider the changes appropriate, please send me an email indicating your support. If you, however, have any suggestions or concerns, please let me know so that we can make necessary changes. We would appreciate hearing from you by January 17, if possible. Your help is very much appreciated. Happy Holidays!

Ray

Rafic A. Bachnak, Ph.D., P.E.
Director, School of Science, Engineering, and Technology
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898
Voice: 717-948-6541, Email: rab65@psu.edu
Hello Ray,

We support your changes in the environmental engineering M Eng program at Harrisburg. We feel the same about our graduate program, that students who do not have engineering undergraduate degrees should leave our graduate program able to become professionally licensed engineers, so we make them take make-up engineering science and some junior/senior level courses in our major as provisional acceptance into our graduate programs.

Our ABE graduate program coordinator, Virendra Puri, had some comments just for clarification, please see below.

Paul

---

Begin forwarded message:

**From:** Virendra Puri <vmpuri@engr.psu.edu>

**Date:** December 31, 2013 4:04:48 PM EST

**To:** Paul Smith <pms6@psu.edu>, Paul Heinemann <hzh@engr.psu.edu>

**Subject:** RE: changes to Master in ENV Engineering at PSH

Hello Paul:

Overall, I support the revised M Eng program, which is now more closely aligned with the ABET requirements for admission consideration and for make-up coursework for non-engineering students. I noticed that on Page 4, CE 591 is mentioned as a new, required course, but on Page 9, ENVE 591 is listed (not CE 591). Perhaps, CE 591 and ENVE 591 are a dual listed...
course. I have made a note of it in the attachment. Other than this, I recommend supporting the revised program. It is possible that for some of our BE students with interest in natural resource engineering, the M Eng in ENVE could be a potential graduate school option.

Good day,

VMP

---

From: Paul Smith  
Sent: Tuesday, December 31, 2013 9:34 AM  
To: Paul Heinemann  
Cc: Virendra Puri  
Subject: Re: changes to Master in ENV Engineering at PSH

Hi Paul,

This is a bit out of my comfort zone, so I will defer to Virendra's wisdom. But, overall, this appears to be a positive and more rigorous direction.

Paul S.

On Tue, Dec 31, 2013 at 8:40 AM, Paul Heinemann <hzh@engr.psu.edu> wrote:

Virendra and Paul,

If you have any comments on this proposal, please let me know and I will forward them back to Ray.

Thanks

Paul

Begin forwarded message:

From: RAFIC A BACHNAK <rab65@psu.edu>  
Date: December 21, 2013 8:02:42 PM EST  
To: <hzh@psu.edu>
Subject: changes to Master in ENV Engineering at PSH

Dear Paul,

We are making several changes to our Master in Environmental Engineering. Please see the attached proposal. I am writing to seek your input. If you consider the changes appropriate, please send me an email indicating your support. If you, however, have any suggestions or concerns, please let me know so that we can make necessary changes. We would appreciate hearing from you by January 17, if possible. Your help is very much appreciated.

Happy Holidays!

Ray

Rafic A. Bachnak, Ph.D., P.E.
Director, School of Science, Engineering, and Technology
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898
Voice: 717-948-6541, Email: rab65@psu.edu
Hi Rafic,

I hope you had a nice holiday break. We have no objections to the proposed changes to the Master of Engineering in Environmental Engineering program. My only confusion was that the file name referred to an IUG which I did not see referenced in the document so I just wanted to be sure I didn't miss anything.

Regards,

Jim

James A. Nemes, D.Sc.

Director of Academic Affairs

Professor of Mechanical Engineering

School of Graduate Professional Studies

Penn State Great Valley

30 East Swedesford Road

Malvern, PA 19355-1443

Phone: 610-648-3335

Fax: 610-648-3377

jan16@psu.edu
Dear Jim,

We are making several changes to our Master in Environmental Engineering. Please see the attached proposal. I am writing to seek your input. If you consider the changes appropriate, please send me an email indicating your support. If you, however, have any suggestions or concerns, please let me know so that we can make necessary changes. We would appreciate hearing from you by January 17, if possible. Your help is very much appreciated. Happy Holidays!

Ray

Rafic A. Bachnak, Ph.D., P.E.
Director, School of Science, Engineering, and Technology
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898
Voice: 717-948-6541, Email: rab65@psu.edu
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

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Submitted by Graduate Program Head

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<th>Judith E. Hupcey</th>
<th>Date: 3/20/14</th>
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Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

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<th>Susan J. Loeb</th>
<th>Date: 3/20/14</th>
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Approved by College/School Dean/Chancellor (or Designee):

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<th>Paula Milone-Nuzzo</th>
<th>Date: 3-20-14</th>
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Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

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<tr>
<td>C. Andrew Cole</td>
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<td>4/17/2014</td>
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Recommended by Chair, Graduate Council Committee on Programs and Courses:

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<td>Christina M. Goering</td>
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<td>4/17/2014</td>
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Noted by Dean of the Graduate School:

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<td>Regina Vasiliades Yankon</td>
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College of Nursing
Graduate Program in Nursing

Proposal for Changing Requirements for the Six M.S.N. Options
In the Graduate Program, College of Nursing

Submitted by:
Judith E. Hupcey, Ed.D., CRNP, FAAN
Associate Dean for Graduate Education,
College of Nursing
College of Nursing
Graduate Program in Nursing
Proposal for Changing Requirements for the Six M.S.N. Options
In the Graduate Program, College of Nursing

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   M.S.N. Degree Program/Options .......................................................... 3
   Bulletin (no change) ........................................................................... 4
Proposal for Changing Requirements for the Program for the Six M.S.N. Options
In the Graduate Program, College of Nursing

A. Justification for the Proposed Changes
The purpose of this proposal is to describe the changes for course requirements for
the six M.S.N. options in the graduate program in Nursing. The options affected by
these changes are: Family Nurse Practitioner, Adult Gerontology Primary Care
Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Clinical Nurse
Specialist, Nurse Educator and Nurse Administrator. For all the options we propose
a new capstone course, NURS 513 (under review) to replace the NURS 594 scholarly
project course. The NURS 594 allowed faculty to determine course objectives, thus
the student learning outcomes of the course. The new course, which meets the
national guidelines for the competencies expected of all M.S.N. prepared nurses,
standardizes the course objectives for all students. The other changes include a new
physical assessment course (NURS 802) that can be delivered fully online as an
option for the nurse educator students and a change in course number for NURS 504
(Pharmacologic Therapy) to NURS 804.

B. Revised Versions of the Required Courses for Each Option
1) Base Program: minimum of 30 credits
2) CNS option (41-42 credits)
   Adult Gerontology (41 credits) Adult Gerontology Educator (42 credits)
3) Family Nurse Practitioner Option (45 credits)
4) Adult Gerontology Primary Care Nurse Practitioner Option (41 credits)
5) Adult Gerontology Acute Care Nurse Practitioner Option (43 credits).
6) Nurse Educator Option (37 credits)
7) Nurse Administrator Option (37 credits)

Current M.S.N. Curriculum
The M.S.N. curriculum is composed of four components (37-45 Credits):

1. Master’s Program Core: 9 credits (both M.S. and M.S.N. core)
   NURS 501: Issues in Nursing and Health Care (3 credits)
   NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice
   (3 credits)
   NURS 512: Nursing Research (3 credits)

2. Advanced Practice Nursing Courses: 9 credits
   · NURS 502: Physical Assessment Across the Life Span (3 credits)
   · NURS 503: Advanced Pathophysiology (3 credits)
   · NURS 504: Pharmacology Therapy (3 credits)

3. Capstone Requirement: 3 credit scholarly project
   NURS 594: Research Topics (3 credits)

4. Electives/Option Specific Courses (variable credits dependent on the
option/emphasis) (16-24 credits)

Proposed M.S.N. Curriculum

(The proposed changes are starred and italicized)

The M.S.N. curriculum will be composed of four components (37-45 Credits):

1. Master's Program Core: 9 credits (both M.S. and M.S.N. core)
   - NURS 501: Issues in Nursing and Health Care (3 credits)
   - NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)
   - NURS 512: Nursing Research (3 credits)

2. Advanced Practice Nursing Courses: 9 credits
   - NURS 502: Physical Assessment Across the Life Span (3 credits) (*for the nurse practitioner and CNS options)
   - NURS 503: Advanced Pathophysiology (3 credits)
   - *NURS 802 Physical Assessment Through The Lifespan (3 credits) (*developed for online delivery for the nurse educator option)
   - *NURS 804: Pharmacology Therapy (3 credits) (*number change)

3. Capstone Requirement: 3 credit scholarly project
   - *NURS 513: M.S.N. Capstone (3 credits) (*proposed new course under review)

4. Electives/Option/Emphasis Specific Courses (variable credits dependent on the option/emphasis) (16-24 credits)

The proposed M.S.N. Degree Program curriculum is presented in the Table on the following page. The changes are italicized.
Page 294


Bulletin (no change)

Nursing (NURS)

Program Home Page

PAULA MILONE-NUZZO, Dean, College of Nursing

JUDITH E. HUPCEY, Associate Dean for Graduate Education, College of Nursing

201 Health and Human Development East Building 814-863-0245

Degrees Conferred:
Ph.D., D.N.P., M.S., M.S.N. Dual-Title Ph.D. in Nursing and Bioethics (BIOET)

The Graduate Faculty
Kesha Baptiste-Roberts, Ph.D. (Johns Hopkins) Assistant Professor of Nursing
Raymonde A. Brown, Ph.D. (Maryland) Assistant Professor of Nursing; Associate Dean for Undergraduate Programs and Outreach, College of Nursing
Harleah G. Buck, Ph.D. (Southern Florida) Assistant Professor of Nursing
Margaret (Peg) Cushman, Ph.D. (UMass, Boston) Assistant Professor of Nursing
Christopher Engeland, Ph.D., (University of Western Ontario) Assistant Professor
Donna Fick, Ph.D. (California) Distinguished Professor of Nursing
Janet Fogg, Ph.D. (Villanova) Assistant Professor of Nursing; Professor in Charge, Professional Graduate Programs
Judith E. Hupcey, Ed.D. (Columbia) Professor of Nursing; Associate Dean for Graduate Education, College of Nursing
Kathaleen Johnson, D.N.P. (Robert Morris) Instructor in Nursing
Lisa A. Kitko, Ph.D. (Penn State) Assistant Professor of Nursing; Coordinator, Clinical Nurse Specialist Option
Ann M. Kolanowski, Ph.D. (New York) Professor of Nursing; Elouise Ross Eberly Professor of The College of Nursing
Susan J. Loeb, Ph.D. (Penn State) Associate Professor of Nursing
Kathleen G. Mastroian, Ph.D. (Kent State) Assistant Professor of Nursing
Paula Milone-Nuzzo, Ph.D. (Connecticut) Professor and Dean, College of Nursing
Janice L. Penrod, Ph.D. (Penn State) Professor of Nursing
Amy M. Sawyer, Ph.D. (Pennsylvania) Assistant Professor of Nursing
Carol A. Smith, D.S.N. (Alabama) Associate Professor of Nursing
Patricia Sweeney, Ph.D. (Penn State) Assistant Professor of Nursing; Director, Nurse Practitioner Program

The graduate programs emphasize productive scholarship and research in the development of nursing knowledge and the translation of knowledge into practice. Advanced study is in human health and development throughout the life span, and in nursing's role in providing health services to individuals, families, and communities.

The Ph.D. program and the dual-title Ph.D. program in nursing and bioethics prepares nurse scientists to provide leadership in nursing education, practice and research. Individualized
curricula prepare nursing graduates to assume positions as faculty, researchers and leaders in educational, community, governmental, or institutional settings.

The D.N.P. degree program prepares nurse administrators and advanced practice nurses to assume leadership roles in practice settings in the community, governmental agencies, or healthcare institutions.

The M.S. degree program with a major in nursing prepares nurse scientists and clinical scholars who plan to complete a Ph.D. in nursing or dual-title Ph.D. in nursing and bioethics.

The M.S.N. degree in Nursing consists of a base program and six options. The options include: Clinical Nurse Specialist, Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Nurse Administrator, and Nurse Educator.

The M.S., M.S.N., and D.N.P. degree programs in Nursing are accredited by the Accreditation Commission for Education in Nursing and the Commission on Collegiate Nursing Education.

The Nurse Practitioner options are designed to help prepare the professional nurse to function in an expanded nursing role providing direct care to specific groups of clients in a variety of health care settings. Since that practice is inherently interdisciplinary in nature, advanced knowledge and research from nursing is combined with knowledge from science, medicine, and related disciplines. The Nurse Practitioner may also function in supervisory, consultative, education, and research roles.

The Nurse Administrator option enables the student to acquire advanced knowledge of organizational leadership, health policy, and evidence-based health care delivery. The program is designed to prepare students for leadership and administrative roles in a variety of health care settings.

The Nurse Educator option enables the student to acquire advanced knowledge of evidence-based teaching and learning principles, curriculum development, and evaluative techniques. The program is designed to prepare students for educator roles in a variety of academic and health care settings.

The Clinical Nurse Specialist option prepares advanced practice nurses in Adult Gerontology to plan, implement, and evaluate care in a variety of settings. They function in direct care, supervisory, consultative, education, and research roles serving individuals, families, and communities.

**Admission Requirements for M.S., M.S.N., D.N.P. and Ph.D. Programs**

1. For admission to the Nursing program, an applicant must hold either (1) a bachelor's degree in Nursing from a U.S. regionally accredited institution or (2) a postsecondary degree in Nursing that is equivalent to a U.S. baccalaureate degree earned from an officially recognized degree-granting international institution. Students entering the doctoral programs via the traditional post-master's route must have earned a master's degree with a major in nursing from a program accredited by a national accrediting agency for nursing. Well-qualified Ph.D. applicants with a baccalaureate degree in nursing and master's degree in a related
discipline (e.g., public health) will be evaluated individually to assess the need for prerequisite master’s-level course work in nursing for doctoral program admission.

2. Applicants must submit transcripts of all previous course work from institutions of higher learning. For M.S.N. applicants, a cumulative grade-point average of 3.3 (on a 4.0 scale) for the baccalaureate degree is expected with a B or better in all science and nursing courses. For M.S. applicants, a cumulative grade-point average of 3.5 (on a 4.0 scale) for the baccalaureate degree is expected with a B or better in all science and nursing courses. College chemistry and statistics are also required (chemistry is not required for the nurse administrator option). B.S. to D.N.P. applicants are expected to have a cumulative undergraduate grade-point average of 3.5 (on a 4.0 scale). For Masters to Ph.D. or D.N.P. applicants, a cumulative grade-point average of 3.5 (on a 4.0 scale) for master’s and subsequent course work is expected.

3. Two letters of reference are required for the M.S.N. degree program and three letters of reference are required for the M.S., D.N.P., and Ph.D. degree programs. The letters should be solicited from professional colleagues and faculty who can attest to the applicant’s ability.

4. All applicants must submit a statement of purpose. In addition, M.S., D.N.P., and Ph.D. degree applicants must also submit a published or unpublished scientific paper, thesis, or other scholarly writing sample and a complete curriculum vitae.

5. GRE scores are required for admission to the M.S. and Ph.D. programs. GRE scores are not required for the M.S.N. and D.N.P. applicants, but if the scores are submitted to Penn State they will be reviewed as part of the application.

6. The language of instruction at Penn State is English. All 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 580 for the paper-based test, or a total score of 100 with a 25 on the speaking section for the Internet-based test (IBT). The minimum composite score for the IELTS is 7. International applicants are exempt from the TOEFL/IELTS requirements 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.

7. Applicants to the M.S.N. options and D.N.P. degree offered online via the World Campus must hold a current license to practice professional nursing in at least one U.S. state. All other applicants to the M.S. and M.S.N. degree programs must hold a current Pennsylvania license to practice professional nursing. Applicants to the Ph.D. degree program must be licensed to practice professional nursing in at least one state or in a foreign country.

8. Applicants to the Adult Gerontology Acute Care Nurse Practitioner Option are required to have two years of acute care hospital experience.

9. Applicants to the M.S.N. degree program are encouraged to discuss program options with the faculty; however, an interview is not required. Doctoral (B.S. - Ph.D., B.S. - D.N.P., D.N.P., and Ph.D.) applicants will be contacted by the College of Nursing to schedule a required interview (either in person or via internet-based video conferencing).

M.S. and M.S.N. Degree Requirements
A core of courses including nursing issues, theory, and research is required of all master's
students. Candidates in M.S. degree program (M.S. - Ph.D.) are required to complete a minimum of 30 credits to be awarded an M.S. degree. The Clinical Nurse Specialist option must earn a minimum of 41-42 credits, Family Nurse Practitioner option, the requirement is a minimum of 45 credits, Adult Gerontology Primary Care Nurse Practitioner, is a minimum of 41 credits, Adult Gerontology Acute Care Nurse Practitioner, is a minimum of 43 credits, Nurse Administrator is a minimum of 37 credits, and Nurse Educator is a minimum of 37 credits. Students in M.S.N. degree program are required to complete a capstone project, which demonstrates the application of theory and research to a clinical problem based on review of literature and research utilization for that problem. Students in the M.S. degree program may choose to do either a thesis for 6 credits or develop an application for a pre-doctoral fellowship.

**D.N.P. Degree Requirements**

Students may enter the program directly from a B.S. in nursing or following completion of a Master’s degree in nursing. For the B.S. in nursing to the D.N.P. for nurse administrators, a core of master’s courses including nursing issues, theory, and research is required. A minimum of 61 credits, 1000 hours of practicum time, and a capstone project is required. The master’s in nursing to D.N.P. program requires a minimum of 30 post-masters credits completed at Penn State. The curriculum is individualized based on previous coursework and number of practicum hours completed during the master’s program. A maximum of 600 practicum hours from the previous master’s program will be accepted to fulfill to 1000 hours of required practicum hours.

For both entry options, students are required to participate in 3 intensives offered at the University Park or Hershey Medical Center campus. For full-time students, the first intensive is August of semester I for M.S.N. to D.N.P. and semester III for B.S. to D.N.P. students. Intensive 2 is the beginning of the subsequent semester, intensive 3 is at the end of semester II for M.S.N. to D.N.P. and semester IV for B.S. to D.N.P. students. In addition to coursework, all students are required to complete a series of three benchmarks, Candidacy; Comprehensive; and a Final Oral Presentation.

**Candidacy Examination:** All students must satisfactorily complete the candidacy examination, which is designed to evaluate the student’s past performance and potential for successfully completing the program. Candidacy typically occurs during the 2nd intensive, which follows completion of one semester of full-time study for the M.S.N. to D.N.P. student and after three semesters of full-time study for the B.S. to D.N.P. student. Students who fail the examination on the first attempt may repeat it once.

D.N.P. Committee Composition: The doctoral committee will consist of the student’s academic adviser, the Capstone course (NURS 835) instructor, and a third member of the graduate faculty, all from the graduate program in Nursing. The academic adviser will be the chair of the committee.

**Comprehensive:** Comprehensives mark the student’s progression into their capstone project. This occurs during the 3rd intensive, when students present their capstone project proposal. Comprehensives need to be successfully completed prior to the submission of the proposal for human subjects’ review or carrying out the project (if it does not require a review). Students who fail the examination on the first attempt may repeat it once.

**Final Oral Presentation:** Upon completion of the project, the Final Oral Presentation is
scheduled. Students are required to present the project for approval by their doctoral committee. The Associate Dean for Graduate Education will sign off on the final paper, following completion of the paper during NURS 835 and the student's passing of the oral presentation. Students who fail the examination on the first attempt may repeat it once. The student's final paper will be made publically available through ScholarSphere: https://scholarsphere.psu.edu/.

**Ph.D. Degree Requirements**

Students may enter the program directly from a B.S. in nursing (receiving a M.S. degree en route to the Ph.D.) or following completion of a Master's degree (nursing or non-nursing). A dual-title Ph.D. degree in nursing and bioethics and a minor in nursing are also available.

Students entering with a M.S. degree in nursing will complete a minimum of 41-50 credits. In addition to coursework, all students are required to complete a series of examinations, Candidacy; Comprehensives (written and oral components); Dissertation Proposal Defense; and Final Oral Examination. Students also are required to fulfill a residency requirement. This entails being registered as a full-time student (9 credits minimum) engaged in academic work over the courses of two semesters within a twelve-month period (summer sessions are not included).

**Candidate Examination:** All students must satisfactorily complete the candidacy examination, which is designed to confirm the student’s mastery of basic nursing theory and research methods. For students entering the doctoral program with a master’s degree, the candidacy examination must be taken at the end of the first year of full-time study or the equivalent. Students who fail the examination on the first attempt may repeat it once. Students who fail the examination the second time are terminated from the program.

**Comprehensive Examination:** The comprehensive examination is designed to test the student’s mastery of and ability to synthesize and integrate the theoretical basis for nursing science, advanced research methods and the chosen specialty area. This examination is taken upon completion of all course work. Students who fail the examination on the first attempt may repeat it once. Students who fail the examination the second time are terminated from the program.

**English Competency:** All students will be assessed for deficiencies in reading, writing and speaking of English during the core nursing courses prior to the candidacy examination; should remedial work be necessary, the student will be directed to the appropriate sources. International students will be advised that the passage of the minimal TOEFL or IELTS requirement does not demonstrate the level of competence expected of a Ph.D. in Nursing.

**Communication and Language Requirement:** A foreign language will not be required. However, all students are required to be computer literate in word processing and use of statistical packages, as determined by their doctoral committee, and will be assessed for communication skills during core nursing courses.

**Dissertation:** Each student is required to conduct an original and independent research project, which, adds to nursing’s body of knowledge, and to communicate the research report in a written dissertation. A written dissertation proposal is required and must be approved at a proposal hearing by a majority vote of the student's doctoral committee. A majority vote is also required for approval of the completed written dissertation at the final
oral defense.

Dual-Title Ph.D. in Bioethics Degree Requirements
Nursing Ph.D. students may pursue additional training in bioethics through the dual-title Ph.D. program in Bioethics. To qualify for the dual-title degree, students must satisfy the requirements of the Nursing Ph.D. program. In addition, they must satisfy the requirements described below, as established by the Bioethics program committee. Within this framework, final course selection is determined by the student, the Nursing adviser and the Bioethics program adviser.

Additional Coursework: The dual-title Ph.D. in Nursing and Bioethics requires a minimum of 2 credits of coursework beyond the requirements for the Ph.D. in Nursing (16 credits of the 18 Bioethics credits are part of the current degree requirements in Nursing), as follows:

- Seven required credits (BIOET 501, BIOET 502, and BIOET 590), plus at least three additional BIOET credits at the 500 level. These credits can be applied to the 9 credits of specialty coursework for the Nursing PhD.
- Eight additional credits from a list of approved electives at the 400 or 500 level, at least two of which must be at the 500 level (many of the available electives that students may wish to take are 3-credit courses, so 9 additional credits may be a more typical number for most students). The list of elective courses will be maintained by the Director of the Bioethics Graduate Program in consultation with the Bioethics Program Committee. (The Nursing Science core constitutes seven of these elective credits).

Candidacy: In order to be admitted to doctoral candidacy in the dual-title degree program, students must meet the Ph.D. candidacy requirements specified by Nursing; a single candidacy examination will be administered that includes assessment of both Nursing and Bioethics. At least one member of the candidacy committee must come from the Bioethics program. Unless the Associate Dean for Graduate Education in the College of Nursing and the Director of the Bioethics Program agree to waive the requirement, this person should not be a member of the Nursing faculty.

Comprehensive Exam: The faculty member (or members) affiliated with the Bioethics Program will be responsible for administering a portion of the comprehensive exam that will require the student to demonstrate an understanding of various theoretical and methodological approaches to bioethics, and an ability to apply them to issues and problems (including, where appropriate, practical problems) in their nursing.

Dissertation and Dissertation Defense: A dissertation on a bioethics-related topic or with a substantial bioethics component is required of students in the dual-title Ph.D. program. The bioethics-related topic of the dissertation or the bioethics component will be approved by the student’s committee.

Student Aid
In addition to the fellowships, traineeships, graduate assistantships, and other forms of financial aid described in the Student Aid section of the Graduate Bulletin, the following awards typically have been available to graduate students in this program:

U.S. PUBLIC HEALTH SERVICE TRAINEESHIPS IN NURSING Open to selected registered nurse, full-time students in nursing; stipend may be available plus tuition. Apply to
Associate Dean for Graduate Education, College of Nursing.

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

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: School of International Affairs
Department or Instructional Area: International Affairs

NEW GRADUATE PROGRAM, OPTION, OR MINOR:  Add _____

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR: Change __ √ __ Drop __

Current designation of graduate program: Master of International Affairs - on-site Carlisle location only
Current designation of graduate option:
Current designation of graduate minor:

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

Indicate effective semester (cannot be earlier than the first semester following approval): Fall 2014
Fall 2014

SUBMITTED BY GRADUATE PROGRAM HEAD:

Tiyanjana Matuwa ___________________________ Date: 3/4/14
Printed name Signature

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Sophia McClennen ___________________________ Date: 3/5/14
Printed name Signature

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR, DESIGNEE):

James C. Houck ___________________________ Date: 3/5/14
Printed name Signature
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

C. Andrew Cole / EEP

Printed name Signature Date: 4/17/2014

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

Christina M. Freiger / EEP

Printed name Signature Date: 4/17/2014

NOTED BY DEAN OF THE GRADUATE SCHOOL:

Regina Vasileatos-Younkon / EEP

Printed name Signature Date: 4/25/2014
INTER-OFFICE MEMORANDUM

TO: Chair, Graduate Council Committee on Programs and Courses

FROM: Dr. Tiyanjana Maluwa, Director, School of International Affairs

DATE: March 4, 2014

SUBJECT: Program Change Proposal to Discontinue Carlisle as an Offering Location for the Graduate Program in International Affairs

In anticipation of the likely separation of the UP and Carlisle law campuses into separate law schools, it has been decided that, effective Fall 2014, the School of International Affairs will no longer enroll students based at the Carlisle campus into the M.I.A. degree program and allow them to participate in classes originating in UP via A/V. The presence of the SIA at the Carlisle campus will thus be discontinued.

As a result, any Carlisle-based students who wish to pursue the M.I.A. degree, whether as a separate degree or as a joint J.D./M.I.A. degree, will have to do so in person at the UP campus.

There are no changes that need to be made to the program information on the Graduate Bulletin.

A supporting memo from Dean James C. Houck, Dean of the Dickinson School of Law and the School of International Affairs, in respect of this proposal is hereto attached.

Thank you.
INTER-OFFICE MEMORANDUM

TO: Tiyanjana Maluwa, Director
    School of International Affairs

FROM: James W. Houck, Dean
       The Dickinson School of Law and School of International Affairs

DATE: March 4, 2014

SUBJECT: Discontinuation of Graduate Program in International Affairs in Carlisle

I am writing to confirm my support for discontinuation of Carlisle as an offering location for the graduate program in International Affairs. There are no students enrolled at the Carlisle "off-site" location currently and the graduate program is not accepting applications for the Carlisle location.

Thank you.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School:  The College of the Liberal Arts
Department or Instructional Area:  School of Labor and Employment Relations

NEW GRADUATE PROGRAM, OPTION, OR MINOR:  Add _____

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

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR:  Change  ✓  Drop  _

Current designation of graduate program:  Human Resources and Employment Relations, Master of Professional Studies

Current designation of graduate option:

Current designation of graduate minor:

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

Indicate effective semester (cannot be earlier than the first semester following approval):

SUBMITTED BY GRADUATE PROGRAM HEAD:

Paul Clark  Signature  Date:  3/25/14

Printed name

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

Jennifer Wagner-Lawlor  Signature  Date:  3/12/14

Printed name

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):

Christopher Long  Signature  Date:  3/18/14

Printed name
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

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RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

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NOTED BY DEAN OF THE GRADUATE SCHOOL:

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<tr>
<td>Regina Vasilets-Younken</td>
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<td>4/30/2014</td>
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Program Change Proposal for Human Resources and Employment Relations: change in the degree requirements for the Master of Professional Studies

February 25, 2014

Dr. Antone Aboud, Professor of Practice
School of Labor and Employment Relations
(814)865-5425
Aja19@psu.edu
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Proposed Program Changes/Justification

Currently the School of Labor and Employment Relations requires Master of Professional Studies (MPS) in Human Resources and Employment Relations (HRER) students to take HRER 816, Labor Market Analysis, as one of eight required courses. Since that requirement was put in place, the School has created a new course, HRER 825, Strategic Business Tools for HRER Professionals. The School is proposing to allow students the option of taking either HRER 816 or HRER 825 as one of the eight required classes.

When the School first created the MPS program, faculty and administration determined that a foundation in labor economics with an emphasis on labor markets and their effect on collective bargaining and other related processes would be critical for successful careers in HRER. For the past several years we have had frequent conversations with not only students, but also recent graduates who have emphasized that HRER 816 has limited applicability to the work that is actually relevant to many, if not most, of our graduates. The feedback has consistently been that for those working in the labor movement, or in corporate labor relations and compensation, HRER 816 is of particular value. For those concentrating in other areas -- e.g., Labor Law, Staffing and Training -- as well as those working in more senior-level human resources positions, the course seemed not to be as useful. Many suggested the development of a course that helped students better understand the relationship between effective human resources practices and Business Strategy, thus we created HRER 825, Strategic Business Tools for HRER Professionals.

In this regard, we believe that students will be best served, depending on their own career interests and needs, if they choose either HRER 816 or HRER 825 as one of their required classes. Students could, of course, choose the second of the two as an elective course.

We expect that more students will gravitate toward HRER 825, which has more applicability over a wider range of concentrations than would be true for HRER 816. In choosing between the two alternatives, our estimate is that HRER 825 is likely to attract about 75% of all students in the program.

We do not foresee an effect of this change on existing programs other than the HRER MPS degree program. With respect to the impact on the HRER MPS degree, the primary effect will be to provide students more flexibility in choosing which course will best suit their needs.
Revised Graduate Bulletin Description

Human Resources and Employment Relations (HRER)
Program Home Page

PAUL F. CLARK, Head
003 Keller Building
814-865-5425

Degree Conferred:

- M.S. in Human Resources and Employment Relations
- M.P.S. in Human Resources and Employment Relations
- Integrated B.S. in Labor and Employment Relations and M.S. in Human Resources and Employment Relations
- Integrated B.S. in Spanish and M.S. in Human Resources and Employment Relations (SPHRER)
- Integrated B.S. in Labor and Employment Relations and M.P.S in Human Resources and Employment Relations

The Graduate Faculty

- Mark S. Anner, Ph.D. (Cornell) Associate Professor of Labor Studies and Employment Relations, and Political Science
- Paul F. Clark, Ph.D. (Pittsburgh) Professor of Labor Studies and Employment Relations
- Sarah Damaske, Ph.D. (NYU) Assistant Professor of Labor Studies and Employment Relations
- Alan Derickson, Ph.D. (California, San Francisco) Professor of Labor Studies and Employment Relations, and History
- Elaine Farndale, Ph.D. (Cranfield, UK) Assistant Professor of Labor Studies and Employment Relations
- Dennis Gouran, Ph.D. (Iowa) Professor of Speech Communication and Labor Studies and Employment Relations
- Tommy Hogan, Ph.D. (UMUC) Professor of Practice of Labor Studies and Employment Relations
- Helen Liu, Ph.D. (Cornell) Assistant Professor of Labor Studies and Employment Relations
- Sumita Raghuram, Ph.D. (Minnesota) Associate Professor of Labor Studies and Employment Relations
- Paul Whitehead, J.D. (Harvard) Professor of Practice of Labor Studies and Employment Relations
- Weichun Zhu, Ph.D. (Nebraska) Assistant Professor of Labor Studies and Employment Relations
Master of Science in Human Resources and Employment Relations

The Master of Science (M.S.) degree in Human Resources and Employment Relations (HRER) is a two-year program designed for students anticipating careers in some aspect of labor and human resources or labor-management relations. The program has the following objectives:

- provide students with an understanding of the roles employers, employees, employee organizations, and public policy makers play in the employment relationship;
- familiarize students with the complex personal and organizational issues inherent in the employment relationship;
- prepare students to systematically analyze complex issues and evaluate research results in the process of administering labor and human resource systems;
- prepare students for advanced graduate or professional training beyond the master's degree;
- prepare students for employment as practitioners in the field.

Admission Requirements

Applicants must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (post-secondary) 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.

Applicants to the MS HRER program:

- Must complete the Penn State Graduate degree application and submit the application fee
- Must submit a 2-3 page essay articulating career and educational goals that demonstrates the applicant’s written communication skills.
- Must submit scores from the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT)
- Must submit Official transcript(s) of all institutions attended, Applicants with a 3.00 junior/senior grade-point average (on a 4.00 scale) will be considered for admission.
- The language of instruction at Penn State is English. All 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 (iBT). The minimum acceptable composite score for the IELTS is 6.5.
  - International applicants are exempt from the TOEFL/IELTS requirement who have received a baccalaureate or 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.
• Must submit three letters of recommendation sent from people who can assess adequately their likelihood of completing the graduate program.
• Must have completed successfully an undergraduate statistics course plus a minimum of 12 undergraduate credits in the social sciences as part of their baccalaureate degree.

Degree Requirements
Total Required Credits for the MS: 37 credits at the 400 level or higher; at least 18 must be at the 500 or 800 level, with at least 6 must be at the 500 level.

Core Courses (22 credits)
Required course are offered once per academic year and elective courses at least once every two academic years.

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

Elective Courses (3-9 credits)
With the faculty adviser's approval, a student selects at least 3 or more elective credits, depending on the chosen option. Examples of suitable elective courses are: HRER 500, HRER 535, HRER 536, HRER 594, HRER 595, HRER 596, HRER 599; LER 411, LER 401, LER 444, LER 458Y; ECON 412, ECON 436W, ECON 571; EDLDR 565, EDLDR 574; HIST (LER) 555; MGMT 321, MGMT 523, MGMT 548; PSYCH 484, PSYCH 485, PSY 522; SOC 455, SOC 456, SOC 555.

THESIS OPTION:
The HRER thesis option is intended for students anticipating additional graduate education beyond the master's degree. It requires 37 credits, including a minimum of 30 at the 400 and 500 level, and a minimum of 6 600-level thesis credits. For the degree, an overall 3.00 (B) grade-point average must be earned in the 400- and 500-level work and a grade of B or above must be earned in all 500-level courses. At least 6 credits must emphasize a particular aspect of employment relations. A student's thesis should reflect the chosen emphasis.

RESEARCH PAPER OPTION:
The HRER research paper option is intended for students expecting to enter the labor market upon completion of the master's degree. It requires a minimum of 37 credits at the 400 and 500 level. For the degree, and overall 3.00 (B) grade-point average must be earned in the 400- and 500-level work and a grade of B or above must be earned in all 500-level courses. At least 6 credits must emphasize a particular aspect of employment relations. A student's research paper should reflect the chosen emphasis.
Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

**HUMAN RESOURCES AND EMPLOYMENT RELATIONS (HRER) course list**

**Master of Professional Studies in Human Resources and Employment Relations (MPS HRER)**

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

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

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

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

Students pursuing the MPS in HRER are required to complete a concentration designed to provide the student an opportunity to develop expertise in a specific area of human resources and employment relations. The focused coursework should make the degree more relevant to potential students and add value to the degree from the student's perspective.

Students will choose and complete one concentration which will include 6 credits beyond the 24 required course credits. Double counting 6 required credits, including the Research Project, the concentration would be 12 credits of coursework in a particular area of HRER. An additional 3
elective credits chosen from LER, HRER, or WF ED courses must also be completed. Students will be required to complete the capstone project in their area of concentration. (For example, students choosing the Benefits and Compensation concentration would be required to complete a capstone project that focused on some aspect of benefits and compensation).

**Admission Requirements**
In order to enter the MPS in HRER, 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 who do not have a GPA of at least 3.0 will be considered on a case-by-case basis depending on the quality of their overall application. Applicants who are still completing their baccalaureate requirements at the time of application may be admitted to the Graduate School conditionally, provisionally, based on the awarding of the baccalaureate degree. Students are also expected to have a minimum of two years of full-time work experience prior to admission.

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

- Penn State graduate degree application form and application fee;
- A 2-3 page essay articulating career and educational goals that demonstrates the applicant's written communication skills. Documentation of a minimum of two years of full-time work and a resume should be attached as a supplement;
- Three letters of recommendation that attest to the applicant's readiness for graduate study and document the requisite minimum of two years of work experience;
- Official transcript(s) of all institutions attended;
- 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, 213 for the computer-based test, or a total score of 80 with a 19 on the speaking section for the internet-based test (iBT). The minimum acceptable 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.

*Graduate Record Examination (GRE) scores are not required.*
**Degree Requirements**
Total Required Credits for the M.P.S.: 33 credits at the 400 level or higher; at least 18 credits must be at the 500 or 800 level, with at least 6 credits at the 500 level

**PRESCRIBED COURSES:** 24 credits

**HUMAN RESOURCES AND EMPLOYMENT RELATIONS (HRER)**
501. Labor and Employment Law (3 credits)
504. Seminar in Industrial Relations (3 credits)
505. Seminar in Human Resources (3 credits)
800. International Context of HRER (3 credits)
802. Organizations in the Workplace (3 credits)
816. Labor Market Analysis (3 credits) or 825. Strategic Business Tools for HRER Professionals (3 credits)
836. Diversity in the Workplace (3 credits)
894. Research Project-Topics (3 credits)

**AREAS OF CONCENTRATION** (student must complete one)

--- Benefits and Compensation
LER 424. Employment Compensation (3 credits)
LER 425. Employment Benefits (3 credits)

--- Employment and Labor Law
LER 401. Law of Labor-Management Relations (3 credits)
HRER 811. Labor and Employment Law II (3 credits)

--- Labor and Collective Bargaining
LER 401. Law of Labor-Management Relations (3 credits)
LER 435. Labor Relations in the Public Sector (3 credits)

--- Staffing, Training, and Development
LER 426 Staffing and Training (3) or WF ED 471 Training in Industry and Business (3 credits)
WF ED 573 Needs Assessment for Industrial Trainers (3 credits)

**ELECTIVE COURSES:** 9 credits
Select 6 credits in area of concentration.
Select an additional 3 credit course from LER, HRER, or WF ED courses listed below.

**LABOR AND EMPLOYMENT RELATIONS (LER)**
401. Law of Labor-Management Relations (3 credits)
Integrated B.S. in Labor and Employment Relations and M.S. in Human Resources and Employment Relations

The integrated LER B.S. and HRER M.S. is a five-year program designed for academically talented baccalaureate students to obtain both the B.S. and the M.S. degrees in LER and HRER with five years of study. Students will develop expertise in the human resources and labor relations fields beyond the B.S. degree. The undergraduate curriculum educates students about (1) the roles of employers, employees, employee organizations and public policy makers play in the employment relationship, (2) the complex personal and organizational issues inherent in the employment relationship (3) and how to systematically analyze those complex issues and evaluate research relevant to those analyses. The graduate curriculum provides for more individualized, focused learning in a concentrated sub-area of the HRER field. The program culminates with an M.S. research paper. Upon completion of the integrated degree, students will enter the workforce with advanced knowledge and expertise gained from conducting and analyzing empirical work and participating in seminar-style classes.

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

1. must be enrolled in the LER B.S. program;
2. must complete the Penn State graduate degree application form and pay the application fee;
3. shall be admitted no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer of AP credits accumulated prior to enrollment)
and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study;

4. should have an overall GPA of 3.2 (on a 4.0 scale) in undergraduate coursework and a minimum GPA of 3.5 in the major;

5. must obtain letters of recommendation from the chairs of the Department’s undergraduate and graduate committees, and

6. must submit a writing sample, 2 transcripts, 1 letter of recommendation (in addition to those from the chairs of the Department’s undergraduate and graduate committees), and a career statement.

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

Degree Requirements

M.S. REQUIREMENTS: 36* credits at the 400 level or higher; 18 credits must be at the 500 or 800 level, with at least 6 at the 500 level

[12 credits may be double counted; at least 6 must be at the 500 level]

*The M.S. degree requirement for the 1-credit course HRER 510 is waived for students accepted into this IUG degree program, as HRER 510 is intended to familiarize new students with the field and the department; it is anticipated that these IUG students already will have this foundation.

PRESCRIBED COURSES: (21 credits)
HRER 501(3), HRER 502(3), HRER 504(3), HRER 505(3), HRER 512(3)**, HRER 513(3)***, HRER 516(3)

**or other statistics course approved in advance by graduate director
***or other methods course approved in advance by graduate director

ADDITIONAL COURSES: (15 credits)
Select 15 credits from the following list in consultation with adviser (a maximum of 6 credits may be at the 400 level).

Emphasis Courses (6 credits)
An emphasis is an area of study related to a particular aspect or domain of industrial relations and human resources. Select 6 credits from the M.S. prescribed or additional courses in consultation with their adviser.

Masters Research Paper or a Masters Thesis (6 credits)
Students must complete either a Masters Research Paper or a Masters Thesis. Students choosing
the Thesis option must complete 6 thesis research credits (HRER 600). These credits can be counted towards the 15 credits required from the M.S. Additional Courses section above.

**HUMAN RESOURCES AND EMPLOYMENT RELATIONS (HRER) course list**

**LABOR AND EMPLOYMENT RELATIONS (LER) course list**

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

The integrated Spanish B.S. and HRER M.S. is a five-year program designed for highly qualified and motivated students seeking employment within a culturally diverse workplace. Students will develop basic skills in speaking, understanding, reading, and writing Spanish. Students will gain familiarity with Hispanic cultures through literature and the University's international education program, if they choose to have that experience. Students also will learn about (1) the roles that employers, employees, employee organizations, and public policy makers play in the employment relationship, (2) the complex personal and organizational issues inherent in the employment relationship, and (3) how to systematically analyze those complex issues and evaluate research relevant to those analyses.

For the B. S./M. S. degree in Integrated Spanish B.S. and Human Resources and Employment Relations M.S., a minimum of 154 credits is required. Twelve credits (400 level or above) can apply to both undergraduate and graduate degrees; at least 6 of these must be at the 500 level. Students can complete the B.S. in Spanish and not advance to the M.S. HRER degree if they desire.

**Admission Requirements**

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

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

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

Degree Requirements

M.S. REQUIREMENTS: 37 credits at the 400 level or higher; 18 credits must be at the 500 or 800 level, with at least 6 at the 500 level
[12 credits may be double counted; at least 6 must be at the 500 level]

PRESCRIBED COURSES: (22 credits)
HRER 501(3), HRER 502(3), HRER 504(3), HRER 505(3), HRER 510(1), HRER 512(3)*, HRER 513(3)**, HRER 516(3)
*or other statistics course approved in advance by graduate director
**or other methods course approved in advance by graduate director

ADDITIONAL COURSES: (15 credits)
Select 15 credits from the following list in consultation with adviser (a maximum of 6 credits may be at the 400 level).

Emphasis Courses (6 credits)
An emphasis is an area of study related to a particular aspect or domain of industrial relations and human resources. Select 6 credits from the M.S. prescribed or additional courses in consultation with their adviser.

Master’s Research Paper or a Master’s Thesis (6 credits)
Students must complete either a Master’s Research Paper or a Master’s Thesis. Students choosing the Thesis option must complete 6 thesis research credits (HRER 600). These credits can be counted towards the 15 credits required from the M.S. Additional Courses section above.

HUMAN RESOURCES AND EMPLOYMENT RELATIONS (HRER) course list
LABOR AND EMPLOYMENT RELATIONS (LER) course list
SPANISH (SPAN) course list

Integrated B.S. in LER and M.P.S. in Human Resources and Employment Relations
The integrated LER B.S. and HRER M.P.S is a five-year program designed for academically talented World Campus baccalaureate students to obtain both the B.S. and the M.P.S. degrees in LER and HRER in an intense, accelerated program of study. Students will develop expertise in the human resources and employment relations field beyond the B.S. degree. The undergraduate curriculum introduces students to (1) the roles employers, employees, employee organizations and public policy makers play in the employment relationship, (2) the complex personal and organizational issues inherent in the employment relationship (3) the laws that form the legal framework for the employee-employer relationship, and (4) the tools needed to systematically analyze those complex issues and evaluate research relevant to those analyses. The graduate curriculum provides for a more intensive, individualized, and focused examination of the human resources and employment relations field. It also provides an opportunity for students to explore a concentrated sub-area of the HRER field in depth. The program culminates with a research project which is completed through the capstone course, HRER 894. Upon completion of the integrated degree, students will have gained advanced knowledge and expertise from conducting and analyzing empirical work and participating in online classes that can be directly applied to the workplace.

A minimum of 33 credits as described below is needed to complete the MPS degree in HRER. Nine credits (400 level and above) can apply to both undergraduate and graduate degrees; six of these must be at a-the 500 or 800 level.

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

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

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

The M.P.S. requires 33 credits at the 400 level or higher; at least 18 credits must be at the 500 or 800 level, with at least 6 credits must be at the 500 level.

Nine (9) of 33 credits can be double counted for B.S. and M.P.S. At least 6 of these must be at the 500 or 800 level.

Prescribed Courses (24 credits)

Human Resources and Employment Relations (HRER)

- 501. Labor and Employment Law (3 credits)
- 504. Seminar in Industrial Relations (3 credits)
- 505. Seminar in Human Resources (3 credits)
- 800. International Context of HRER (3 credits)
- 802. Organizations in the Workplace (3 credits)
- 816. Labor Market Analysis (3 credits) or 825. Strategic Business Tools for HRER Professionals (3 credits)
- 836. Diversity in the Workplace (3 credits)
- 894. Research Project (3 credits)

Areas of Concentration (one required)

Benefits and Compensation

- LER 424. Employment Compensation (3 credits)
- LER 425. Employment Benefits (3 credits)

Employment and Labor Law

- LER 401. Law of Labor-Management Relations (3 credits)
- HRER 811. Labor and Employment Law II (3 credits)

Labor and Collective Bargaining

- LER 401. Law of Labor-Management Relations (3 credits)
- LER 435. Labor Relations in the Public Sector (3 credits)

Staffing, Training, and Development

- LER 426. Staffing and Training (3 credits) or WF ED 471 Training in Industry and Business (3 credits)
- WF ED 573. Needs Assessment for Industrial Trainers (3 credits)
Elective Courses (9 credits)

Select 6 credits in area of concentration.

Select an additional 3-credit course from the following list of LER, HRER, and WF ED courses.

**Labor and Employee Relations (LER)**

- 401. Law of Labor-Management Relations (3 credits)
- 424. Employment Compensation (3 credits)
- 425. Employment Benefits (3 credits)
- 426. Staffing and Training (3 credits)
- 435. Labor Relations in the Public Sector (3 credits)
- 444. Occupational Heath: Policy and Practice (3 credits)
- 445Y. Politics of Affirmative Action (3 credits)
- 460. Human Resource Ethics (3 credits)
- 464. Communication Skills for Leaders in Groups and Organizations (3 credits)
- 465. Collective Decision Making (3 credits)
- 472. Work-Life Practices and Policies (3 credits)

**Human Resources and Employee Relations (HRER)**

- 811. Labor and Employment Law II (3 credits)
- **816. Labor Market Analysis (3 credits)**
- **825. Strategic Business Tools for HRER Professionals (3 credits)**

**Workforce Education and Development (WF ED)**

- 471. Training in Industry and Business (3 credits)
- 573. Needs Assessment for Industrial Trainers (3 credits)

**Student Aid**

Fellowships, traineeships, graduate assistantships, and other forms of financial aid are described in the [STUDENT AID](#) section of the [Graduate Bulletin](#).

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

Ashutosh Deshmukh, iMBA Program Chair, Sam and Irene Black School of Business

From: ASHUTOSH V DESHMUKH [mailto:avd1@psu.edu]
Sent: Tuesday, February 04, 2014 8:14 PM
To: Antone J Aboud
Cc: Everhart
Subject: Re: MPS HRER Change Proposal

Dear Antone:

I have scrutinized your proposal regarding addition of HRER 825, “Strategic Business Tools for HRER Professionals.” I believe that this course as an elective adds value to the degree. I support your position.

If you have any questions, please let me know.

-Ash

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

From: Avis Kunz [mailto:alm2@psu.edu]
Sent: Monday, January 13, 2014 2:37 PM
To: PATRICIA ANN EVERHART
Cc: ANTOINE J ABOUD
Subject: Re: MPS HRER Change Proposal

Hello Trish:

This looks like a well thought out change that will serve students well.

Best,

Avis

David Sylvia, Director of Academic Affairs, Penn State World Campus

From: DAVID M SYLVIA [mailto:dms39@psu.edu]
Sent: Friday, January 17, 2014 9:29 AM
To: PATRICIA ANN EVERHART
Cc: ANTOINE J ABOUD; Amanda Mulfinger
Subject: RE: MPS HRER Change Proposal
The World Campus is pleased to support the addition of HRER 825-Strategic Business Tools to the curriculum for the MPS in Human Resources and Employment Relations. 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 feel free to contact me.

Best regards,
David Sylvia

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

David M. Sylvia, Professor
Director of Academic Affairs for Graduate Programs
Penn State Online, The World Campus
222G Outreach Building
University Park, PA 16802-7012
Office: 814-863-6726, Fax: 814-863-7042
e-mail: dmsylvia@psu.edu

Carrie Marcinkevage, MBA Managing Director, Smeal College of Business

From: "Carrie Marcinkevage" carriem@psu.edu
To: "PATRICIA ANN EVERHART" pxm205@psu.edu
Cc: "ANTONE J ABOUD" aja19@psu.edu
Sent: Monday, February 3, 2014 11:38:22 AM
Subject: Re: MPS HRER Change Proposal

Thanks you for the invitation to consult. In review, this seems like a relatively limited change that provides greater flexibility. Course enrollments in both could be affected. Provided all responsible areas are accepting of those impacts, this seems like a logical change.

In our College, our MBA faculty director, Dr. Doug Thomas and the chair of our Management and Organization dept., Dr. Denny Gioia, have been consulted. If additional responses, they will reply separately.

Best wishes,
~Carrie M.
Balaji Rajagopalan, Director, Penn State Behrend, Sam and Irene Black School of Business

From: BALAJI RAJAGOPALAN [mailto:bur14@psu.edu]
Sent: Wednesday, January 29, 2014 4:24 PM
To: Antone J Aboud
Cc: Everhart
Subject: Re: MPS HRER Change Proposal

Understanding Strategic HRM is very important for today’s HR professional. I am pleased to see that your students will have an option of taking this course in your program. Perhaps it can eventually be a required course as I expect the demand for this course to be strong. I fully support your proposal.

Balaji Rajagopalan, Ph.D
Director, Sam and Irene Black School of Business
Toudy Chair in Entrepreneurship
Penn State University, Erie, The Behrend College

Alison Carr-Chellman, Department Head, Workforce Education and Development, College of Education

From: PATRICIA ANN EVERHART [mailto:pxm205@psu.edu]
Sent: Tuesday, January 14, 2014 8:28 AM
To: Alison Carr-Chellman
Subject: RE: MPS HRER Change Proposal

Thank you for the quick feedback! Pages 29 and 30 seem to be a spacing error, which I have corrected. I will also make certain WF ED 471 appears on the checklists located on pages 33 and 36.

Trisha Everhart
The Pennsylvania State University
The College of the Liberal Arts
Labor and Employment Relations

(814)865-0747

From: Alison Carr-Chellman [mailto:aac3@psu.edu]
Sent: Monday, January 13, 2014 7:34 PM
To: PATRICIA ANN EVERHART
Subject: Re: MPS HRER Change Proposal

Patricia, thank you for the opportunity to review the proposal for the MPS HRER Change. This makes lots of sense, and seems well explained. You have the support of the LPS faculty with
some minor fixes. I checked with the WFED faculty just to see what their response was, here was Wes's feedback, it's a minor detail:

In their program description and checklists, WF ED 471 is an approved alternative to LER 426. However on pg. 29 and 30 the reference to WF ED 471 is shown incorrectly (shown under LER 401) and should be moved under LER 426; and, on pages 33 and 36 reference to WF ED 471 is missing and should be inserted in their checklists as an alternative to LER 426.

Wes

Thank you again.

Ali
Appendix

Revised MPS HRER Course Checksheet

A: MPS HRER Required Courses (24 credits):

☐ HRER 501 (3) ______  ☐ HRER 816 (3) ______  ☐ HRER 836 (3) ______

☐ or HRER 825 (3)

☐ HRER 504 (3) ______  ☐ HRER 800 (3) ______  ☐ HRER 894 (3) ______

☐ HRER 505 (3) ______  ☐ HRER 802 (3) ______  Subtotal: _______ (24)

B: Transfer Credits (if applicable)(6 maximum):

☐ ___________ Replaces  ☐ ___________  ☐ ___________ Replaces  ☐ _______

Subtotal: _______

C. Elective Courses: (9 credits):

Choose one elective from LER 400 level or HRER courses (3 credits) __________

Choose one Area of Concentration:

Benefits & Compensation (6 credits)  Labor & Collective Bargaining (6 credits)

☐ LER 424 (3) ______  ☐ LER 401 (3) ______

☐ LER 425 (3) ______  ☐ LER 435 (3) ______

Employment & Labor Law (6 credits)  Staffing, Training & Development (6 credits)

☐ LER 401 (3) ______  ☐ LER 426 (3) ______

☐ (or WF ED 471)

☐ HRER 811 (3) ______  ☐ WF ED 573 (3) ______

Subtotal: ________(9)

Minimum Credits Needed: 33  Total Credits: ________
Revised IUG B.S. LER/M.P.S. HRER Checksheet
INTEGRATED B.S. IN LER (LABOR STUDIES AND EMPLOYMENT RELATIONS) AND M.P.S. IN HRER (HUMAN RESOURCES AND EMPLOYMENT RELATIONS)

Major Requirements: 74-75 credits

A. PRESCRIBED COURSES: (16 CREDITS)

LER 100 (3) ___  LER 312 (4) ___  ECON 102* (3) ___
ECON 315*/HRER 816 (3) ___  PSYCH 281* (3) ___

*Six credits of these courses may also be doubled counted as general education courses.

B. ADDITIONAL COURSES: (13 CREDITS)

LER 201 (3) ___  or  LER 401 (3) ___ (Law)
LER/WMNST 136US (3) ___  or  LER 400 (3) ___ (Diversity)
LER/HIST 458Y (3) ___ (Analytical writing)
STAT 200** (4) ___  or  SCM 200 (4) ___ (Statistical methods)

**Stat 200 may be double counted as a general education quantitative course.

C. SUPPORTING COURSES AND RELATED COURSES: (33-34 credits)

Select 15-21 credits from appropriate LER courses (at least 9 credits must be at the 400-level)
Prescribed courses in section B can’t be double counted in section C
Only 3 credits of LER 495 (internship) or LER 496 (independent study) may be used to satisfy this requirement.

LER 083S (3) ___  LER/WMNST136US(3) ___  LER 156 (3) ___
LER 197 (3) ___  LER199 (3) ___
LER 297 (3) ___  LER 299 (3) ___  LER 399 (3) ___
LER 400 (3) ___  LER 401(3) ___  LER 424 (3) ___
LER 425 (3) ___  LER 426 (3) ___  LER 434(3) ___

21
Select 12-19 credits in consultation with adviser from the department list: 6 credits must be at the 400-level, and must complete one course in 3 of the 6 categories below.

- ECON 342 (3)  
- ECON 370 (3)  
- ECON 412 (3)  
- ECON 436 (3)  
- ECON 445 (3)  
- MGMT 100/301 (3)  
- MGMT 326 (3)  
- MGMT 341 (3)  
- MGMT 424 (3)  
- PL SC 444 (3)  
- PL SC 471 (3)  
- PL SC 473 (3)  
- PL SC 474 (3)  
- PSYCH 484 (3)  
- PSYCH 485 (3)  
- PSYCH 482 (3)  
- SOC 119 (3/4)  
- AAAS/SOC 409 us (3)  
- SOC 444 (3)  
- SOC 455 (3)  
- HIST 155 (3)  
- HP A 460 (3)  
- ACCTG 211 (4)  

D. GRADUATE DEGREE REQUIREMENTS: (33 credits at the 400 level or higher; at least 18 credits must be at the 500 or 800 level, with at least 6 credits must be at the 500 level)

[9 of 33 credits can be double counted for B.S. and M.P.S.; at least 6 of these credits must be at the 500-level]

PREScribed COURSES: (24 credits)

- HRER 501 (3)  
- HRER 802 (3)  
- HRER 504 (3)  
- HRER 505 (3)  
- HRER 816* (3)  
- HRER 800 (3)  
- HRER 836 (3)  
- HRER 894 (3)  
- Or HRER 825 (3)  

*Students who have taken Econ 315 do not need to take HRER 816 or HRER 825 but must replace the credits with another approved 400, 500 or 800 level course
ELECTIVE COURSES: (9 credits):

Choose one elective from LER 400 level or HRER courses (3 credits) __________

Choose one Area of Concentration:
Benefits & Compensation (6 cr) Labor & Collective Bargaining (6 cr)

□ LER 424 (3) ____ □ LER 401 (3) _____
□ LER 425 (3) _____ □ LER 435 (3) _____

Employment & Labor Law (6 cr) Staffing, Training & Development (6 cr)

□ LER 401 (3) ______ □ LER 426 (3) _____
(WF ED 471)
□ HRER 811 (3) _____ □ WF ED 573 (3) ______

Subtotal: ________ (9)

Scheduling Recommendations

Semester Standing 5-6

Students should complete at least three 400-level LER courses (9 credits, 3 credits can double count)

Semester Standing 7-8

Students complete two graduate classes (6 credits, recommend 3 credits be HRER 504 or HRER 505)

Semester Standing 9-10

Students complete remaining 21 credits, which should include the capstone course, HRER 894, their final semester.
Proposed New Criteria and Guidelines/Policy for Membership in the Graduate Faculty

Background/Justification

In Summer 2013, Jean Vasilatos-Younken, Interim Dean of the Graduate School, constituted an Ad Hoc Subcommittee of the Committee on Academic Standards to review existing categories of, criteria for, and privileges associated with Graduate Faculty membership (current criteria maybe found at http://www.gradsch.psu.edu/index.cfm/policies/faculty/criteria/). The Subcommittee was asked to provide to the Committee recommendations for changes to existing guidelines, with an emphasis on reforming, as needed, the criteria and procedures for Graduate Faculty appointment.

The current delineation of Graduate Faculty in terms of the approval channel (i.e., Form A, Form B, and Form C) and the specification of the rights and responsibilities associated with each category of Graduate Faculty membership fail to meet the needs of graduate education at Penn State. The categories of membership do not correspond directly with the range of rights and responsibilities accruing to a member of the Graduate Faculty (for example, some Form B appointments have full rights and responsibilities equivalent to Form A appointments; other Form B appointments have restricted rights and responsibilities). In addition, the constraints on the role played by non-tenure line faculty and staff, particularly those who do not hold the highest degree in the field offered by Penn State, undermine pursuit of the education goals of the institution. In particular, overly restrictive constraints on Graduate Faculty membership within professional master’s programs for persons holding strong professional credentials need to be addressed, as well as limitations placed on the Graduate Faculty rights and responsibilities of faculty who hold tenure-line positions but do not have the highest degree in the field offered by Penn State. With due consideration for oversight and attention to quality graduate education, the goal is to simplify and rationalize Graduate Faculty membership guidelines.

The proposed new guidelines/policy, presented on pages 3 through 9 of this document and summarized for Council members’ convenience in Attachment 1, are based on the Ad Hoc Subcommittee’s report to the Committee and are presented to Graduate Council by the Committee on Academic Standards with a motion to approve the new guidelines/policy and a second. For reference, the Committee’s final recommendations, including underlying rationale, that were used to draft the policy statement are included for reference starting on page 10 of this document.

Multiple administrative procedural revisions and system changes (reprogramming) will be required in order for the proposed criteria and guidelines/policy to be operationalized fully. One example is the conversion of all existing Graduate Faculty members to the new categories. While implementation is beyond the scope of the Committee, the Committee foresees the following: (a) faculty currently appointed as members of the Graduate Faculty under Form A will convert to Full Members; (b) faculty who are tenure line and currently appointed as members of the Graduate Faculty under Form B will convert to Full Members; (c) faculty who are non-tenure
line and appointed as members of the Graduate Faculty under Form B will convert to Associate Members; and (d) the Graduate Faculty membership status of faculty appointed under Form C will be granted a one-year grace period from the approval of the proposed revisions to the criteria and guidelines/policy to allow graduate programs to appoint the individuals, if appropriate, as Associate Members. If an individual is not appointed as an Associate Member, either by the originating graduate program or by another graduate program to which the individual contributes, the individual’s membership in the Graduate Faculty will expire at the end of the one-year grace period.

If approved, the new criteria and guidelines/policy would take effect beginning in Fall 2014.
Proposed New Graduate Faculty Criteria and Policy

Note: If approved, the policy statement starting below and ending on page 9 will replace the “Graduate Faculty Criteria” at http://www.gradsch.psu.edu/index.cfm/policies/faculty/criteria/; highlighted text below is current policy language that will remain intact (except for minor editorial updates as indicated by tracked changes).

[BEGINNING OF NEW POLICY STATEMENT]

The Graduate Faculty Criteria

Full Members have all the rights and responsibilities of Graduate Faculty membership; Associate Members have those rights and responsibilities that are subject to further oversight by graduate program heads.

Note - Graduate students are NOT eligible for nomination to the Graduate Faculty (any category) and are not allowed to teach graduate (500, 600, or 800- and above)-level courses. This includes, for example, running laboratory sections, providing feedback/answering questions, leading discussions, or grading papers or examinations related to graduate courses.

Graduate Faculty Rights and Responsibilities

The following roles potentially are served by members of the Graduate Faculty:

a. Chair doctoral committees ¹ (the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate)

b. Serve on Graduate Council

c. Vote on matters submitted by Graduate Council to members of the Graduate Faculty as a whole for vote (individual graduate programs retain the right to determine the allocation of voting privileges on local matters)

d. Serve as the head of a graduate program

e. Teach graduate (500, 600, and 800)-level courses

¹ Graduate Council policies regarding the composition of graduate student committees can be found at http://bulletins.psu.edu/graduate/degerequirements/.
f. Serve on graduate students’ committees

g. Serve as thesis or dissertation research adviser for research master’s and doctoral students (the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate)

h. Advise graduate students on their course of study

i. Supervise the capstone project within a professional degree program

j. Develop graduate courses or programs

Graduate Faculty Categories

The two categories of Graduate Faculty membership, Full Member and Associate Member, distinguish between (a) tenure-line members of the faculty who are fully vested in all aspects of graduate education, and (b) non-tenure line or retired members of the faculty or staff who are deemed, through appropriate review and oversight, to meet a high bar for participation in aspects of graduate education. The following guidelines describe minimum requirements for appointment to the Graduate Faculty in both categories and expectations for periodic review for all members of the Graduate Faculty.

1. General Requirements

Graduate Faculty membership requires, at a minimum, that the individual hold a graduate degree. Exceptions to this requirement may be granted should an individual lacking a graduate degree have truly exceptional qualifications for Graduate Faculty membership, at the request of the head of the graduate program and upon review and approval by the college/school and the dean of the Graduate School. Such exceptions are expected to be rare.

No distinction is made between full-time and part-time faculty in the guidelines that follow.

2. Graduate Faculty – Full Member (tenured or tenure track faculty)

Faculty who are tenured or tenure track at any Penn State campus are granted membership on the Graduate Faculty with full rights and responsibilities (a–j above), contingent upon approval of the head of the graduate program to which the individual will contribute. Faculty who are tenured or tenure track in departments that do not offer a graduate degree may serve on the Graduate Faculty if nominated by the head of a graduate program; these faculty members can initiate a request for consideration for Graduate Faculty membership through the head of the appropriate graduate program or through the college/school administrator for graduate education in the relevant college/school.

Full Members exclusively have the following rights and responsibilities:
a. Chair doctoral committees (the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate)

b. Serve on Graduate Council

c. Vote on matters submitted by Graduate Council to members of the Graduate Faculty as a whole for vote (individual graduate programs retain the right to determine the allocation of voting privileges on local matters)

d. Serve as the head of a graduate program.

Reserving these roles for members of the Graduate Faculty who hold tenure-line appointments in academic programs ensures that oversight of graduate education, and in particular of the research doctoral and master’s degrees, remains the responsibility of the tenured or tenure track faculty of the graduate program. In cases where Associate Members of the Graduate Faculty are the most qualified individuals to direct professional graduate degree programs, the dean of the Graduate School may grant an exception to the requirement that leadership of graduate degree programs come from Full Members of the Graduate Faculty.

3. Graduate Faculty – Associate Member

Faculty who are not tenured or tenure track but who hold the highest degree in the field offered by Penn State, who have a record of graduate-level teaching, and who can provide evidence of research or professional activity appropriate for participation in the graduate program are granted membership on the Graduate Faculty with the following subset of rights and responsibilities, subject to recommendation and periodic review by the graduate program to which the faculty member contributes (as noted above, some rights and responsibilities are reserved for Full Members of the Graduate Faculty):

e. Teach graduate (500, 600, and 800)-level courses

f. Serve on graduate students’ committees

g. Serve as thesis or dissertation research adviser for research master’s and doctoral students (the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate)

h. Advise graduate students on their course of study

i. Supervise the capstone project within a professional degree program

j. Develop graduate courses or programs
Departmental oversight of teaching assignments, graduate students’ committee membership, thesis/dissertation advising, graduate student advising, capstone project supervision, and curriculum development will ensure that Associate Members of the Graduate Faculty have the relevant expertise to execute any of these particular responsibilities. For example, Graduate Faculty Associate Member status would grant the right to teach any graduate-level course, subject to specific review of assignments within the graduate program.

Exceptions may be requested to allow individuals who do not meet all three criteria for Associate membership (highest degree, graduate-level teaching, and research or professional activity) to be considered by the dean of the Graduate School for Associate membership (see “Associate Member – University Approval” in #4 below).

Associate Members of the Graduate Faculty may be granted permission to chair a master’s or doctoral committee or supervise research, pending favorable review of a request for Associate Members of the Graduate Faculty who have exceptional qualifications to perform this role. Such requests must be initiated by the head of the graduate program and are subject to approval by the college/school administrator for graduate education and the dean of the Graduate School.

4. Procedures for Appointment to the Graduate Faculty

Full Member – Program Approval: Appointment to the Graduate Faculty as a Full Member by the dean of the Graduate School follows appointment to a tenure-line faculty position, contingent upon the approval (by signature) of the head of the graduate program to which the faculty member will contribute. Once an individual is appointed to a tenure-line faculty position and approved by the head of the graduate program for appointment as a Full Member of the Graduate Faculty, notification is sent by the head of the graduate program to the Office of the Dean of the Graduate School and includes the graduate program to which the faculty member will contribute.

Associate Member – Program Approval: When non-tenure line nominees (a) hold the highest degree in the field offered by Penn State, (b) have a record of graduate-level teaching, and (c) provide evidence of research or professional activity appropriate for participation in the graduate program, appointment to the Graduate Faculty as an Associate Member by the dean of the Graduate School follows appointment to the faculty, contingent upon the approval (by signature) of the head of the graduate program to which the faculty member will contribute. Once an individual is appointed to a non-standing faculty position and approved by the head of the graduate program to which the faculty member will contribute, notification is sent by the head of the graduate program to the Office of the Dean of the Graduate School and includes the program to which the individual will contribute. Emeriti tenured faculty automatically will transition from Full to Associate Members of the Graduate Faculty, with the added provision that the faculty member may (with consent of the head of the graduate program) continue to chair a specific doctoral committee or supervise an individual student’s research, provided that he/she served in the role of committee chair or research supervisor prior to retirement.
Associate Member – University Approval: When non-tenure line nominees (a) do not hold the highest degree in the field offered by Penn State, (b) do not have a record of graduate-level teaching, and/or (c) do not provide evidence of research or professional activity, the head of the graduate program must justify to the dean of the Graduate School appointment on the Graduate Faculty as an Associate Member. The graduate program is responsible for making a case for Graduate Faculty Associate Membership, identifying how the nominee’s education, teaching experience, and/or research and professional activities offset the absence of other indicators of qualifications for Graduate Faculty membership. Graduate programs must, as part of this nomination process, indicate whether an individual nominated should be subject to standard or provisional periodic review (as defined subsequently). The nomination form, resume/curriculum vitae, and justification for the appointment must be signed by the head of the graduate program and, where appropriate, the department head; reviewed and signed by the college/school administrator for graduate education (following the college’s internal processes, which may include review by a faculty committee); and submitted to the dean of the Graduate School for review. The dean of the Graduate School has the discretion to (a) approve membership in the Graduate Faculty as an Associate Member subject to standard review; (b) approve membership in the Graduate Faculty as an Associate Member subject to provisional review; or (c) not approve membership in the Graduate Faculty.

5. Periodic Review

Membership in the Graduate Faculty includes a process of periodic review for all members of the Graduate Faculty, including those who are tenured or tenure track, which could result in a faculty member’s loss of Graduate Faculty membership, as described below. As part of each review, consideration should be given to all of an individual’s activities in all of the graduate programs across the University to which he/she contributes.

Full Member Review: All tenure-line members of the faculty are subject to annual review at the department level and reviews at the college/University level corresponding with the 2nd year, 4th year, tenure (6th year), and post-tenure reviews. Performance of responsibilities as a full member of the Graduate Faculty will be a standard part of these reviews.

Associate Member Standard Review: Non-tenure line nominees are appointed to the Graduate Faculty for the period of their affiliation with the University. All non-tenure line nominees are subject to annual review at the program/department level. Performance of responsibility as an Associate Member of the Graduate Faculty will be a standard part of these reviews.

Associate Member Provisional Review: For Associate Members of the Graduate Faculty appointed subject to provisional review, in addition to annual review at the program/department level, review of the appointment by the dean of the Graduate School must occur prior to the third year (with the period of time to be determined by the head of the graduate program or the dean of the Graduate School upon appointment). A provisional review involves an evaluation of the faculty member by the head of the
graduate program (or department head) and a portfolio documenting the faculty member’s performance in the execution of roles relevant to Graduate Faculty membership. This dossier is reviewed by the college/school administrator for graduate education and submitted to the dean of the Graduate School for review. The dean of the Graduate School has discretion to (a) remove the faculty member from the Graduate Faculty; (b) grant continued Graduate Faculty membership as an Associate Member subject to provisional review, or (c) grant Graduate Faculty membership as an Associate Member subject to standard review.

**Tenure in the Graduate Faculty**

A member may be dropped from the rolls of the Graduate Faculty by the dean of the Graduate School upon the recommendation or concurrence of the program chairperson and with the concurrence of the college evaluation committee if he or she fails to participate significantly in the graduate affairs of the University or has no record of continuing scholarly or creative activity. A member may be dismissed from the Graduate Faculty by the dean for failure to maintain appropriate standards of professional ethics as described in University Policy AD-47. The action will be contingent upon the recommendation of the ad hoc investigatory committee, consistent with University Policy RA-10. Criteria for such dismissal include: ethical misconduct, including fraud, fabrication, falsification, plagiarism, and other serious deviation from accepted practices within the roles of teacher, researcher/scholar, colleague, and member of the University; failure to adhere to the principles of coauthorship in scholarly reports, papers, and publications (ref. RA-13IP02); or failure to exercise utmost good faith in all transactions touching upon the individual’s duties with and on behalf of the University, so as to avoid conflict between the interests of the University and the member of the Graduate Faculty (ref. HR-91).

**Administrative Guidelines**

**Appeal Procedure**

The dean of the Graduate School shall be the final appeal authority for any recommendation of an evaluation committee, program head, and may establish such ad hoc procedures in each case as deemed appropriate.

**Temporary Appointments of Visiting Faculty**

Based on the criteria for Graduate Faculty Form B or Form CFull and Associate Membership above, these temporary appointments may be made for the period of affiliation by the dean of the Graduate School on the recommendation of the program chairperson.
Teaching by Non-members of the Graduate Faculty

Under special circumstances, on recommendation of the program chairperson and on approval of the dean of the Graduate School, non-graduate faculty members may be approved to teach specific 500- and/or 800-level courses.

- Recommendation form for approval to teach 500- or 800-level course (by non-members of the Graduate Faculty)

Approved by Graduate Council, May 11, 2005

Revised by Graduate Council, Spring 2014

[END OF NEW POLICY STATEMENT]
Final Recommendations of the Graduate Council Committee on Academic Standards regarding Graduate Faculty Criteria and Policy

Note: The following information includes rationale and other explanatory statements for Graduate Council members’ reference during discussion/voting.

Criteria:
The Committee’s recommendations attend to the following strategic priorities:

1. Preserve the category of Graduate Faculty membership pertaining to participation in the research doctoral and master’s degrees.

2. Accommodate graduate degrees other than the research doctoral and master’s degree (professional doctoral and master’s degrees, both residential and online)

3. Recognize the diverse responsibilities fulfilled by members of the Graduate Faculty.

4. Ensure adequate and appropriate oversight of Graduate Faculty membership, with an emphasis on maintaining excellence in all forms of graduate education.

A Review of Current Graduate Faculty Rights and Responsibilities:

Current policy identifies five rights and responsibilities of members of the Graduate Faculty (a, b, c, e, and f). Additional roles potentially filled by members of the Graduate Faculty are not currently encompassed in the guidelines (d, g, h, i, and j). In total, then, the following roles potentially are served by members of the Graduate Faculty:

a. Chair doctoral committees

b. Serve on Graduate Council

c. Vote on matters submitted to the Graduate Faculty for vote

d. Serve as the head of a graduate program

e. Teach graduate (500, 600, and 800)-level courses

f. Serve on graduate students’ committees

1 Graduate Council policies regarding the composition of graduate student committees can be found here: [http://bulletins.psu.edu/graduate/degree_requirements/](http://bulletins.psu.edu/graduate/degree_requirements/).

2 This item refers to matters submitted by Graduate Council to members of the Graduate Faculty as a whole; programs retain the right to determine the allocation of voting privileges on local matters.
g. Serve as thesis or dissertation research adviser for research master’s and doctoral students
h. Advise graduate students on their course of study
i. Supervise the capstone project within a professional degree program
j. Develop graduate courses or programs

To review, the current guidelines specify the following allocation of rights and responsibilities (referring only to a, b, c, e, and f in the preceding list):

- Tenure-line members of the Graduate Faculty have all rights and responsibilities, as do full-time fixed term members of the Graduate Faculty holding the highest degree in the field offered by Penn State (i.e., a subset of the individuals appointed to the Graduate Faculty under Form B).
- Retired and emeritus/a faculty members have the first two rights and responsibilities (e–f) and they may chair doctoral committees (a) if service on that committee preceded retirement.
- Non-tenure line faculty and staff who are not full time but who have the highest degree in the field offered by Penn State have the first two rights and responsibilities (e–f) only.
- Non-tenure line faculty and staff who do not hold the highest degree in the field offered by Penn State may not perform roles a, b, c, or f, and they are limited to teaching only specifically approved 800-level courses.

Recommendations:

The Committee proposes the creation of two clearly distinct categories of Graduate Faculty membership. These categories distinguish between (a) tenure-line members of the faculty who are fully vested in all aspects of graduate education, and (b) non-tenure line or retired members of the faculty who are deemed, through appropriate review and oversight, to meet a high bar for participation in aspects of graduate education. The Committee further proposes revised guidelines for appointment to the Graduate Faculty, and suggests a process of periodic review for all members of the Graduate Faculty.  

3 If adopted, these recommendations will require conversion of current membership on the Graduate Faculty. While implementation is beyond the scope of the Committee, the Committee foresees the following: (a) faculty currently appointed as members of the Graduate Faculty under Form A will convert to Full Members; (b) faculty who are tenure line and currently appointed as members of the Graduate Faculty under Form B will convert to Full Members; (c) faculty who are non-tenure line and appointed as members of the Graduate Faculty under Form B will convert to Associate Members; and (d) the Graduate Faculty membership status of faculty appointed under Form C will be granted a one-year grace period from the approval of the proposed revisions to the criteria and guidelines/policy to allow graduate programs to appoint the individuals, if appropriate, as Associate Members. If an individual is not appointed as an Associate Member, either by the
1. General Requirements

The Committee recommends that Graduate Faculty membership requires, at a minimum, that the individual hold a graduate degree. Exceptions to this requirement may be granted should an individual lacking a graduate degree have truly exceptional qualifications for Graduate Faculty membership, at the request of the graduate program and upon review and approval by the College and the dean of the Graduate School. Such exceptions are expected to be rare.

The Committee makes no distinction between full-time and part-time faculty in the recommendations that follow.

2. Graduate Faculty – Full Member (tenured or tenure track faculty)

The Committee recommends that faculty who are tenured or tenure track at any of the Penn State campuses be granted membership on the Graduate Faculty with full rights and responsibilities (a–j above), contingent upon approval of the head of the graduate program to which the individual will contribute.¹ The Committee further notes that Full Members exclusively have the following rights and responsibilities:

   a. Chair doctoral committees

   b. Serve on Graduate Council

   c. Vote on matters submitted to the Graduate Faculty for vote

   d. Serve as the head of a graduate program

originating graduate program or by another graduate program to which the individual contributes, the individual’s membership in the Graduate Faculty will expire at the end of the one-year grace period.

¹ Faculty who are tenured or tenure track in departments that do not offer a graduate degree may serve on the Graduate Faculty if nominated by the head of a graduate program. These faculty members can initiate a request for consideration for Graduate Faculty membership through the head of the appropriate graduate program or through the college/school administrator for graduate education in the relevant college/school.

² In so far as these revised guidelines extend full membership on the Graduate Faculty to tenure-line faculty who may not hold the highest degree offered by a graduate program, the Committee notes that the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate.

⁶ In cases where Associate Members of the Graduate Faculty are the most qualified individuals to direct professional graduate degree programs, the dean of the Graduate School may grant an exception to the requirement that leadership of graduate degree programs come from Full Members of the Graduate Faculty.
Reserving these roles for members of the Graduate Faculty who hold tenure-line appointments in academic programs ensures that oversight of graduate education, and in particular of the research doctoral and master’s degrees, remains the responsibility of the tenured or tenure track faculty of the graduate program.

3. Graduate Faculty – Associate Member

The Committee recommends that faculty who are not tenured or tenure track be granted membership on the Graduate Faculty with a subset of rights and responsibilities, subject to recommendation and periodic review by the graduate programs to which the faculty member contributes. As noted, some rights and responsibilities are reserved for full members of the Graduate Faculty. The Committee recommends that the following rights and responsibilities be granted to Associate Members of the Graduate Faculty:

- Teach graduate (500, 600, and 800)-level courses
- Serve on graduate students’ committees
- Serve as thesis or dissertation research adviser for research master’s and doctoral students
- Advise graduate students on their course of study
- Supervise the capstone project within a professional degree program
- Develop graduate courses or programs

It is the position of the Committee that departmental oversight of teaching assignments, graduate students’ committee membership, thesis/dissertation advising, student advising, capstone project supervision, and curriculum development will ensure that Associate Members of the Graduate Faculty have the relevant expertise to execute any of these particular responsibilities. Thus, the Committee finds it unnecessary and, indeed, a source of confusion to delineate categories of Graduate Faculty membership that designate who may or may not perform these specific activities. For example, Graduate Faculty Associate Member status would grant the right to teach any graduate-level course, subject to specific review of assignments within the graduate program. Accordingly, the Committee proposes a single category—Associate Member of the Graduate Faculty—for non-tenure line faculty and staff, subject to periodic review as detailed subsequently. The Committee further notes that Associate Members of the Graduate Faculty may be granted permission to chair a master’s or doctoral committee or supervise research, pending favorable review of a request for Associate Members of the Graduate Faculty who have exceptional qualifications to perform this role. Such requests must be initiated by the

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7 The Committee notes that the roles of committee chair and research adviser require the individual to hold, minimally, the degree toward which the student is working; e.g., supervision of Ph.D. dissertation research and/or chairing a Ph.D. committee is reserved for members of the Graduate Faculty who hold a research doctorate.
head of the graduate program and are subject to approval by the college/school administrator for graduate education and the dean of the Graduate School.  

4. Appointment to the Graduate Faculty

While the Committee recommends simplifying the distinctions among non-tenure line members of the Graduate Faculty with regard to the roles that they may fill in graduate education (per recommendation #3 above), the Committee proposes multiple pathways for membership on the Graduate Faculty. The criteria and procedures outlined below are intended to allow expedient approval where appropriate and to ensure careful scrutiny when it is merited. The intention is to implement a sieve approval process wherein clearly qualified nominees are approved efficiently, and other nominees are carefully and appropriately reviewed.

In general, the Committee strongly recommends that review processes commence once an intention to hire is formed, rather than after the appointment period begins. For individuals hired expressly to fill roles reserved for members of the Graduate Faculty, the practice of waiting until the appointment period begins to review requests for Graduate Faculty membership creates an unnecessary compression of the timeline and the process, and potentially compromises adequate review.

Full Member – Program Approval: The Committee recommends that appointment to the Graduate Faculty as a Full Member by the dean of the Graduate School follow appointment to a tenure-line faculty position, contingent upon the approval (by signature) of the head of the graduate program to which the faculty member will contribute. Once an individual is appointed to a tenure-line faculty position and approved for appointment as a Full Member of the Graduate Faculty by the head of the graduate program, notification is sent by the head of the graduate program to the Office of the Dean of the Graduate School and includes the graduate program to which the faculty member will contribute. The position of the Committee is that the stringent process of review and the criteria for hiring on a tenure-line appointment in a program that offers graduate degrees is sufficient to justify membership on the Graduate Faculty, irrespective of terminal degree status. Tenure-line members of the faculty have vested responsibility for ensuring the integrity and excellence of graduate education, and de facto membership on the Graduate Faculty recognizes the obligation all members of the tenure-line faculty have with regard to graduate education. As noted subsequently, the Committee recommends a process of periodic review for all members of the Graduate Faculty, including those who are tenured or tenure track, which could result in a faculty member’s loss of Graduate Faculty membership.

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8 The proposed guidelines do not revise the option of allowing individual faculty to teach graduate courses through the “approval to teach” granted by the dean of the Graduate School. Just as the Graduate School may grant “special member” status that allows non-members of the Graduate Faculty to serve on doctoral committees, so may the Graduate School continue to grant “approval to teach” graduate courses to non-members of the Graduate Faculty.
**Associate Member – Program Approval:** When non-tenure line nominees (a) hold the highest degree in the field offered by Penn State, (b) have a record of graduate-level teaching, and (c) provide evidence of research or professional activity appropriate for participation in the graduate program, the Committee recommends that appointment to the Graduate Faculty as an Associate Member by the dean of the Graduate School follow appointment to the faculty, contingent upon the approval (by signature) of the head of the graduate program to which the faculty member will contribute. Once an individual is appointed to a non-standing faculty position and approved for appointment as an Associate Member of the Graduate Faculty by the head of the graduate program, notification is sent by the head of the graduate program to the Office of the Dean of the Graduate School and includes the graduate program to which the faculty member will contribute. It is the position of the Committee that non-tenure line nominees meeting all three of these criteria, as evaluated by the head of the graduate program, constitute sufficient basis for a program appointment to membership on the Graduate Faculty as an Associate Member. Emeriti tenured faculty will automatically transition from Full to Associate Members of the Graduate Faculty, with the added provision that the faculty member may (with consent of the head of the graduate program) continue to chair a specific doctoral committee or supervise an individual student’s research, provided that he/she served in the role of committee chair or research supervisor prior to retirement.

**Associate Member – University Approval:** When non-tenure line nominees (a) do not hold the highest degree in the field offered by Penn State, (b) do not have a record of graduate-level teaching, or (c) do not provide evidence of research or professional activity, the head of the graduate program must justify to the dean of the Graduate School appointment on the Graduate Faculty as an Associate Member. The Committee does not mean to suggest that lacking any one of these qualifications should bar a faculty member from the Graduate Faculty. But rather, the Committee seeks to flag these nominations for more thorough review. The graduate program is responsible for making a case for Graduate Faculty Associate Membership, identifying how the nominee’s education, teaching experience, and/or research and professional activities offset the absence of other indicators of qualifications for Graduate Faculty membership. Graduate programs should, as part of this nomination process, indicate whether an individual nominated should be subject to standard or provisional periodic review (as defined subsequently). The nomination form, resume/curriculum vitae, and justification for the appointment must be signed by the head of the graduate program and, where appropriate, the department head; reviewed and signed by the college/school administrator for graduate education (following the college’s internal processes, which may include review by a faculty committee); and submitted to the dean of the Graduate School for review. The dean of the Graduate School has the discretion to (a) approve membership in the Graduate Faculty as an Associate Member, subject to standard review; (b) approve membership in the Graduate Faculty as an Associate Member, subject to provisional review; or (c) not approve membership in the Graduate Faculty.
5. Periodic Review

The Committee recommends that all appointments to the Graduate Faculty be reviewed periodically as part of Penn State’s standard cycle for performance reviews. As part of each review, consideration should be given to all of an individual’s activities in all of the graduate programs across the University to which he/she contributes.

Full Member Review: All tenure-line members of the faculty are subject to annual review at the departmental level and reviews at the college/university level corresponding with the 2nd year, 4th year, tenure (6th year), and post-tenure reviews. The Committee recommends that performance of responsibilities as a full member of the Graduate Faculty be a standard part of these reviews. Language in the current guidelines requires no revision.9

Associate Member Standard Review: Non-tenure line members of the faculty are appointed to the Graduate Faculty for the period of their affiliation with the University. All non-tenure line members of the faculty are subject to annual review at the program/department level. The Committee recommends that performance of responsibility as an Associate Member of the Graduate Faculty be a standard part of these reviews.

Associate Member Provisional Review: For Associate Members of the Graduate Faculty appointed subject to provisional review, in addition to annual review at the program/department level, review of the appointment by the dean of the Graduate School must occur prior to the third year (with the period of time to be determined by the head of the graduate program or the Graduate School upon appointment). A provisional review involves an evaluation of the faculty member by the head of the graduate program (or department head) and a portfolio documenting the faculty member’s performance in the execution of roles relevant to Graduate Faculty membership. This dossier is reviewed by the college/school administrator for graduate education and submitted to the dean of the Graduate School for review. The dean of the Graduate School has discretion to (a) remove the faculty member from the Graduate Faculty; (b) grant continued Graduate Faculty membership as an Associate Member subject to provisional review, or (c) grant Graduate Faculty membership as an Associate Member subject to standard review.

Concluding Remarks

It is the opinion of the Committee that the aforementioned revisions to Graduate Faculty membership roles, criteria, and procedures for appointment and review constitute much needed

9 Guidelines concerning tenure in the Graduate Faculty and procedures for dropping a member from the rolls of the Graduate Faculty can be found at http://www.gradsch.psu.edu/index.cfm/policies/faculty/criteria/
improvement to current guidelines. The distinction between Full and Associate members of the Graduate Faculty brings clarity to a currently complicated array of appointments. Whereas Full Members would have all the rights and responsibilities of Graduate Faculty membership, Associate Members would have only those rights and responsibilities that are subject to further oversight by graduate program heads. Because those local layers of oversight are in place, the Committee sees no need to further segregate access to the various Associate Member rights and responsibilities as a function of appointment status. In addition, the Committee proposes multiple channels for appointment, to ensure efficient expedited appointment of well-qualified faculty and careful multi-layered review when, and only when, it is warranted. These procedures for appointment to the Graduate Faculty are complemented by alternative procedures for review, which are similarly tailored to ensure an expeditious process or a more thorough review, as appropriate.

The Committee wishes to thank the members of the Ad Hoc Subcommittee:

Denise Solomon, Chair of the Ad Hoc Subcommittee for Review of Graduate Faculty Membership; Professor of Communication Arts & Sciences, College of the Liberal Arts

Jon Nussbaum, Chair of the Graduate Council Committee on Academic Standards, Professor of Communication Arts and Sciences and Human Development and Family Studies, College of the Liberal Arts

James Kasting, Member of the Graduate Council Committee on Academic Standards, Evan Pugh Professor, Department of Geosciences, College of Earth and Mineral Sciences

James Rosenberger, Professor of Statistics, Eberly College of Science

Phillip LaPlante, Professor of Software Engineering, School of Graduate Professional Studies, Penn State Great Valley

William Doan, Professor of Theatre and Women’s Studies, College of Arts and Architecture

Michael Verderame, Associate Dean for Graduate Studies, Professor of Medicine, and Microbiology and Immunology, College of Medicine

Paul Clark, Professor and Head of Labor Studies and Employment Relations & Health Policy Administration, College of the Liberal Arts
<table>
<thead>
<tr>
<th>Full Member</th>
<th>Assoc. Member</th>
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<td><strong>CRITERIA FOR MEMBERSHIP</strong></td>
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<td>Tenure or tenure-track X</td>
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<td>Adjunct, fixed term, affiliate, part-time, non-tenure track, emeriti X</td>
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<td><strong>APPROVAL PATH FOR APPOINTMENT</strong></td>
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<td>Follows appt to tenure-line faculty position w/approval of graduate program head X</td>
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<td>By evaluation of graduate program head with the following criteria: holds highest degree in the field offered by Penn State, has record of graduate-level teaching, provides evidence of research or professional activity appropriate for participation in the graduate program X</td>
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<tr>
<td>By evaluation of the Dean of the Graduate School when any one of the above indicators of qualification is not met; Dean of the Graduate School then determines periodic review requirements (standard or provisional) X</td>
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<td><strong>RIGHTS AND RESPONSIBILITIES</strong></td>
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<td>Chair doctoral committees (if individual holds, minimally, the degree toward which the student is working) X</td>
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<td>Serve on Graduate Faculty Nomination Committee X</td>
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<td>Serve on Graduate Council X</td>
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<td>Vote on matters submitted by Graduate Council to the Graduate Faculty for vote X</td>
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<td>Serve as head of a graduate program X</td>
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<td>Teach graduate-level (500, 600, or 800) courses X</td>
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<td><strong>PERIODIC REVIEW PROCESS</strong></td>
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<td>Standard departmental annual performance review X</td>
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<td>Provisional review, as determined during the appointment process, at the discretion of the Dean of the Graduate School X</td>
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<td><strong>APPRAISAL PATH FOR APPOINTMENT</strong></td>
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Appendix B, Attachment page 1
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<thead>
<tr>
<th>Minimum Education Credentials</th>
<th>FULL MEMBER</th>
<th>ASSOCIATE MEMBER</th>
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<tr>
<td><strong>Graduate Degree</strong></td>
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| Faculty Appointment Type      | Tenure-line | Adjunct, fixed-term, affiliate, part-time, non-tenure line, emeriti |

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<tr>
<th>Approval Path for Appointment to the Graduate Faculty</th>
<th>Head of Graduate program; follows appointment to tenure-line faculty position</th>
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<tbody>
<tr>
<td><strong>Head of Graduate program</strong> when the following indicators of eligibility are met:</td>
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<tr>
<td>1. Must hold highest degree in the field offered at Penn State</td>
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<td>2. Must have record of graduate-level teaching</td>
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<td>3. Must show evidence of research or professional activity appropriate for participation in the graduate program</td>
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<tr>
<td><strong>Dean of the Graduate School when any one of the above indicators of eligibility are not met</strong></td>
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| Periodic Review Process | Standard departmental-level annual review | Standard departmental-level annual review with same conditions as approval process above. |
|-------------------------|------------------------------------------|--------------------------------------------------------------------------------*******|
| Provisional review, as determined during the appointment process at the discretion of the Dean of the Graduate School | | Provisional review, as determined during the appointment process at the discretion of the Dean of the Graduate School |

## GRADUATE FACULTY RIGHTS AND RESPONSIBILITIES

<table>
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<tr>
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<th>ASSOCIATE MEMBER</th>
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<td>- Teach graduate-level (500, 600, or 800) courses</td>
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<tr>
<td>- Develop graduate courses and programs</td>
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<td>- Chair doctoral committees</td>
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<td>- Serve on Graduate Council</td>
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<td>- Vote on matters submitted by Graduate Council to the Graduate Faculty for vote</td>
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<tr>
<td>- Serve as head of a graduate program</td>
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</tbody>
</table>
Elected Members (voting)

*Sarah Ades, Associate Professor of Biochemistry and Molecular Biology, Eberly College of Science
*Ramaswamy Anantheeswaran, Professor of Food Science, College of Agricultural Sciences
**Mallika Bose, Associate Professor of Landscape Architecture, College of Arts and Architecture
Thomas Bowers, Associate Professor of Psychology, Penn State Harrisburg
*Robert Brooks, Professor of Meteorology, College of Earth and Mineral Sciences
Roy Clariana, Professor of Education, College of Education
*Mary Jane De Souza, Professor of Kinesiology and Physiology, College of Health and Human Development
*Patrick Drew, Assistant Professor of Neurosurgery, College of Engineering
*James Fairbank, Associate Professor of Management, Penn State Erie
Roger Finke, Professor of Sociology and Religious Studies, College of the Liberal Arts
*L. Sam Finn, Professor of Physics, Eberly College of Science
Janet Fogg, Assistant Professor, College of Nursing
*Andris Freivalds, Professor of Industrial Engineering, College of Engineering
Taylor Greer, Associate Professor of Music, College of Arts & Architecture
*Marie Hojnacki, Associate Professor of Political Science, College of the Liberal Arts
Kit Hume, Edwin Erle Sparks Professor of English, College of the Liberal Arts
Alan L. Johnson, Walther H. Ott Professor in Avian Biology, College of Agricultural Sciences
James F. Kasting, Evan Pugh Professor of Geosciences, College of Earth and Mineral Sciences
Todd LaJeunesse, Assistant Professor of Biology, Eberly College of Science
**Phillip Laplante, Professor of Software Engineering, Penn State Great Valley
Seroj Mackertich, Associate Professor of Engineering, Penn State Harrisburg
Sophia McClennen, Professor of Comparative Literature, Spanish and Women's Studies, School of International Affairs
*Denise Meister, Professor of Education, Penn State Harrisburg
Peter Molenaar, Distinguished Professor of Human Development and Family Studies, College of Health and Human Development

*Newly elected  **Re-elected
2014–2015 Graduate Council Membership List

*Daniel Morgan, Assistant Professor, Department of Anesthesiology, College of Medicine
Katsuhiko Murakami, Associate Professor of Biochemistry and Molecular Biology, Eberly College of Science
*Lise Nelson, Associate Professor of Women’s Studies and Geography, College of the Liberal Arts
**Mary Beth Oliver, Distinguished Professor of Communications, College of Communications
Zoubeida Ounaies, Dorothy Quiggle Professorship, College of Engineering
*Matthew Poehner, Associate Professor of Education (World Languages) and Applied Linguistics, College of Education
*Ramesh Ramachandran, Associate Professor of Molecular Endocrinology, College of Agricultural Sciences
Arvind Rangaswamy, Professor of Marketing, Smeal College of Business
*Richard Ready, Professor of Agricultural and Environmental Economics, College of Agricultural Sciences
Joan M. Redwing, Professor of Materials Science & Engineering, College of Earth and Mineral Sciences
Frank Ritter, Professor, College of Information Sciences and Technology
*Benjamin Schreier, Assistant Professor of English and Jewish Studies and Malvin and Lea Bank Early Professor in Jewish Studies, College of the Liberal Arts
*Jianxun Song, Assistant Professor, Microbiology and Immunology, College of Medicine
David Spencer, Professor of Aerospace Engineering, College of Engineering
Richard St. Clair, Associate Professor of Theatre, College of Arts & Architecture
*Jim Thomas, William Elliott Professor or Risk and Management, Smeal College of Business
Krista Wilkinson, Professor of Communication Sciences and Disorders, College of Health and Human Development
*Feng Yue, Assistant Professor of Biochemistry and Molecular Biology, College of Medicine

*Newly elected  **Re-elected
Additional Members and Participants in the Council

Interim Dean of the Graduate School (voting)

Regina Vasilatos-Younken, Interim Dean of the Graduate School

Assistant Dean of the Graduate School (voting)

Suzanne Adair, Assistant Dean for Graduate Student Affairs; Director, Office of Postdoctoral Affairs

World Campus Liaison (non-voting)

David Sylvia, Director of Academic Affairs for Graduate Programs, World Campus

Dickinson School of Law Member (non-voting)

Jamison Colburn, Joseph H. Goldstein Faculty Scholar and Professor of Law

University Faculty Senate Council Liaison (voting)

Caroline Eckhardt, Professor of Comparative Literature and English

Graduate and Professional Student Association Members (voting)

*Morteza Karimzadeh, Geography

*Jeffrey Masko, Communications

*Nathaniel Porter, Sociology

*Brad Sottile, Aerospace Engineering

*Colleen Unroe, Rural Sociology

*Newly elected  **Re-elected
Participants at the request of the Chair (non-voting)
Lori Cottrill, Director of Network Operations and Data Systems
Marilyn Engle, Director of Graduate Alumni and Public Relations
Robert Kubat, University Registrar
Cynthia Nicosia, Director of Graduate Enrollment Services
Tracey Noviello, Executive Assistant to the Dean of the Graduate School
Stephanie Preston, Senior Director, Office of Graduate Educational Equity Programs
Elizabeth Price, Executive Director of Graduate Education Administration
Lori Anne Stania, Director of Graduate Student Services
Barbara Struble, Director of Graduate Fellowships and Awards Administration

Administrative Support to Graduate Council
Pam Krewson, Administrative Support Assistant
Roxanne Patton Zoschg, Administrative Support Assistant