

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability **NO.:** AAC 06-03
COMMITTEE DATE: November 10, 2005
BOARD DATE: November 17, 2005

MOVED: The Board of Higher Education hereby approves the Articles of Amendment of **Bentley College** to award the **Doctor of Philosophy in Accountancy** and **Doctor of Philosophy in Business**.

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.
Contact: Aundrea Kelley, Associate Vice Chancellor for Academic Policy

BOARD OF HIGHER EDUCATION

November 2005

Bentley College

Doctor of Philosophy in Accountancy

Doctor of Philosophy in Business

INTENT

Bentley College views the next step in its evolution as the establishment of a doctoral program, to include initially two Ph.D.'s, one in Accountancy and the other in Business. In preparation, during the past five years Bentley has sought to systematically increase its program offerings, faculty expertise and research capability. The College intends to combine features of European doctoral programs, which stress mentoring relationships with faculty and independent research, with features of US doctoral programs, which emphasize the acquisition of subject-based and methodological knowledge. The proposed programs are meant to combine the analytical, communicative, creative, technological and problem-solving strengths of the business disciplines *and* the arts and sciences. According to a September 2003 AACSB report on the growing shortage of business faculty in universities and business schools as well as liberal arts colleges, the shortage of business Ph.D.s is expected to reach 1,142 in 2008 and 2,419 by 2013. Bentley proposes to create a small, highly selective doctoral program aimed at educating students to become leaders in their selected fields in academia and in business or public service. The Board received the College's complete petition to offer two Ph.D. programs in April 2005.

INSTITUTIONAL OVERVIEW

Bentley College is an independent, non-profit, NEASC-accredited institution located in Waltham, Massachusetts. Bentley was organized January 21, 1948, under Chapter 180 of the Massachusetts General Laws as Bentley School of Accounting and Finance Inc. The School received authority to award the Associate in Accounting and the Bachelor of Science in Accounting January 26, 1961. Approval for the institution to change its name to "Bentley College," with the power to provide instruction in business and the Liberal Arts and Sciences and grant the Associate in Science, Bachelor of Science, Bachelor of Arts, and honorary degrees, was granted February 19, 1971. The Board approved the College to award the Master of Science in Taxation and the Master of Science in Accounting on July 20, 1973. On June 21, 1977, the Board granted Bentley the authority to offer other master's degrees limited to business related disciplines. Bentley College is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the chief accrediting body of business education.

In the most recent academic year the College employed 453 total faculty, 265 full time and 188 part time. Total enrollment during 2004-05 was 5,399 students: 4,286 full time and 1,113 part time. By degree level these totaled 3,917 full-time and 336 part-time undergraduate plus 369 full-time and 925 part-time graduate students. Current student charges at Bentley are:

Undergraduate Student Charges

Tuition	\$28,390
Room and Board	\$10,580 (est, varies)
Activity Fee	\$224

Graduate Student Charges

Tuition (FT)	\$27,330
Tuition (PT)	\$2,733 per course
Activity fee (FT)	\$204
Activity fee (PT)	\$35
One-time laptop fee (FT only)	\$3,000
Technology fee	\$200

ACADEMIC AND RELATED MATTERS

The College intends for each proposed program to feature:

- A thematic orientation, initially focused within the domain of *Business, Technology and Society* to align with the College's current areas of research emphasis;
- Broad, inter-disciplinary coverage reflecting the nature of real-world business problems combined with rigorous, in-depth subject-area training;
- Common cohort courses across the two degrees in research methods and methodology to prepare students for academic research careers;
- Teaching seminars intended to prepare students for course design, pedagogy, classroom management and assurance of learning using resources of the College's Wilder Teaching Professors and Adamian Excellence in Teaching Award recipients;
- Early identification and continuous participation of a primary supervisor and supporting supervisory committee to mentor each doctoral student throughout his or her doctoral study;
- A college-wide Ph.D. Council with oversight of the Ph.D. program, including governance through a Ph.D. Admissions Committee, a Ph.D. Academic Performance Standards Committee and a Ph.D. Curriculum Committee;
- Financial support for full-time students for four years, providing they continue to make satisfactory progress.

Admission Requirements

Students with a background in accounting and a desire to develop a stronger core accounting knowledge base may be considered for the Accountancy program, while students with broad business backgrounds and interests will be considered for the Business program. Specific pre-requisites for admission to the proposed programs include:

- A master's degree; students who apply without a relevant master's (M.A., M.S., MBA) would be asked to complete first either the MBA or one of the college's specialized master's programs.
- Professional work experience in business, government or the non-profit sector, preferably with some managerial or supervisory experience.
- Aptitude for the Ph.D. program as demonstrated by appropriate GMAT (minimum 650) and master's GPA (3.3) levels.
- A faculty member willing and qualified to take on the student as the primary supervisor.
- A written proposal which describes the applicant's interest in examining a research question that fits within the umbrella theme of business, technology, and society.

Projected Enrollments

Bentley plans for the size of the program to remain ‘small and extremely selective’ in both the Business and the Accountancy degree programs. The College currently projects the following enrollment model culminating in an enrollment total of 28 students by year four.

	Launch Year <u>2006-07</u>	Year 2 <u>2007-08</u>	Year 3 <u>2008-09</u>	Year 4 <u>2009-10</u>
Business (new enrollment)	4	4	4	4
Accountancy (new enrollment)	3	3	3	3
Continuing enrollment (both)		7	14	21
Total Ph.D. Enrollment	7	14	21	28

Curriculum (Attachment A)

The proposed Ph.D. programs are meant to encourage students to engage in rigorous research that critically examines the complex relationships of reciprocal causality among technology, business, and society. Students will explore these relationships from a number of different disciplinary perspectives, although a central discipline will orient the work. Because most real-world problems cannot be neatly confined within disciplinary boundaries, students will be encouraged to adopt an inter-disciplinary perspective. Each proposed program requires completion of 84 credits comprising the following program elements:

Core subject-base courses	3 courses (9 credits)
Specialized subject-based courses	4 courses (12 credits)
Methods and philosophy courses	5 courses (15 credits)
Thematic seminars	4 courses (12 credits)
Teaching seminars	2 courses (0 credit)
Dissertation work	(36 credits)

Students may submit as their final dissertation either:

- Three papers, published, or deemed publishable, in a referred journal or in high-quality refereed conference proceedings, including quantitative and/or qualitative analysis, as appropriate, which in combination with introductory and concluding chapters, constitute the Ph.D. dissertation.

or

- An in-depth dissertation of a specific topic area, including either quantitative or qualitative analysis, or both, depending on the nature of the study. Students adopting this route will also be encouraged and mentored to publish one or more articles while in the program.

Governance

Academic issues within the program will be under the purview of a Ph.D. Council. The Ph.D. Council will formulate academic policies and curriculum, monitor adherence to standards, and advise the provost on the development of the Ph.D. program. Major program and policy decisions of the Council will be reported to the Faculty Senate for approval. The Ph.D. Council comprises:

- The Director of the Ph.D. Council (appointed by the provost)
- The Dean of Business (*ex officio*)
- The Dean of Arts and Sciences (*ex officio*)
- Six other members, each serving for a term of three years:
 - Two faculty members selected by the Dean of Business, ensuring that there is representation from both the accounting and business and management degrees
 - One faculty member selected by the Dean of Arts and Sciences
 - Three faculty members elected by the Faculty Senate from a list of tenured faculty provided by the Director of the Ph.D. Council
- The Provost (*ex officio*)
- The Chair of the Faculty Senate (*ex officio*)
- A Ph.D. student, selected by the Ph.D. students

The committees of the Ph.D. Council will include the Academic Performance Standards Committee, the Academic Admissions Committee and the Curriculum Committee. Members of the Ph.D. Council can be involved in two of these committees as long as they are not members of both the Academic Performance Standards Committee and the Curriculum Committee. The Ph.D. Council will assign members to the three Committees.

RESOURCES

During the past five years, the College has sought to strategically devote increasing levels of financial support for faculty research, as detailed in the table below.

Support for Faculty Research

	01-02	02-03	03-04	04-05
Individual Initiatives				
· Competitive Summer Support	\$388K	\$377K	\$399K	\$499K
· Contractual Summer Support	\$498K	\$541K	\$625K	\$542K
· Travel	\$378K	\$424K	\$387K	\$487K
· Honoraria, Miscellaneous	\$86K	\$67K	\$100K	\$149K
Strategic Initiatives				
· RFPs	\$61K	\$204K	\$195K	\$295K
· Centers	\$52K	\$46K	\$129K	\$148K
· Convert adjuncts to lecturers	-	-	-	\$200K
TOTAL	\$1.46M	\$1.66M	\$1.84M	\$2.32M

Research output overall by Bentley faculty has grown steadily since 1999. The table below shows the number of journal publications and proceedings within the four strategic domains and in pedagogy, published since 1999. Faculty also continue to publish book chapters and textbooks.

Journal Publications and Proceedings

	Business and IT	Global Commerce and Culture	Ethics and Social Responsibility	Intersection of Business and Arts/ Sciences	Pedagogy and the Scholarship of Teaching	Other	Total
1999-2001	234	86	80	54	142	320	916
2002-2004	285	161	143	104	166	391	1250

These data demonstrate that Bentley has sought to foster an environment that encourages recognized research, with faculty who are accomplished researchers and who are prepared to supervise doctoral dissertations. The College proposes that all faculty involved in the doctoral program must be research-active, with a record of publication. A team of three or four research-active faculty who have a record of publishing will supervise each doctoral student.

Budget

In its proposal Bentley provided a financial model that had been prepared and balanced through 2011 and that includes stipends for Ph.D. students, faculty and staff salaries and benefits, supply and general expenses to support the Ph.D. program, and depreciation associated with physical space renovations and purchased furniture and equipment specific to the program.

The chief budgetary consideration in establishing Bentley's doctoral program is the cost of new faculty. The College's financial model has for several years included an incremental \$500,000 each year to hire new faculty. These faculty will be identified and recruited with the goal of strengthening the scholarly capability of the faculty, particularly in domains of strategic emphasis. Specifically, the College has focused on the following goals:

- add two to three new tenured or tenure-track positions per year in domains of strategic emphasis;
- provide pathways for faculty who would like to retire and replace them with tenure-track faculty in domains of strategic emphasis;
- fill positions created by other faculty departures with tenured or tenure-track faculty; and
- convert adjunct positions to lecturer positions (non-tenure-track, full-time faculty) until reaching appropriate ratios of full-time coverage.

The College's faculty hiring plan for the 2004-05 academic year illustrated this approach. The plan called for recruiting 15 tenured and tenure-track faculty in a coordinated fashion, with particular consideration for joint appointments.

Faculty Recruitment Plan, 2004-2005

Department	Number and level	Strategic Domain
Accounting	1 tenure track	Tax
	1 tenure track	Behav. Accounting
	1 named professor	Behav. Accounting
CIS	3 tenure track	IT and Business Practice
Finance	1 tenure track	International Finance
	1 tenure track	Risk Management and Corporate Finance
International Studies	2 tenure track	Global Commerce and Culture
Management	3 tenure track	IT and Business Practice
English	2 tenure track	Media Studies

Program Coordinator

The College also plans to hire a full-time Program Coordinator. This new position, initially budgeted \$50,000 per year plus benefits, will be responsible for routine administrative tasks initially to include:

- Providing administrative support to the Ph.D. Council.
- Coordinating the Ph.D. Council's relations with other administrative and governance bodies, including the Faculty Senate, the academic departments, and the President's Cabinet.
- Assisting with the admissions process.
- Meeting Ph.D. students' routine administrative needs related to stipends, insurance, course registration, etc.
- Responding to routine inquiries about the program and managing basic marketing and outreach initiatives.

Library and Information Services

Bentley's current library facility, the Solomon Baker Library, has undergone only minor expansions and refurbishments over the years, and the College has recognized the need for capital improvements to the physical space. For this reason, and in order to support increasingly sophisticated research and scholarly needs of faculty and students, the Library initiated a \$14 million renovation beginning in May 2005 with the completion scheduled for January 2006. Specifically, the renovation is meant to:

- Provide current and dynamic research resources, appropriate for the study of the intersection of business and technology, as well as other evolving trans-disciplinary fields.

- Offer special collections in business and technology, ethics and social responsibility, global commerce and culture, and the arts and sciences in a business context that support existing and proposed research and teaching priorities, especially those related to the doctoral program.
- Subscribe to full-text online academic and practitioner journals that enable faculty research to be informed and cutting-edge, thereby increasing chances for publication.
- Complement the research resources found in the specialty lab facilities.
- Increase dedicated graduate study carrels from 22 to 56, with 24 dedicated Ph.D. carrels, as well as four dedicated Ph.D. suites that will provide small-group work space available only to doctoral students.
- Increase the number of group study rooms from 14 to 25.
- Increase the number of student computer workstations from 32 to 120. Additionally, the number of laptop data and power ports will be significantly increased for students who need additional bandwidth than they may be able to get via wireless and who need to work for extended time periods.
- Increase the total of study seating from 395 to 700.
- Increase book storage capacity from 136,000 volumes to 200,000 volumes.
- Provide a “one stop shopping” experience for assistance with both research and technical issues.
- Construct a cyber-café to help enhance the library as a social and informal intellectual center.

The College intends for the Library to remain a critical component of the academic “hub” at Bentley, while rapidly evolving from housing collections to facilitating intellectual engagement, learning, and research. Bentley plans for the Library acquisition strategy to emphasize both physical and electronic resources, and for its collection to be aligned with Bentley’s strategic thrusts in business-IT, ethics and social responsibility, and global commerce and culture. Through technology and partnership agreements, the College will seek to leverage collections available at area academic libraries, particularly in the humanities, that total 22 million volumes. The proposed library archive strategy will reflect the growing demand for a systematic information preservation/digital archiving capability, and the College already created a searchable online archive database with digital images of many materials.

Other Facilities and Equipment

Bentley has more than 60 “smart” classrooms, outfitted with ceiling-mounted LCD projectors, audio systems, and custom-designed teaching stations that feature Internet-accessible PCs for instructors. Thirty port-per-seat high-tech classrooms enable every student to plug in a laptop for hands-on participation; 10 classrooms have PCs installed for each student. Both IBM-compatible and Macintosh computers are available for more than 90 hours per week in the student computer labs, which are equipped with more than 80 PC Pentium computers as well as Power Macintoshes. The College also offers thematic specialized learning labs, the Academic Technology Center and other resources that include state-of-the-art equipment and software. In order to create a cohesive and supportive student community, students will enter each proposed program and pursue their degrees as a cohort. To further achieve this objective, all Ph.D. students will share office space located in the newly renovated Library intended to provide an environment conducive to individual study, scholarly collaboration and community building.

EVALUATION

Visiting Team

Robert Brown (team chair), R.B. Pamplin Professor and Department Head of Accounting and Information Systems, Virginia Polytechnic Institute and State University; Cynthia Beath, Emeritus Professor, MSIS Department, College of Business Administration, University of Texas; Carolyn Callahan, Doris M. Cook Chair in Accounting and Director of Ph.D. Program, Sam Walton School of Business, University of Arkansas; Millicent Gaskell, Head Librarian and Management Subject Specialist, Dewey Library - Sloan School, Massachusetts Institute of Technology; and Allen Lee, Professor of Information Systems and Associate Dean for Research and Graduate Studies, School of Business, Virginia Commonwealth University, comprised the team of evaluators who visited Bentley College June 19-22, 2005.

Findings

In terms of overall readiness of Bentley to offer a Ph.D. program, the team reported that "Bentley is capable of offering strong Ph.D. degrees in Accounting and Business. Numerous qualities about the school are quite impressive, and the Team believes that Bentley has the resources and the motivation to produce a quality doctoral program."

The team commended the College in several areas including:

- Excellent budgeting and control processes.
- The \$14 million renovation of the Library that is expected to result in a greatly improved facility with increased collections, quiet study, and collaborative space as well as an environment that supports inquiry and learning. The Visiting Team was also greatly impressed with technology made available to students in the Trading Room, Center for Marketing Technology and Design and Usability Center.
- The faculty for their ethical and socially responsible culture. The Team felt that the Ethics Center adds extensively to the culture of responsibility and ethical behavior.
- A viable and well developed plan for the development of the doctoral students' teaching skills, including invaluable coaching and mentoring by Bentley's master teachers.
- The curriculum's balance of training in qualitative and quantitative methods.
- Board of trustees support for the doctoral program for several years as exemplified by their acceleration of the Library remodeling project because of its importance to the doctoral program. In addition, the Team was impressed with the trustees' considerable investment in faculty – hiring faculty who will be great supervisors for doctoral students and investing in the development of their existing faculty – because they recognized that these changes would be key to the success of the doctoral program.
- The Team reported that overall, the design of the proposed Ph.D. program is very consistent with the College's mission to become more recognized nationally; that the Ph.D. program could be quite distinctive, and could produce very high quality students to fill gaps not filled by other Ph.D. granting institutions. "For example, in the area of Accounting, they are targeting Audit and Assurance, where there is very high demand

for new doctoral students today. In the area of Business and Management, they are capable of producing students specializing in Information Technology with strengths in behavioral and field based research, a niche that very few doctoral programs can address today.”

The team report also made numerous recommendations for strengthening Bentley’s proposal, including:

- Strengthen balance within the doctoral student curriculum through measures such as the following:
 - 1) Develop a matrix that shows how student writing and publication skills will be developed across the curriculum as a whole (the four years)
 - 2) Enhance the student-driven seminar into a regularly scheduled research workshop series that will periodically host presentations by international scholars and editors of major journals as well as provide opportunities for the Ph.D. students and Bentley faculty to present their research. This seminar would not only help the students develop skills in the area of research development, research criticism, and research presentations. It will also help make Bentley’s doctoral students and their doctoral program more visible to potential employers.
 - 3) Adjust sequencing of certain core coursework.
 - 4) Form the 3-4 person supervisory team for each student at the start of the first year. This should enable the student to be involved in on-going research projects with a variety of faculty. Spell out the processes for the formation and re-formation of this supervisory team, the role and responsibilities of the principle supervisor relative to others on this team, and the responsibilities of the student to this team in a Ph.D. student handbook.
 - 5) Describe a plan to integrate the Ph.D. candidates into the College’s workshop/conference/seminar culture. These events would provide opportunities for doctoral students to learn from and network with business executives and faculty from around the world.
- Establish a planning and evaluation process to advance the objectives of the programs. The Team suggested that the College integrate the annual AACSB goals and measures exercise as part of this process.
- Adopt mechanisms for developing new faculty capabilities and raising the visibility of the College.
 - 1) Articulate more fully how the College will develop the capability of their doctoral faculty to guide the development of doctoral students and to supervise the dissertation process. For example, the College should specify the policies and procedures for co-advising as well as mechanisms for the identification and sharing of best practices in doctoral student education.
 - 2) Allocate more resources to support the attendance of faculty and Ph.D. students at national research meetings, whether or not they appear on the program.
 - 3) Consider if new or increased incentives might be used to involve their faculty more deeply in reviewing or editorial work at top journals. This could not only serve to develop

faculty's advisory skills but also to raise the visibility of Bentley's faculty in the research community.

- Develop written guidelines related to the rights and responsibilities of students and faculty with respect to the domain of doctoral education.
- To be more competitive with the current market, and to account for high living costs in the Boston area, increase the Ph.D. student stipend from the proposed \$17,500 per year to be no less than \$21,500 (including subsidies, such as housing subsidies),
- Describe all student services and policies affecting Ph.D. students either in the Ph.D. Handbook.
- Institutionalize an orientation program for Ph.D. students—including, in particular, orientation to the Library, the technical environment and other facilities at Bentley. Participation in the orientation of faculty involved in the Ph.D. program should also be required.
- Increase the variable cost budgets in the proposal to include health insurance for doctoral student families, PCs for students, travel to national conferences and workshops by students and advising faculty, funds to support student research projects, and increased library expenses associated with the doctoral program. The budget should recognize certain costs related to program start up (some of which might be incurred prior to 2007), such as costs associated with student recruitment, increased expenses for faculty travel to national conferences, the cost of incentives for program development effort, and hiring the program coordinator prior in 2006.
- Augment the Library's collection, which is not sufficient to support the research needs of the proposed Ph.D. programs, by purchasing Borrower Cards from other Universities for every Ph.D. candidate.
- Develop a library access policy that clearly defines user rights to facilities and equipment. Any resources limited to specific user groups should be clearly stated. For example, the policy should specify whether Ph.D. candidates with suites in the Library may access them when the Library is closed.
- Articulate in a Ph.D. Handbook additional detail in several areas with respect to the degree objectives and requirements, including policies and rules surrounding the qualifying exam, the dissertation proposal (for both types of dissertation) and dissertation approval; as well as descriptions of: the admissions process, program administration, curriculum, the dissertation process, etc.
- Articulate how outcomes will be evaluated and continuously improved. (The team anticipated that these will be incorporated into the Annual Report prepared each year as part of the AACSB Accreditation Maintenance Process.)
- Revise the proposed degree nomenclature. Bentley's original proposal was for a Doctor of Philosophy in Business and Management and a Doctoral of Philosophy in Accounting. The visiting team recommended that the name of the Doctor of Philosophy in Business and Management be changed to the Doctor of Philosophy in Business. The team

believes this name change would give Bentley's degree a more widely recognized degree name and greater flexibility for future degree options.

Institutional Response

Bentley College provided a point-by-point comprehensive response to the Visiting Team report. The response included additional materials and documentation, including a detailed Ph.D. student handbook, curriculum adjustments, library arrangements, plans for strengthening faculty capabilities, as well as a revised budget with updated assumptions that reflected changes made to Ph.D. program plans in response to the Team's recommendations. An additional \$2 million, will be expended for library renovations, raising the renovation total to \$16 million and extending the completion date from January to March 2006.

The documentation Bentley provided demonstrated that the College had fully understood and thoroughly addressed every visiting team concern, suggestion and recommendation. The College also agreed to the team's recommendation regarding degree nomenclature and revised its petition accordingly to request the Ph.D. in Business and the Ph.D. in Accountancy.

PUBLIC HEARING

The required public hearing was scheduled for November 7, 2005, at 10 a.m. in the office of the Board of Higher Education.

STAFF ANALYSIS AND RECOMMENDATION

After an exhaustive evaluation of all documentation submitted, staff is satisfied that the proposed degree programs meet the criteria for NEASC-accredited institutions as set forth in 610 CMR2.08 in the *Degree-Granting Regulations for Independent Institutions of Higher Education*. Recommendation is for approval of the request of Bentley College to award the degrees Doctor of Philosophy in Accountancy and Doctor of Philosophy in Business.

ATTACHMENT A

Curriculum Outline

Ph.D. in Business

Course Numbers	Year 1, Semester 1	Credit
PHD 1501	Philosophy of the Social Sciences (Rawls/Seemann)	3
PHD 1502	Quantitative Methods I (Hadlock/Cleary)	3
PBU 1601	Subject Based Course (SBC): Psychology and Sociology of Work and Organization (Variable)	3
	Year 1, Semester 2	
PHD 1503	Qualitative Methods I (Kirsch/Garfield)	3
PBU 1602	SBC: Microeconomic Theory (Leeth)	3
PST 1701-1718	SBC, Specialized I (Variable)	3
	Seminars (spread across both semesters)	
PHD 1510	Signature: Ethics and Corporate Social Responsibility (Buono)	3
Non credit	Teaching Seminar (Carhart/Nurick)	0
	Year 2, Semester 1	
PHD 1504 or PHD 1505	Quantitative or Qualitative Methods II (Haughton or Gogan)	3
PBU 1603	SBC: Information Systems (Markus/Ray)	3
PST 1701-1718	SBC, Specialized II (Variable)	3
	Year 2, Semester 2	
PHD 1507 or PHD 1108	Quantitative or Qualitative Methods II (Kamis or Markus)	3
PST 1701-1718	SBC: Specialized III (David/Newell)	3
PST 1701-1718	SBC, Specialized IV (Variable)	3
	Seminars (spread across both semesters)	
PHD 1511	Signature: Globalization Shiping Zheng/Sumner)	3
Non credit	Teaching Seminar (Carhart/Nurick)	0
	Year 3	
PHD 1512	Student-led Seminars (spread across both semesters)	3
PHD 1800	Dissertation	11
	Year 4	
PHD 1513	Student-led Seminars (spread across both semesters)	3
PHD 1801	Dissertation	11

Ph.D. in Accountancy

Course Numbers	Year 1, Semester 1	Credit
PHD 1501	Philosophy of the Social Sciences (Rawls/Seeman)	3
PHD 1502	Quantitative Methods I (Hadlock/Cleary)	3
PACC 1601	Subject Based Course (SBC): Financial Accountancy (Variable)	3

	Year 1, Semester 2	
PHD 1503	Qualitative Methods I (Kirsch/Garfield)	3
PACC 1602	SBC: Auditing and Assurance (Gujarathi/Read)	3
PST 1701-1718	SBC: Specialized I (Variable)	3
	Seminars (spread across both semesters)	
PHD 1510	Signature: Ethics and Corporate Social Responsibility (Buono)	3
Non credit	Teaching Seminar (Carhart/Nurick)	0
	Year 2, Semester 1	
PHD 1504 or PHD 1505	Quantitative or Qualitative Methods II (Haughton or Gogan)	3
PACC 1603	SBC: Managerial Control Systems (Abdolmohammadi/Thibodeau)	3
PST 1701-1718	SBC: Specialized II (Variable)	3
	Year 2, Semester 2	
PHD 1507 or PHD 1508	Quantitative or Qualitative Methods II (Kamis or Markus)	3
PST 1701-1718	SBC: Specialized III (Hunton/Fedorowicz)	3
PST 1701-1718	SBC, Specialized IV (Variable)	3
	Seminars (spread across both semesters)	
PHD 1511	Signature: Globalization (Shiping Zheng/Sumner)	3
Non-credit	Teaching Seminar (Carhart/Nurick)	0
	Year 3	
PHD 1512	Student-led Seminars (spread across both semesters)	3
PHD 1800	Dissertation	11
	Year 4	
PHD 1513	Student-led Seminars (spread across both semesters)	3
PHD 1801	Dissertation	11

As stated above, the specialized subject-based (elective) courses will be tailored to the academic and research interests of the student. The table below provides information on the elective topic areas that will be offered to students. Other electives will be added depending upon the specific research interests of faculty and students.

Specialized Subject-Based Electives

Course Numbers	Course Title	Credit
PST 1701	Technology Assessment and Social Engineering (Markus)	3
PST 1702	Organizational Knowledge and Learning (Newell)	3
PST 1703	Cognitive Science (Hubscher)	3
PST 1704	Intelligent and Collaborative Systems (Lucas/Babaian)	3
PST 1705	Online Communities (Culnan)	3
PST 1706	Lineages of the Rent-Seeking State	3

	(Veesser)	
PST 1707	Applying Business Ethics (Weiss)	3
PST 1708	Creativity and Innovation (Garfield)	3
PST 1709	Workplace Studies (David/Rawls)	3
PST 1710	Advanced Data Analysis (Haughton)	3
PST 1711	Managing the Innovation of New Technologies (Johnson)	3
PST 1712	Management of Technology (Thamhain)	3
PST 1713	Quantitative Models for Supply Chain Management (Stavroulaki)	3
PST 1714	Information Systems Strategy (Galliers)	3
PST 1715	Ubiquitous and Pervasive Computing (Topi)	3
PST 1716	Marketing and Innovation (Berthon)	3
PST 1717	Judgment and Decision-Making in Accountancy (Abdolmohammadi)	3
PST 1718	Design and Analysis of Experiments (Hunton)	3

GRADUATION REQUIREMENTS AND TERMINATION PROCESS

For graduation purposes, students can submit as their final dissertation either:

- Three papers, published, or deemed publishable, in a referred journal or in high-quality refereed conference proceedings, including quantitative and or qualitative analysis, or both, as appropriate, which in combination with introductory and concluding chapters, constitute the PhD dissertation.
- An in-depth dissertation of a specific topic area, including either quantitative or qualitative analysis, or both, depending on the nature of the study. Students adopting this route will also be encouraged and mentored to publish one or more articles while in the program.

An academic from an external institution, with an established scholarly reputation in the area where a student is working, will be invited to sit on the dissertation committee of that student. The supervisory committee will nominate the external member, usually during the student's third year of study. The CV of the external member will be sent to the PhD Council, which will evaluate this individual's scholarly reputation and other credentials, and either approve or disapprove him or her for membership on the supervisory committee. If this person is not approved the PhD Council will seek alternative nominations from the supervisory committee.

The dissertation committee (the supervisory committee plus the external member) will decide whether the student passes, needs to revise the dissertation, or fails. Such assessment will be made following oral examination of the written dissertation.

The minimum time of study would be three years, four years for those without an appropriate master's on entry. The maximum time allowed to complete the degree from matriculation will be seven years.

Termination Process

The PhD Council will review and determine involuntary terminations. Termination procedures are initiated by the following circumstances:

- The student fails to complete the course requirements during the allotted time for any given course.
- The student fails the qualifying exam twice.
- The student fails the dissertation proposal defense twice.
- The student fails the final dissertation defense twice.
- The student has failed to complete their final dissertation defense by May 31 of their seventh year in the program.

Students can petition the Ph.D. Council to reconsider termination decisions. Petitions should include:

- A statement indicating the unusual circumstances.
- A realistic plan to complete the program.
- Letters from three research-active faculty indicating a willingness to support the student.
- At least one recommendation from a Ph.D. Council member.