Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate curricular proposals approved through the Graduate Council curricular review process, is published 12 times each calendar year.

Questions/comments regarding the GCCR or its contents may be directed to the Director of Graduate Council Administration.

January 9, 2018

Graduate Degree Programs

CHANGE

Animal Science – unadopt dual-title in Operations Research (College of Agricultural Sciences), page 9

Corporate Innovation and Entrepreneurship – change admission requirements (Smeal College of Business), page 18

Counselor Education – change Ph.D. degree requirements (College of Education), page 27

Counselor Education – change M.Ed. degree requirements (College of Education), page 47

Nutritional Sciences – add Experiential Learning track for the M.P.S. degree (College of Health and Human Development), page 68

Public Health Sciences – change program name to Clinical Research and change degree requirements (College of Medicine), page 82

Public Policy – create IUG degree with B.S. in Criminology (College of the Liberal Arts), page 105

Public Policy – create IUG degree with B.S. in Sociology (College of the Liberal Arts), page 133
Graduate Courses

**ADD**

**BMS 551**  
**Cancer Genetics**  
CANCER GENETICS (1)  
Genomic instability is a major hallmark of carcinogenesis. This course will examine how various forms of genome instability promote cellular transformation. The impact of both inherited and somatic mutations will be evaluated. Mechanisms of genomic instability will be explored, to understand how their dysregulation results in cancer. Epigenetic mechanisms of carcinogenesis will also be covered. Finally, novel therapeutic approaches that exploit tumor-specific mutations will be presented. As the part of this course, students will evaluate seminal research papers and the most recent findings in the literature, and learn the relevant experimental approaches employed in the field.  
PREREQUISITES: BMS 502, BMS 503, BMS 550  
CONCURRENTS: BMS 550  
PROPOSED START: SU2019

**ESC 518**  
**Bioprinting**  
BIOPRINTING (3)  
This course covers the principles of bioprinting in tissue engineering and regenerative medicine for use in fabrication of biomedical related products such as implants, tissue scaffolds, engineered tissues, organs and biological systems. Topics include Tissue Engineering, 3D Printing, Layered Manufacturing and Rapid Tooling in Medicine, Design for Bioprinting, The Bioink, Extrusion-based Bioprinting, Droplet-based Bioprinting, Laser-based Bioprinting, Bioprinters and their components, Application Areas of Bioprinting and New Frontiers in Tissue Engineering such as Organ Printing.  
CROSS-LISTED COURSES: BIOE 518  
PROPOSED START: SU2019

**ESC 546**  
**Advanced Metallic Material Feedstocks for Additive Manufacturing**  
FEEDSTOCKS FOR AM (3)  
Additive manufacturing (AM) processes use a variety of metallic material forms to produce complex components. These material forms can vary from metallic powders with a rather wide range of size distributions to metal wire to sheet and other more complex composite material types. Knowledge of the processing of these different feedstock forms along with means to characterize them is needed to develop AM processes and procedures capable of being more widely used, particularly in critical applications. In this course, the production, handling, blending, and characterization of common metallic and composite feedstock materials will be covered. Feedstock forms to be addressed include metal and metal-ceramic composite powders, wire, and sheets, along with new product forms becoming available. A multi-disciplinary approach will be taken to elucidate the connections between production, characterization, and handling to develop an understanding of the role of feedstocks on the resulting process-structure-property relationships for AM processes and products.  
CROSS-LISTED COURSES: MATSE 546  
PREREQUISITES: ESC 545  
CONCURRENTS: MATSE 567, IE 527
RECOMMENDED PREPERATION: Students in this course should have a basic understanding (undergraduate level) of physical metallurgy principles, including solidification, solid-state phase transformations, heat treatment, and thermomechanical processing.

PROPOSED START: SU2019

GEOG 850
Location Intelligence for Business
LOCATION INTEL BUSINESS (3)
In business, the application of maps and mapping technology ranges from a long-standing presence (commercial real estate, retail, and logistics) to nascent analytical applications across different industries. The momentum for commercial applications that encompass GIS, geospatial intelligence (GEOINT) technologies, and geospatial intelligence analysis is growing. In businesses, geospatial attributes are being combined with enterprise-wide databases. GIS and GEOINT tools and methodologies can now be folded into the more mainstream information technology (IT) applications of business intelligence (BI) to formulate location intelligence (LI) applications, products, and services. This course explores and applies the key geospatial intelligence principles involved in site selection, market analysis, risk and crisis management, and logistics, providing opportunities for students to solve those problems with contemporary geospatial tools and datasets. This course provides a foundation for spatial thinking and analysis in commercial settings, and experience with contemporary mapping and analysis tools for professional applications of location intelligence.

RECOMMENDED PREPERATION: GEOG 482
PROPOSED START: SU2019

HIST 573
Empire & Society Latin Amer
EMPIRE & SOCIETY LATIN AMER (3)
HIST 573 gives students an overview of key literatures, methodologies, and debates in the historiography of empire and society in Latin American history, fifteenth to nineteenth centuries. The course comprises five sections, each based on an historical sub-field and its historiography: (1) the empires and societies of the Americas in the pre-Contact and Contact periods, primarily that of the Maya, Aztecs, and Incas; (2) the culture and society of Spanish and Portuguese imperialism in Iberia and the Americas; (3) the culture and society of the Spanish conquistadors, including roles played by indigenous and black conquistadors; (4) the impact on the Americas of Spanish and Portuguese imperialism in East Asia, and the cultural and social ramifications of trans-Pacific exchanges during the colonial centuries; and (5) the comparative history of imperialism in the Americas by other European powers, most notably the British, Dutch, and French, including the differing experiences of indigenous and African-descended peoples. The seminar will end at a nineteenth-century point determined by the instructor.

PROPOSED START: FA2019

HRER 588
Capstone in Human Resources and Employment Relations
CAPSTONE (3)
This is the capstone research course designed to support students as they synthesize prior learning with a topic of interest about which they will conduct research. This capstone course incorporates a review and synthesis of material from across the entire human resource management and employment relations curricula. Domestic and international research and issues relevant to workers, other stakeholders in the employment relationship, and the effective acquisition and management of organizations’ human resources will be central to the course, as will the
legal, ethical, and diversity related issues that pertain to them. Topics to be reviewed and integrated include:

- Strategic human resource management
- International human resource management
- Functional areas of human resource management
- Employment relations and global worker rights
- Data analytics
- Legal, ethical, and diversity related issues

By way of an example, if a student were interested in exploring the rise of the gig economy, they would be encouraged to observe this phenomenon first from the perspective of how this impacts the HRM strategy of an organization. They would then look at the global implications of the gig economy, and then consider how this might affect different HRM functions such as performance management or training of gig economy workers. The topic would then be considered from the perspective of how employment relations theories enhance understanding of gig economy workers. In the following two weeks, students would explore empirical evidence through data analytics specific to the gig economy. Finally, they would review the legal, ethical and diversity issues related to the gig economy. In this way, the student week-by-week constructs an in-depth research paper that adopts a multi-perspective approach based on both theory and empirics.

CONCURRENTS: All degree and option requirements must be met prior to taking this course or be met concurrently in the same semester this course is taken.

PROPOSED START: SU2019

METEO 528
Parameterization Schemes

PARAMETERIZATION SCHEMES (3)

Parameterization is the process by which important physical processes that cannot be resolved explicitly in a numerical model are represented. Examples include the transfer of shortwave radiation through the atmosphere, and the formation of cloud droplets, both of which occur on the molecular scale. As numerical models have grid spacing of hundreds of meters, molecular processes are not resolved explicitly in current models and so must be parameterized. A parameterization scheme is a representation of our understanding of the physical process as related to the available model variables, such that one can estimate how the behaviors of these important sub-grid physical processes influence the available model variables. In this way, sub-grid scale physical processes are included in models even when they cannot be explicitly represented. The most common parameterization schemes used in numerical models of the atmosphere will be discussed, including land and ocean surface, planetary boundary layer, convection, microphysics, radiation, cloud cover, and orographic drag. Emphasis is placed upon understanding the basic approaches to parameterization and how the differences in approaches influence the resulting behaviors.

RECOMMENDED PREPERATION: A general, broad knowledge of meteorology and atmospheric science, as well as experience in computer programming.

PROPOSED START: SU2019

MKTG 540
Marketing Analytics

MARKETING ANALYTICS (3)

The course objectives are to demonstrate to students the benefits of using systematic and analytical approaches to marketing decision-making, and to build their skills and confidence in undertaking such analyses and decision-making in a modern enterprise. The analytical approaches covered in the course will enable students to identify alternative marketing options and actions that enhance business
performance, predict the expected market and consumer reactions associated with potential marketing actions undertaken by a business, calibrate the opportunity costs associated with each action, and choose one or more actions that have the highest likelihood of achieving established business goals. The course will help students to develop skills that will enable them to propose and justify marketing expenditures using a Return on Investment (ROI) logic that businesses are increasingly asking of their executives.

This course builds on the basic business analytics concepts and methods that business students are expected to have. The topics covered include a range of analytical concepts and tools associated with various aspects of marketing, including segmentation, targeting, positioning, product design, short-term and long-term forecasting, marketing resource allocation, search engine advertising planning, social influence measurement, A/B testing, and attribution analysis.

PREREQUISITES: MKTG 811
PROPOSED START: SU2019

PHYS 570
Particle Astrophysics
PARTICLE ASTROPHYS (3)
This is a laboratory course that meets twice weekly. The goal of this course is to engage incoming graduate students in the Neuroscience Program to a didactic/hands-on methods-based primer and overview of modern neuroscience laboratory methodology.

After successful completion of this course, students will be able to:
• Demonstrate an understanding of basic laboratory safety and standard laboratory practices.
• Demonstrate an understanding of how to keep data and records in a proper laboratory notebook.
• Demonstrate an understanding of basic laboratory approaches used in a modern neuroscience research lab to address questions in neuroscience.
• Demonstrate an understanding of how to perform and interpret laboratory experiments and analyze data acquired from those experiments.

CROSS-LISTED COURSES: ASTRO 570
PREREQUISITES: ASTRO 502; PHYS 400; PHYS 406; PHS 557
PROPOSED START: SU2019

CHANGE

OLD
HIST 569
Seminar in Latin American History
LAT AM SEMINAR (3-6)
No description.

NEW
HIST 569
Colonial Latin American History
COLONIAL LATIN AMERICA (3)
HIST 569 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin America (the writing of Latin American history), from the 1490s to the Independence period (mostly, but by no means solely, the 1820s). Its primary focus is Spanish America and Portuguese Brazil, especially Iberian interactions with indigenous American and Africans/African-descended people. But some attention is given to all regions of the Americas and to roles played by British, French, and other colonizers. Chronologically, it is a prequel to HIST 570 (but not an official
prerequisite). The course comprises five sections, each based on an historical sub-field and its historiography within the larger field: (1) the indigenous civilizations of the Americas and their responses to European invasion, including the shift from traditional Eurocentric Conquest narratives to the New Conquest History; (2) the political and economic institutions, as well as the culture, of Spanish and Portuguese colonization; (3) the changes and continuities in indigenous civilizations during the colonial centuries (usually termed “Ethnohistory,” and explored more fully in HIST 571); (4) the history of trans-Atlantic slavery and the experience of African-descended peoples in Colonial Latin America; and (5) a sub-field that will vary according to instructor, examples being the history of science and medicine in the region, the history of gender and sexuality, and the history of religious change (or “the Spiritual Conquest”).

OLD
HIST 571
History of the US-Mexico Borderlands
US MEXICO BRDRLNDS (3)
This course examines the history and historiography of the US-Mexico Borderlands from the mid-nineteenth century to the mid-twentieth century. HIST 571 History of the US-Mexico Borderlands (3) The U.S.-Mexico borderlands is the among the most often discussed region in North America and yet one of the least understood areas in the Americas. While popular images of the U.S. southern borderlands often imbue stark division between the United States and Mexico, the region’s deep history suggests otherwise. This seminar explores the complicated political and cultural evolution of the U.S. southern border through the lens of colonialism, nationalism, sovereignty, global migration, trans-border crossings, and race, gender, and ethnicity. Selected readings address the origins of the modern U.S.-Mexico borderlands as a place wrought from overlapping indigenous and imperial forces and myriad visions of national belonging. Approaches and arguments in this seminar challenge the intellectual underpinnings of U.S.-Mexico borderlands history from nation-state centered narratives to global and transnational history. In exploring the borderlands as a place of several social and cultural worlds, graduate students will grapple with new theoretical ideas. For example, “borderlands”; applied in this seminar designates the boundary between Mexico and the United States as a place that was critically influenced by pressures originating from indigenous peoples and nations and European and Qing empires. By expanding the concept of borderlands in this manner, students will understand that indigenous political and cultural structures and Old World patterns from Britain, Spain, and dynastic China were not easily toppled by the new configuration of the nation-state. This seminar is organized so that students may better understand state makers’; and borderlanders’; vision of the region, their imperialistic and nationalistic hopes, and responses to these projects on the ground.

NEW
HIST 569
Latin American Ethnohistory
LATIN AMERICAN EHTNOHISTORY (3)
HIST 571 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin American ethnohistory, from the fifteenth to the nineteenth centuries. “Ethnohistory” is defined here as the historical study of the indigenous peoples of the Americas. The course comprises four sections, each based on an historical sub-field and its historiography: (1) the indigenous civilizations of the Americas in the pre-Contact and Contact periods, primarily fifteenth and sixteenth centuries, including but not necessarily limited to the civilizations of the Aztecs, Mayas, and Incas; (2) indigenous responses to European invasion, with particular attention to regions of Spanish and Portuguese activity— and including the historiographical development of the New Conquest History, with attention also given to regions where colonies were not established; (3) the indigenous experience
of Spanish and Portuguese colonization, and indigenous contributions to new colonial-era societies, including changes and continuities in indigenous civilizations during the colonial centuries—and including the historiographical development of the New Philology); and (4) the indigenous experience of the long Independence period, taking the seminar to a point in the nineteenth century, as determined by the instructor.

OLD
PADM 506
Management Information Systems for Public and Health Administration
MIS FOR H ADM (3)
The design, implementation, and purpose of computerized management information systems in health and non-profit organizations.
CROSS-LISTED COURSES: HADM 506

NEW
PADM 506
Public Information Management and Technology
PUBLIC IT MGMT (3)
This course provides a broad exploration of government information management and technology issues and organizational and social impacts of these initiatives in government. Understanding policy and management issues in information technology is critical to improve service qualities and performance since public organizations have heavily utilized information technology applications. This course is designed to demonstrate key concepts, issues, trends, and practices of government use of information management and technology, such as government information technology initiatives, implementation of information technology initiatives, e-democracy, e-business, open government, security and privacy, digital divide, e-performance, and information management systems. This course examines managerial, political, and legal challenges and opportunities while managing information technology in the public sector. This course provides students with an opportunity to enhance knowledge and skills for analyzing, evaluating, and managing major policy and managerial practices in information technology. Students will gain better perspectives of managing information technology issues in public and nonprofit organizations.
CROSS-LISTED COURSES: None.

OLD
PHS 540
Decision Analysis I
DECISION I (1)
This course provides an introduction to the methods and applications of decision analysis in clinical decision making.
PREREQUISITES: enrollment in the Master of Science in Public Health Sciences program and satisfactory completion of PHS 520

NEW
PHS 540
Decision Analysis for Public Health
DECISION ANALYSIS (3)
Decision analysis is a tool that uses an explicit, quantitative structure to describe and analyze complex health care decisions. This course analyzes the principles and practice of decision analysis in the context of public health. Students in this course will learn to evaluate decision analyses in different settings,
construct simple decision trees, understand the basic mechanics of tree evaluation and sensitivity analysis, and acquire skill in the interpretation and evaluation of a published decision analysis. Extension of basic techniques, such as screening, cost-effectiveness analysis, and the assessment of patient preferences will be covered. We will also cover advanced sensitivity analysis, including probabilistic sensitivity analysis, cost-effectiveness acceptability, and Markov models for chronic diseases. 
PREREQUISITES: None
Graduate Council  
Program, Option, or Minor Proposal Form

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

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

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| Brief description of the change (if not noted above): | UNADOPT THE OPERATIONS RESEARCH PROGRAM |

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<td>On Behalf of David Babb</td>
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<td>On Behalf of C. Andrew Cole</td>
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September 26, 2018

Graduate Council
The Pennsylvania State University

Dear Graduate Council:

The Animal Science Graduate Program wishes to unadopt the Dual Title M.S. and Ph.D. in Animal Science and Operations Research (OR). The one Animal Science faculty member who was a member of the OR Program (W. B. Roush) retired in August 2002. Since then, there have been no Animal Science faculty members with either the expertise or interest to join the OR Program. A letter of consultation from Professor Jose A. Ventura, OR Graduate Program Head, is also attached. Thank you very much for your consideration of this request.

Sincerely,

Robert G. Elkin, Ph.D.
Professor of Avian Nutritional Biochemistry
Director of Graduate Studies – Animal Science Program

cc: Terry D. Etherton, AN SC Graduate Program Head
Jose A. Ventura, OR Graduate Program Head
Dear Bob,

The Animal Science Department didn’t have any OR faculty or any information about the OR Program posted in their website when I took over the program in July 2018. I contacted the Animal Science Department last spring semester suggesting them to post a paragraph about the OR Program (that I provided) in their website and to encourage some of their faculty working in quantitative methods to become OR faculty. They replied saying that the last OR faculty they had (Bill Roush) retired in 2001/2002 and none of the current faculty was interested in OR. They requested to drop Animal Science from the list of Affiliated OR Programs. Later on, I found out from you that they have submitted this request directly and I recently contacted them to submit such request.

I hope this statement is acceptable.

Thanks,
Jose

Jose A. Ventura, Professor
Harold and Inge Marcus Department of Industrial and Manufacturing Engineering
356 Leonhard Building
The Pennsylvania State University
University Park, PA 16802
Phone: (814) 865-3841
Fax: (814) 863-4745
Email: jav1@psu.edu
http://www.ie.psu.edu/department/directory-detail.aspx?q=JAV1&LandOn=Gen

Penn State Graduate School

OCT 3 2018
Office of the Vice Provost and Dean of the Graduate School
ANIMAL SCIENCE

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<th>Terry D. Etherton</th>
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<td>Dual-Title Ph.D. and M.S. in Animal Science and Operations Research</td>
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Students may specialize in animal care and management, breeding and genetics, growth and development, lactational biology, nutrition, or reproductive biology. Well-equipped research laboratories and various agricultural animals, as well as small-animal models and wildlife species, are available. Animal Science may be defined as the study and integration of all disciplines that relate to the function and care of animals for the benefit of society by providing companionship, food, fiber, performance, and research. Graduate students may specialize in animal management, breeding, genetics and genomics, growth and developmental biology, meat science, nutrition, reproductive biology, and animal health. The department maintains numerous facilities for research involving both small and large animals. Laboratories are equipped with the latest instrumentation. Herds of dairy and beef cattle, sheep, swine, white tail deer, horses, as well as flocks of poultry, including chickens, turkeys, and quail, are maintained for instruction and research.

Admission Requirements

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

Prerequisite to graduate work is the completion of an undergraduate major in animal science, dairy science, poultry science, or a related biological science.

Scores from the Graduate Record Examinations (GRE) are required for admission (average percentile at least 50 percent in verbal, quantitative, and analytical components). The quantitative reasoning component is recommended, but the program will accept scores from the mathematical reasoning component. Although not required, applicants are strongly encouraged to take the Graduate Record Examinations (GRE). Students with a 3.00 junior/senior grade-point average (on a 4.00 scale) and with appropriate course backgrounds will be considered for admission on a competitive basis.

Exceptions to admission requirements may be made for students with special backgrounds, abilities, and interests.
Degree Requirements

Master of Professional Studies (M.P.S.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Requirements. A minimum of 30 credits at the 400, 500, or 600 level is required, with a minimum of 18 credits at the 500 or 600 level, and at least 6 credits in formal (i.e., non-core) courses in animal agriculture/biological science area at the 500 level or above. In addition, the following Program core courses (credits) are required: ANSC 500 (1), ANSC 502 (2; Ethics offering), ANSC 590 (2), and ANSC 602 (1). A maximum of 10 credits may be earned in special problem-type courses, which may include up to 3 credits in ANSC 596 for the scholarly paper. The culminating experience for the degree is a scholarly paper completed while the student is enrolled in ANSC 596.

The M.P.S. is a professional program designed to prepare individuals for specialist and management positions in county agricultural extension, government, or industry and does not require a thesis.

Master of Science (M.S.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements. A minimum of 30 credits at the 400, 500, or 600 level is required, with a minimum of 18 credits at the 500 or 600 level, and at least 12 credits in formal (i.e., non-core) courses in animal agriculture/biological science area with at least 6 of the 12 credits at the 500 level. A minimum of 30 credits at the 400 or 500 level is required, with a minimum of 18 credits at the 500 level, and at least 12 credits in formal (i.e., non-core) courses at the 500 level or above. Students are required to write a thesis, and at least 6 credits in thesis research (ANSC 600 or 610) must be taken in conjunction with completing the thesis. In addition, the following Program core courses (credits) are required: ANSC 500 (1), ANSC 502 (2; Ethics offering), ANSC 590 (2), and ANSC 602 (1). The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School, and the student must pass a thesis defense.

The academic M.S. program requires a thesis and is designed for those primarily interested in education and research.

Doctor of Philosophy (Ph.D.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements. Official entrance into the Ph.D. program occurs upon successful completion of the qualifying examination. Ph.D. degree requirements include successful completion of the following: approved graduate course work, English Competence requirements, a comprehensive examination, and a final oral examination (the dissertation defense). To earn the Ph.D. degree, doctoral candidates must write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School. In addition, the following Program core courses (credits) are required: ANSC 500 (2), ANSC 502 (4; both the Ethics offering and the Grantsmanship offering), ANSC 590 (3), and ANSC 602 (1). Students who completed 2 credits of ANSC 590 as part of an M.S. program in Animal Science must take 1 additional credit of ANSC 590 during their Ph.D. program. For students entering the Ph.D. program with an M.S. degree from another institution, one credit of ANSC 590 will be waived; therefore, they will be required to complete 2 credits of ANSC 590 during their Ph.D. program.
The academic Ph.D. program requires a thesis dissertation and is designed for those primarily interested in education and research. The communication or foreign language requirement for the Ph.D. degree may be satisfied by competence in either one foreign language or communication skills.

**Dual-Titles**

**Dual title M.S. and Ph.D. in Animal Science and Operations research**

Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/dual-title-graduate-degree-programs).

**Admission Requirements**

Students must apply and be admitted to the graduate program in Animal Science and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the OR dual-title program. Refer to the Admission Requirements section of the OR Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/operations-research). Doctoral students must be admitted into the dual-title degree program in OR prior to taking the qualifying examination in their primary graduate program.

**Degree Requirements for the Dual-Title M.S.**

To qualify for the dual-title degree, students must satisfy the degree requirements for the M.S. degree, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title M.S. in OR, listed on the OR Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/operations-research). Final course selection must be approved by the student's advisory committee.

**Degree Requirements for the Dual-Title Ph.D.**

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. degree, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title Ph.D. in OR, listed on the OR Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/operations-research). Some courses may satisfy both Animal Science program requirements and those of the OR program. Final course selection must be approved by the student's dissertation committee.

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

In addition to the general Graduate Council requirements for dissertation committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the dissertation committee of an Animal Science and OR dual-title Ph.D. student must include at least one member of the OR Graduate Faculty. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role. If the chair of the dissertation committee is not also a member of the Graduate Faculty in OR, the member of the committee representing OR must be appointed as co-chair. The OR representative on the student's dissertation committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their dissertation committee and reflects their original research and education in Animal Science and OR. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the
dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the dissertation committee, the head of the graduate program, and the Graduate School.

**Student Aid**

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

**Courses**

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

**Learning outcomes**

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

1. KNOW. Students will demonstrate appropriate breadth and depth of disciplinary knowledge (e.g., nutrition, physiology, statistics, etc.), a command of the current literature relating to their thesis project, and a thorough understanding of the problems that their research addresses.

2. APPLY/CREATE. Students will apply current knowledge in their field to design animal studies and/or perform laboratory methods or other techniques to address their research problems, while generating and testing new ideas or hypotheses that provide solutions to those problems.

3. COMMUNICATE. Students will effectively communicate their research findings, both in writing, via abstracts and manuscripts, and orally, via seminars and oral or poster presentations, to peers, advisors/mentors, and other scholars and/or stakeholders in their specialty field or beyond their discipline.

4. THINK. Students will be able to conceptualize and critically evaluate the work of others in their field.

5. PROFESSIONAL PRACTICE. Students will be able to identify ethical issues in research, will become familiar with University policies involving the use of animals and human subjects in research, will act ethically and exhibit collegiality with other professionals within or outside of their field, and will engage in service to the profession and to society.

**Doctor of Philosophy (Ph.D.)**

1. KNOW. Students will demonstrate appropriate breadth and depth of disciplinary knowledge (e.g., nutrition, physiology, statistics, etc.), a command of the current literature relating to their thesis project, and a thorough understanding of the problems that their research addresses.

2. APPLY/CREATE. Students will apply current knowledge in their field to design animal studies and/or perform laboratory methods or other techniques to address their research problems, while generating and testing new ideas or hypotheses that provide solutions to those problems.
3. COMMUNICATE. Students will effectively communicate their research findings, both in writing, via abstracts and manuscripts, and orally, via seminars and oral or poster presentations, to peers, advisors/mentors, and other scholars and/or stakeholders in their specialty field or beyond their discipline.

4. THINK. Students will be able to conceptualize and critically evaluate the work of others in their field.

5. PROFESSIONAL PRACTICE. Students will be able to identify ethical issues in research, will become familiar with University policies involving the use of animals and human subjects in research, will act ethically and exhibit collegiality with other professionals within or outside of their field, and will engage in service to the profession and to society.

Contact

<table>
<thead>
<tr>
<th>Campus</th>
<th>University Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Terry D. Etherton</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)</td>
<td>Robert G. Elkin</td>
</tr>
<tr>
<td>Program Contact</td>
<td>Molly Martin</td>
</tr>
<tr>
<td></td>
<td>335 Agricultural Sciences and Industries Building</td>
</tr>
<tr>
<td></td>
<td>Henning Building</td>
</tr>
<tr>
<td></td>
<td>University Park PA 16802</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mjl217@psu.edu">mjl217@psu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(814) 863-3664</td>
</tr>
<tr>
<td>Program Website</td>
<td>View</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://animalscience.psu.edu/graduateprograms">http://animalscience.psu.edu/graduateprograms</a>)</td>
</tr>
</tbody>
</table>
Graduate Council
Program, Option, or Minor Proposal Form

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

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

College/School: Smeal College of Business
Department or Instructional Area: Professional Graduate 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:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: X Change Drop

Current designation of graduate program: ___ MPS in Corporate Innovation and Entrepreneurship
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): Updating the admission requirements

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

Submitted by Graduate Program Head

Shawn Clark
Printed name
Signature
Date: 10/25/18

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

Arvind Rangaswamy
Printed name
Signature
Date: 10/29/18

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

Steven Huddart
Printed name
Signature
Date: 10/25/18
| Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses: |
| On Behalf of David Babb | [Signature] | Date: 1/8/2019 |
| Printed name | Signature |

| Recommended by Chair, Graduate Council Committee on Programs and Courses: |
| On Behalf of C. Andrew Cole | [Signature] | Date: 1/8/2019 |
| Printed name | Signature |

| Noted by Dean of the Graduate School: |
| On Behalf of Regina Vasilatos-Younken | [Signature] | Date: 1/8/2019 |
| Printed name | Signature |
PROGRAM CHANGE PROPOSAL —
MASTER OF PROFESSIONAL STUDIES IN CORPORATE INNOVATION AND ENTREPRENEURSHIP

THE PENNSYLVANIA STATE UNIVERSITY — SMEAL COLLEGE OF BUSINESS
DR. SHAWN M. CLARK — CLINICAL PROFESSOR OF INNOVATION AND ENTREPRENEURSHIP
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D. Revised Bulletin .................................................................................... Error! Bookmark not defined.
Corporate Innovation and Entrepreneurship ........................................... Error! Bookmark not defined.
Degrees Conferred: ................................................................................. Error! Bookmark not defined.
The Graduate Faculty ............................................................................... Error! Bookmark not defined.
The Program ............................................................................................ Error! Bookmark not defined.
   Admission Requirements ..................................................................... Error! Bookmark not defined.
   Language of Instruction ....................................................................... Error! Bookmark not defined.
   Degree Requirements .......................................................................... Error! Bookmark not defined.
   Culminating Experience ....................................................................... Error! Bookmark not defined.
   Student Aid .......................................................................................... Error! Bookmark not defined.
   Courses ............................................................................................... Error! Bookmark not defined.
A. Program Change Justification

The purpose of requesting an update to the graduate proposal and bulletin is to: update admission requirements.

B. Learning Goals and Objectives

The Master of Professional Studies in Corporate Innovation and Entrepreneurship Learning Goals and Objectives:

1. Creativity and New Thinking
   Master of Corporate Innovation and Entrepreneurship graduates will master a broad core of foundational knowledge related to corporate innovation and creativity, and be able to integrate and apply this knowledge to new ventures, but in startups and mature organizations.
   Learning Objectives:
   - Graduates will be able to demonstrate competency in the underlying concepts, theory, and tools related to innovation and creativity.
   - Graduates will learn the techniques involved in thinking creatively, innovatively, and strategically.
   - Graduates will understand the benefits and purpose of invention and innovation in multiple business domains.
   - Graduates will acquire the analytical and critical thinking skills needed to identify, analyze, generate, and evaluate alternative solutions to business problems.
   - Graduates will be able to articulate and defend their ideas, concepts, and analyses, and recommended solutions to a variety of business audiences.

2. Corporate Innovation Domains
   Master of Corporate Innovation and Entrepreneurship graduates will master a broad core of foundational knowledge related to innovation, and be able to integrate and apply this knowledge to a wide variety of business domains.
   Learning Objectives:
   - Graduates will be able to demonstrate competency in understanding how to perform product, service, technology, process, policy, and strategy innovation.
   - Graduates will be able to demonstrate competency in analyzing, developing, and implementing new business models.

3. New Venture Creation
   Master of Corporate Innovation and Entrepreneurship graduates will master a broad core of knowledge related to new venture creation, and be able to integrate and apply this knowledge in different organizational contexts.
   Learning Objectives:
   - Graduates will be able to demonstrate competency in the methods, practices, and activities associated with launching a new venture or startup and turning it into a viable business initiative.
   - Graduates will be able understand and manage the issues, barriers, and enablers associated with launching a successful new venture.
   - Graduates will be able to understand the best approaches new venture business planning and strategy implementation.
Graduates will be able to understand the implications and best practices associated with protecting and managing intellectual property.

4. **Corporate Innovation, Entrepreneurship, and Organization**
   Master of Corporate Innovation and Entrepreneurship graduates will master a broad core of foundational knowledge related to leading and managing organizations in a manner that encourages innovation.
   Learning Objectives:
   - Graduates will be able to demonstrate competency in how to make an organization more innovative leveraging business strategy and corporate culture.
   - Graduates will be able to demonstrate competency in applying the principles of innovation to human resource policy, reward systems, business processes, marketing, and strategic decision making.
   - Graduates will be able to demonstrate competency in understanding how to establish, develop, and manage innovative teams.

5. **Core Business Knowledge**
   Master of Corporate Innovation and Entrepreneurship graduates will master a broad core of foundational business knowledge and be able to integrate and apply this knowledge to business situations requiring innovation, and interdisciplinary perspectives.
   Learning Objectives:
   - Graduates will be able to demonstrate competency in the underlying concepts, theory, and tools of general business.
   - Graduates will be able to use their knowledge of different business disciplines to identify, analyze, and recommend solutions to complex business problems, blending functional expertise and multi-disciplinary perspectives.

6. **Leadership and Communication Skills**
   Graduates will demonstrate the interpersonal skills needed to be effective managers and leaders of innovation.
   Learning Objectives:
   - Graduates will increase their skills in leadership, team building, interpersonal influence, and the management of innovation and change.
   - Graduates will be able to communicate and work effectively with others in an increasingly diverse workplace. These learning outcomes will be achieved by a combination of lectures by faculty, invited guest speakers, reading of key literature, case method, individual and team projects, and practical involvement in a leadership immersion capstone experience.

C. Comparison of Changes

**Old Admission Requirements**

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

Applicants will be required to:
• Have completed an average of three years of post-undergraduate, professional work experience. Managerial or team leadership experience is preferred but not required. Less experienced candidates will be considered at the discretion of the program director.

• Submit two strong letters of recommendation.

• Submit official transcripts from all post-secondary institutions attended. (http://www.gradschool.psu.edu/prospective-students/how-to-apply/new-applicants/requirements-for-graduate-admission)

• Submit a statement of purpose (a 600 word essay articulating career and education goals) and a current resume.

GRE/GMAT scores are NOT required.

New Admission Requirements

Applicants must apply for admission to the certificate program via the Graduate School application for admission. Admission requirements are stated in the GENERAL INFORMATION section of the Graduate Bulletin. International applicants must also satisfy the English proficiency requirement.

Applicants will be required to:

• Have completed an average of three years of post-undergraduate, professional work experience. Managerial or team leadership experience is preferred, but not required. Less experienced candidates will be considered at the discretion of the program director.
• Submit a vita or résumé - A one-to two-page listing of your professional experience and education.
• Submit two strong letters of recommendation.
• Submit official transcripts from all post-secondary institutions attended.
• Submit a statement of purpose (a 600 word essay articulating career and education goals) and a current resume.
• GRE/GMAT scores are NOT required.

5
The Master of Professional Studies in Corporate Innovation and Entrepreneurship program prepares graduates to stand out in the workplace and/or a competitive job market by studying at a highly-reputed business school with some of the world’s leading academic thinkers and industry experts. This program provides students with the business, leadership, and organizational skills needed to lead and facilitate corporate innovation in its many forms, new venture creation, effective change management, and entrepreneurial business planning. Students will acquire the skills needed to succeed in today’s dynamic work environments, gain a firm understanding of business and technology issues and problems, and be prepared to become leaders of innovation. The two primary concentration areas provided through this program, involving business and engineering, will give students the opportunity to develop competencies tailored to their needs in a corporate setting. Additional secondary academic concentrations are offered to allow students to explore focused business domains in-depth that relate directly to innovation and entrepreneurship. The program is taught by the same world-class professors who teach our M.B.A., executive education, and engineering students. A solid foundation in innovation, entrepreneurship, strategy, decision analysis, management, organizational behavior, accounting, marketing, business planning, and finance will make graduates more attractive to hiring managers and enable them to advance more rapidly into management and leadership positions. These learning outcomes are achieved by a combination of online learning experiences, lectures by faculty, invited guest lecturers, reading of key literature, individual and team projects, and a capstone experience that synthesizes and integrates past learning.

Admission Requirements

Applicants must apply for admission to the certificate program via the Graduate School application for admission (http://www.gradschool.psu.edu/prospective-students/how-to-apply/new-applicants/requirements-for-graduate-admission/). Admission requirements are stated in the GENERAL INFORMATION (http://bulletins.psu.edu/graduate/generalinformation/admission2) section of the Graduate Bulletin. International applicants must also satisfy the English proficiency requirement (http://bulletins.psu.edu/graduate/generalinformation/admission2).

Applicants will be required to:

- Submit a statement of purpose (a 600 word essay articulating career and education goals) and a current resume.
- GRE/GMAT scores are NOT required.
- The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. See GCAC-305 Admission Requirements for International Students (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/admission-requirements-international-students) for more information.
- Applicants to the Penn State Smeal Master of Professional Studies in Corporate Innovation and Entrepreneurship program must have a minimum TOEFL score of 585 on the paper-based test, or a total score of 80 with a 20 on the speaking section for the Internet-based test (iBT). The minimum acceptable composite score for the IELTS for applicants is 6.5.

Degree Requirements

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

Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Requirements (http://gradschool.psu.edu/graduate-education-policies).

A minimum of 33 credits is required for the Master of Professional Studies in Corporate Innovation and Entrepreneurship program. At least 18 credits must be at the 500 or 800 level, with at least 6 at the 500 level. In addition to the 15 required core credits listed below, students are required to complete 9 elective credits in a Primary Concentration area, and 9 elective credits in a Secondary Concentration. The list of courses that will fulfill the Primary and Secondary Concentration areas is maintained by the graduate program office.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBADM 531</td>
<td>Corporate Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 810</td>
<td>Emerging Trends, Technology, and Corporate Innovation</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 502</td>
<td>Business Modeling and New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 820</td>
<td>Corporate Innovation Strategies and Entrepreneurial Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Primary Concentration: 9

Secondary Concentration: 9

Culminating Experience

| ENTR 830   | Entrepreneurial Business Planning and Strategy Execution| 3 |

Total Credits 33

1 The list of courses that will fulfill the Primary and Secondary Concentration areas is maintained by the graduate program office.

The capstone course, ENTR 830, serves a critical role in helping students synthesize and integrate past learning in the M.P.S. program, providing additional education on how to write a form business case or business plan, implement plans and new venture strategies, and scale new ventures to become mature business organizations. Additionally, this class requires students to write a robust, in-depth research paper on a topic related to innovation and entrepreneurship.
Student Aid

World Campus students in graduate degree programs may be eligible for financial aid. Refer to the Tuition and Financial Aid section (http://www.worldcampus.psu.edu/tuition-and-financial-aid) of the World Campus website for more information.

Courses

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

Contact

Campus World Campus
Graduate Program Head Shawn Mitchell Clark
Director of Graduate Studies (DGS) Shawn Mitchell Clark
or Professor-in-Charge (PIC)
Program Contact Michelle Kristen Rockower
220 Business Building
University Park PA 16802
mkk114@psu.edu
(814) 863-0474

Program Website View (http://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-corporate-innovation-and-entrepreneurship-masters/overview)
**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.

<table>
<thead>
<tr>
<th>College/School:</th>
<th>College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or Instructional Area:</td>
<td>Counselor Education</td>
</tr>
</tbody>
</table>

**New Graduate Program, Option, or Minor:**

- [ ] Add

**Penn State Graduate School**

**Designation of new graduate program:**

**Classification of Instructional Programs (CIP) Code:**

**Designation of new graduate option:**

**Designation of new graduate minor:**

**Indicate effective semester:**

- [ ] First semester following approval
- [ ] Second semester following approval

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

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

- [ ] Change
- [ ] Drop

**Current designation of graduate program:** Ph.D. Counselor Education

**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):** The program needs updated because the two internship courses were combined into one course.

**Indicate effective semester:**

- [ ] First semester following approval
- [ ] Second semester following approval

**Submitted by Graduate Program Head**

Carlos Zalekatt [Signature]

Date: 9/25/18

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

John Haben [Signature]

Date: 10-11-18

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

David H. Wolk [Signature]

Date: 10/4/18
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of David Babb
Printed name
Signature

Date: 1/8/2019

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

On Behalf of C. Andrew Cole
Printed name
Signature

Date: 1/8/2019

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature

Date: 1/8/2019
Counselor Education Ph.D. Program Change

A. A justification for proposed changes, such as updating instruction, together with an indication of expected enrollments and any effects on existing programs.

A change to the program is necessary because faculty combined the two doctoral internship courses (CNED 5951 & 595K) into one doctoral internship course (5951). The two courses had originally focused on either Teaching only or Counselling only while the new combined course covers both areas plus supervision. Students still need to take 5951 two times in order to complete the required 600 hours of internship. A course change proposal was previously submitted, but cannot be completed until this corresponding program change is completed.

B. A list of Program Learning Objectives*. A graduate program’s learning objectives should reflect the Graduate Council Scholarly and Professional Goals for All Graduate Students. For each Program Learning Objective listed, state how it links to one or more of the five Scholarly and Professional Goals.

<table>
<thead>
<tr>
<th>CNED Program Objectives for all Graduate Students</th>
<th>Links to Graduate Council Scholarly and Professional Goals for All Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program prepares students to:</td>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<tr>
<td>• Be employed as counselors and serve as effective, ethical professionals in schools, community/mental health agencies, rehabilitation agencies, career and job related agencies, private practice, and colleges and universities.</td>
<td></td>
</tr>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because to secure employment as a counselor graduates demonstrate extensive disciplinary knowledge and awareness of major issues affecting the profession (Objective 1); as well knowledge of and ethical application (Objective 5) of best techniques and practices (Objective 2). In addition, they need to communicate effectively (Objective 3) a clear conceptualization of professional issues and ways to address</td>
<td></td>
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<tr>
<td>2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.</td>
<td></td>
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<tr>
<td>3. Communicate the major issues of their discipline effectively;</td>
<td></td>
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<tr>
<td>4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;</td>
<td></td>
</tr>
<tr>
<td>5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are</td>
<td></td>
</tr>
</tbody>
</table>
| **Provide effective programs, interventions, and advocacy for individuals, couples, families, groups, and organizations.** | **1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;**  

2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.  

3. Communicate the major issues of their discipline effectively;  

4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;  

5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline. |
<table>
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</thead>
<tbody>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because to provide effective programs and interventions, and to advocate for client(s), counselors need to achieve in-depth disciplinary knowledge and understand the major issues affecting them and their clients (Objective 1), as well as knowledge of and ethical application (Objective 5) of best techniques and practices (Objective 2). In addition, they need to communicate effectively (Objective 3) a clear conceptualization of client issues and ways to address them in a collaborative way with related professions (Objective 4).</td>
<td></td>
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</tbody>
</table>

**Provide leadership in educational, and human and rehabilitation services settings.** |  

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of major issues affecting the profession (Objective 1) provides the basis for effective leadership in their field. In addition, they need to communicate effectively (Objective 3) a clear conceptualization of professional issues and ways to address them in a collaborative way with related professions (Objective 4). |
<table>
<thead>
<tr>
<th>them in a collaborative way with related professions (Objective 4). All of which needs to be based on a strong ethical foundation (Objective 5).</th>
<th>defined, the best practices of their discipline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context.</td>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of major issues affecting the profession (Objective 1) is foundational for professional and client empowering and advocating. Furthermore, a clear conceptualization of empowering and professional issues and ways to address them in a collaborative way with related professions (Objective 4) are needed to guide advocacy efforts. Effective ways to communicate to empower and advocate for others, and collaborate with others (Objective 3), framed on a solid ethical foundation and best practices (Objective 5) provide the additional elements for effective advocacy.</td>
<td>3. Communicate the major issues of their discipline effectively;</td>
</tr>
<tr>
<td>4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;</td>
<td>5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline.</td>
</tr>
<tr>
<td>• Utilize multicultural and social justice counseling competencies to serve and empower diverse populations.</td>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of how issues of diversity and inequalities affect the profession (Objective 1). Furthermore, deep, analytical and critical thinking is necessary to develop multicultural and social justice awareness, knowledge, and</td>
<td>2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.</td>
</tr>
<tr>
<td>3. Communicate the major issues of their discipline effectively;</td>
<td></td>
</tr>
<tr>
<td>Objective 4: Ways to communicate effectively (Objective 3) across different races, ethnicities, and other cultural groups is needed for culturally-sensitive dialogues. Finally, learning and applying multicultural and social skills is an ethical mandate for counselors (Objective 5), as it is the use of appropriate counseling techniques and practices (Objective 2).</td>
<td>Objective 5: Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline.</td>
</tr>
</tbody>
</table>

- Exhibit a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because to achieve this objective counselors need to engage in deep analytical and critical thinking within their discipline and professional work (Objective 4). Appropriate breadth and depth of disciplinary knowledge (Objective 1), as well as good knowledge of ethics, professional standards, and best practices (Objective 5) complement the self-reflection process and use of feedback.

| Objective 1: Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline; |

- Incorporate and develop best practices through the application of counseling theories, research, scholarly literature, and technology.

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of professional issues (Objective 1),

<p>| Objective 2: Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment. | Objective 3: Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and; |</p>
<table>
<thead>
<tr>
<th>Combined with a strong ethical foundation and use of best practices (Objective 5) create a solid foundation for objective achievement. Good analytical and critical thinking (Objective 4) are also necessary to achieve this objective; as it is the use of disciplinary methods and techniques to apply best practices, and create new interventions (Objective 2). Effective communication provides the bridge for successful implementation of best practices (Objective 3).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Communicate the major issues of their discipline effectively;</td>
</tr>
<tr>
<td>4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;</td>
</tr>
<tr>
<td>5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline.</td>
</tr>
</tbody>
</table>

C. A revised version of the affected area showing both the old program requirements and the new program requirements (so that the reviewers can determine what specifically is being changed). The proposal should include a side-by-side comparison of admission requirements, number of credits required, specific courses to be taken, etc. A copy of the existing Graduate Bulletin description, with all changes marked (with track changes, for example), also must be included.

See revisions below.

D. Original written responses from departments affected, either by potential overlapping content or audience or by potential opportunities for collaboration (received during consultation phase).

See consultations below.

E. Written evidence of consultation with the Office for Research Protections regarding SARI requirements, as necessary, depending on the nature of the proposed change(s)*. For example, addition of a new degree would require such consultation, but changes to existing degree requirements may not, unless the changes affect previously approved SARI requirements for the program.

The change to the internship courses does not affect SARI requirements for the program.
Hi, Chris,

Sorry for the delay as I checked in with a few people. The drop and changes seem fine.

Happy curriculum shepherding!
Rose

---

On Sep 4, 2018, at 4:43 PM, Andrus, Christine Marie <cma18@psu.edu> wrote:

Hello,
The Counselor Education Program is preparing to submit two program changes (M.Ed., Ph.D.) and one program drop (D.Ed.) for curricular review.
Please see attached. We kindly request your consultation on these proposals. Please email myself (cma18@psu.edu) and Dr. Peggy Van Meter (pvn1@psu.edu) with your questions/approval/disapproval of the three proposals within the two-week timeframe if at all possible.
Thanks very much for your time and consideration.
Take care,
Chris

Christine M. Andrus
Administrative Support Assistant
Graduate Programs
Department of Educational Psychology, Counseling, & Special Education
Penn State University
125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
[cma18@psu.edu]

<CNED DEd drop Final.docx><CNED MEd change Final.docx><CNED PhD change Final.docx>
I approve of the proposed program changes.

Julia

Julia Plummer, Ph.D.
Associate Professor of Science Education
Penn State University
Curriculum & Instruction Department
Director of Curriculum
149 Chambers Building
(814) 863-8922

---

From: "Andrus, Christine Marie" <cma18@psu.edu>
Date: Tuesday, September 4, 2018 at 4:45 PM
To: "Lee, David" <dxl34@psu.edu>, "Clariana, Roy" <rbc4@psu.edu>, "Zbiek, Rose Mary" <rmz101@psu.edu>, "Kinser, Kevin" <kpk9@psu.edu>, "GAMSON, DAVID ALEXANDER" <dag17@psu.edu>, "Lloyd, Gwendolyn Monica" <gml14@psu.edu>, "Land, Susan Mary" <sml11@psu.edu>, Julia Plummer <jdp17@psu.edu>, "Holst, John Dennis" <jdh91@psu.edu>
Cc: "Van Meter, Peggy Noel" <pnv1@psu.edu>
Subject: Counselor Education Program Changes- Consultation Needed

Hello,

The Counselor Education Program is preparing to submit two program changes (M.Ed., Ph.D.) and one program drop (D.Ed.) for curricular review.

Please see attached. We kindly request your consultation on these proposals. Please email myself (cma18@psu.edu) and Dr. Peggy Van Meter (pnv1@psu.edu) with your questions/approval/disapproval of the three proposals within the two-week timeframe if at all possible.

Thanks very much for your time and consideration.

Take care,

Chris

Christine M. Andrus
Administrative Support Assistant
Graduate Programs
Department of Educational Psychology, Counseling, & Special Education
Penn State University
125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
cma18@psu.edu
these changes look fine to me.
thanks-
susan

From: Andrus, Christine Marie
Sent: Friday, September 14, 2018 12:59:20 PM
To: Lee, David; Clariana, Roy; Zbiek, Rose Mary; GAMSON, DAVID ALEXANDER; Lloyd, Gwendolyn Monica; Land, Susan Mary; Plummer, Julia Diane; Holst, John Dennis
Cc: Van Meter, Peggy Noel
Subject: RE: Counselor Education Program Changes- Consultation Needed

Hello,
The Counselor Education Program is preparing to submit two program changes (M.Ed., Ph.D.) and one program drop (D.Ed.) for curricular review.
Please see attached. We kindly request your consultation on these proposals. Please email myself (cma18@psu.edu) and Dr. Peggy Van Meter (pny1@psu.edu) with your questions/approval/disapproval of the three proposals within the two-week timeframe if at all possible.
Thanks very much for your time and consideration.
Take care,
Chris

Christine M. Andrus
Administrative Support Assistant
Graduate Programs
Department of Educational Psychology, Counseling, & Special Education
Penn State University
125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
cma18@psu.edu
Thanks for checking. We have no issues with these proposed changes. Thanks for checking.

Best,
-kevin kinser
Graduate Program Head
Carlos Zalaquett

Program Code
CNED

Campus(es)
University Park (Ph.D., D.Ed., M.Ed.)
Doctor of Philosophy (Ph.D.)

Degrees Conferred
Master of Education (M.Ed.)
Dual-Title Ph.D and M.Ed. in Counselor Education and Comparative and International Education

The Graduate Faculty
View

Professional preparation is offered at the master's level (M.Ed.) with emphasis areas in career counseling, clinical mental health counseling, school counseling, and rehabilitation counseling.

The Ph.D. program prepares candidates for positions as counselor education faculty members.
Admission Requirements

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

Scores from the Graduate Record Examination (GRE) are required for admission to the Ph.D. program. GRE scores are not required for the M.Ed. program.

M.Ed. applications with a 3.0 junior/senior average (on a scale of 4.00) and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.0 grade-point average may be made for students with special backgrounds, abilities, and interests.

Doctoral applicants must have completed a master's degree in counselor education prior to admission into the Ph.D. program. A master's degree is required for admission that must be comprised of a minimum of 48 credit hours that align with the standards of the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). All doctoral applicants should present at least a 3.33 average in all graduate study completed prior to admission.

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

All candidates are expected to exhibit, in addition to academic competence, effectiveness in interpersonal relations and in both written and oral communication. They also must provide evidence in support of professional counseling activities and involvement in professional organizations. All degree options require students to participate in extensive practicum or fieldwork experience under supervision.

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

The M.Ed. program includes 60-61 credits depending on the area of emphasis. This includes 36-5 credits of core requirements plus 24-25 credits depending on the area of emphasis. All courses must be taken at the 400 or 500 level.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNED 404</td>
<td>Group Procedures in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 500</td>
<td>Introduction to Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNED 501</td>
<td>Counseling Theory and Method</td>
<td>3</td>
</tr>
<tr>
<td><strong>CNED 503</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>CNED 505</td>
<td>Foundations of Career Development and Counseling Information</td>
<td>3</td>
</tr>
<tr>
<td>CNED 506</td>
<td>Individual Counseling Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CNED 507</td>
<td>Multicultural Counseling: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CNED 525</td>
<td>Applied Testing in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 526</td>
<td>Research in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595A</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>CNED 595E</strong> or <strong>G</strong></td>
<td>Counseling Internship and Integrative Seminar</td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Culminating Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNED 596</td>
<td>Individual Studies (Master's Paper)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 369

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.
The Ph.D. program consists of a minimum of four academic years of graduate level preparation (including master’s-level preparation), defined as eight semesters.

The Ph.D. program consists of a minimum of 96 credits including master-level preparation in counselor education. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (36 credits including 6 credit hours of 595I doctoral a counseling and teaching internship), a specialty area of study (15 credits), and empirical foundations (15 credits). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced course work in research design, statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNED 502</td>
<td>Advanced Counseling Theory and Method</td>
<td>3</td>
</tr>
<tr>
<td>CNED 554</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 555</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 580</td>
<td>Foundations: History and Trends in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 581</td>
<td>Professional Issues in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 582</td>
<td>Advanced Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>CNED 589</td>
<td>Seminar on Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595D</td>
<td>Supervision of Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595I</td>
<td>Counselor Education Doctoral Internship</td>
<td>6</td>
</tr>
<tr>
<td>CNED 595K</td>
<td>Counselor Education Doctoral Counseling Internship</td>
<td>6</td>
</tr>
<tr>
<td>CNED 595P</td>
<td>Counselor Education Doctoral Counseling Practicum (3 credits per semester; two semesters [6 credits] are required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Specialty Area of Study | 15
Empirical Foundations | 15
Total Credits | 69

Qualifying Examination

All Ph.D. students are required to have a master's degree in counselor education prior to admission. After completion of 12 credits of doctoral study, which may allow the student to take
the qualifying examination as early as the second semester in their doctoral program, Ph.D. students may take a qualifying examination. Given the requirement that doctoral students will have a master's degree in counselor education thereby demonstrating their ability to complete graduate work successfully, the nature of the qualifying examination will include a review of the following by the student's qualifying examination committee:

1. the student's professional resume,
2. a statement regarding the general direction of the student's research interests and possible areas of dissertation inquiry,
3. grades from completed graduate courses,
4. proposed course of study for subsequent semesters,
5. selected graduate papers written by the student, and
6. a statement regarding the student's professional goals.

In the qualifying examination, the student's qualifying examination committee determines the student's ability to continue in the program and to conduct doctoral research.

Comprehensive Examination

Ph.D. students are required to take a written and oral comprehensive examination once their course work is completed (or when they are in their final semester of required course work) and prior to the dissertation. The examination, prepared by the student's dissertation committee, covers all areas of the student's doctoral work. The comprehensive examination for Ph.D. students must include an assessment of the student's competence related to conducting independent and original research.

Dissertation Committee Composition

The dissertation committee must meet all Graduate Council requirements.

Doctoral Dissertation and Final Oral Examination

Ph.D. students should complete the writing of the dissertation and make revisions to the satisfaction of the committee chair, who is expected to ensure that the dissertation is in near final form before allowing the final oral examination (defense) to be scheduled. The student is responsible for arranging and scheduling a time so that all members of the committee can be present. The student must give each committee member a copy of the complete dissertation two weeks before the final oral examination. Students should not expect this to be the final version for submission to the Graduate School, as there are typically revisions after successful completion of the oral defense.

English Competence

Candidates for the Ph.D. program are required to demonstrate high-level competence in the use of English language, including reading, writing, and speaking. Counselor Education evaluates English language proficiency in several ways. Prior to admission all students are required to
provide written goals statements and personal development statements that are evaluated by faculty as a portion of the application process. Additionally, international students must have either earned a master’s degree in the United States or supply official minimum scores for the TOEFL. Once admitted to the program and prior to taking the qualifying examination, students are evaluated for their reading, writing, and speaking in class assignments and as a part of their first-year portfolio evaluation. When problems are identified, individual remediation programs are developed that utilize faculty and all appropriate University resources.

Resources

- LionPATH
- CollegeNET
- Canvas

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- Equal Opportunity Policy
- Copyright
- Privacy and Legal Statements

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Dual-Titles

Dual-Title M.Ed., D.Ed., and Ph.D. in Counselor Education and Comparative and International Education

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

Admissions Requirements

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

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Counselor Education, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title in Comparative and International Education, listed on the Comparative and International Education Bulletin page.

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

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

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

Courses

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

Contact

<table>
<thead>
<tr>
<th>Campus</th>
<th>University Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Carlos P Zalaquett</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)</td>
<td>Carlos P Zalaquett</td>
</tr>
<tr>
<td>Program Contact</td>
<td>Christine Marie Andrus</td>
</tr>
<tr>
<td></td>
<td>125 CEDAR Building</td>
</tr>
<tr>
<td></td>
<td>University Park PA 168023110</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cma18@psu.edu">cma18@psu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(814) 865-8304</td>
</tr>
<tr>
<td>Program Website</td>
<td>View</td>
</tr>
</tbody>
</table>
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.

College/School: College of Education
Department or Instructional Area: Counselor Education

New Graduate Program, Option, or Minor:  □ Add

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

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

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

Current designation of graduate program: M.Ed. Counselor Education
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): CNED 0303001 & CNED 0303004 were combined due to DOE changes that combined elementary & secondary counseling into the PK-12 cert.

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

Submitted by Graduate Program Head
Carlos Zalaquett
Printed name
Signature
Date: 9/25/18

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

Printed name
Signature
Date: 10-11-18

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

Printed name
Signature
Date: 10/4/18
<table>
<thead>
<tr>
<th>Role</th>
<th>Printed name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Graduate Council Subcommittee</td>
<td>David Babb</td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>Chair, Graduate Council Committee on</td>
<td>C. Andrew</td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>Programs and Courses</td>
<td>Cole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of the Graduate School</td>
<td>Regina</td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td></td>
<td>Vasilatos-Youken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Change to M.Ed. Program in Counselor Education

A. A justification for proposed changes, such as updating instruction, together with an indication of expected enrollments and any effects on existing programs.

Due to changes in the field, the program needs to be updated. Two specific areas are being addressed:

1. CNED 503 & 504, as well as, CNED 595E & 595F, were combined due to PDE changes that combined elementary and secondary school counseling into the PK-12 certification. CNED 503 and CNED 595F were dropped. Students still need to take 595E two times in order to complete the required 600 hours of internship. The old distinction between elementary and secondary school counseling is no longer required. Proposals were put forward previously to combine these courses but the graduate school requires a program change to complete the process.

2. The number of required credits was increased from 51 to 60, in order to comply with accreditation requirements. This higher required number of credits is also consistent with counselor licensure standards. Students will select from existing CNED courses or electives as relevant to the students’ professional program.

3. Change the number of credit hours for required courses from 39 to 36. The previous version of the bulletin erroneously listed 503 as a required course. 503 was never a required course but this error was only caught during this revision.

B. A list of Program Learning Objectives*. A graduate program’s learning objectives should reflect the Graduate Council Scholarly and Professional Goals for All Graduate Students. For each Program Learning Objective listed, state how it links to one or more of the five Scholarly and Professional Goals.

<table>
<thead>
<tr>
<th>CNED Program Objectives for all Graduate Students.</th>
<th>Links to Graduate Council Scholarly and Professional Goals for All Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program prepares students to:</td>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<tr>
<td>• Be employed as counselors and serve as effective, ethical professionals in schools, community/mental health agencies, rehabilitation agencies, career and job related agencies, private practice, and colleges and universities.</td>
<td>2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new</td>
</tr>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate</td>
<td></td>
</tr>
</tbody>
</table>
4) Develop a strong professional (disciplinary) foundation in advanced coursework and professional issues that will equip students to address complex ethical dilemmas and issues of social justice, and to serve as effective leaders and professionals in their chosen field.

3) Communication skills: Students are expected to demonstrate the ability to communicate effectively across disciplines, both orally and in written form. This includes the ability to present complex ideas clearly and persuasively, and to write effectively for a variety of audiences.

2) The disciplinary dimension: Students are expected to demonstrate a deep understanding of their chosen discipline, as well as an appreciation for the interdisciplinary nature of many complex issues.

1) Personal and professional development: Students are expected to develop the skills and qualities necessary to succeed in their chosen field, including critical thinking, problem-solving, and effective interpersonal skills.

The integration of these competencies is essential for students to be successful in their academic and professional endeavors. Students are encouraged to engage in self-reflection and continuous improvement throughout their academic journey.
- Provide leadership in educational, and human and rehabilitation services settings.

| 1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline; |
| 3. Communicate the major issues of their discipline effectively; |
| 4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and; |
| 5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline. |

- Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context.

| 1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline; |
| 3. Communicate the major issues of their discipline effectively; |
| 4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and; |
| 5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline. |

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of major issues affecting the profession (Objective 1) provides the basis for effective leadership in their field. In addition, they need to communicate effectively (Objective 3) a clear conceptualization of professional issues and ways to address them in a collaborative way with related professions (Objective 4). All of which needs to be based on a strong ethical foundation (Objective 5). Furthermore, a clear conceptualization of empowering and professional issues and ways to address them in a collaborative way with related professions (Objective 4) are needed to guide advocacy efforts. Effective ways to communicate to empower and advocate for others, and collaborate with others (Objective 3), framed on a solid ethical foundation and best practices (Objective 5).
<table>
<thead>
<tr>
<th><strong>Utilize multicultural and social justice counseling competencies to serve and empower diverse populations.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of how issues of diversity and inequalities affect the profession (Objective 1). Furthermore, deep, analytical and critical thinking is necessary to develop multicultural and social justice awareness, knowledge, and skills (Objective 4). Ways to communicate effectively (Objective 3) across different races, ethnicities, and other cultural groups is needed for culturally-sensitive dialogues. Finally, learning and applying multicultural and social skills is an ethical mandate for counselors (Objective 5), as it is the use of appropriate counseling techniques and practices (Objective 2).</td>
</tr>
<tr>
<td><strong>Exhibit a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.</strong></td>
</tr>
<tr>
<td>This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because to achieve this objective counselors need to engage in deep analytical and critical thinking within their discipline and professional work (Objective 4). Appropriate breadth and depth of disciplinary knowledge</td>
</tr>
<tr>
<td><strong>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</strong></td>
</tr>
<tr>
<td><strong>2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.</strong></td>
</tr>
<tr>
<td><strong>3. Communicate the major issues of their discipline effectively;</strong></td>
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<tr>
<td><strong>4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines;</strong> and;</td>
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</tbody>
</table>
(Objective 1), as well as good knowledge of ethics, professional standards, and best practices (Objective 5) complement the self-reflection process and use of feedback.

- Incorporate and develop best practices through the application of counseling theories, research, scholarly literature, and technology.

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students (also, see right-column) because extensive disciplinary knowledge and awareness of professional issues (Objective 1), combined with a strong ethical foundation and use of best practices (Objective 5) create a solid foundation for objective achievement. Good analytical and critical thinking (Objective 4) are also necessary to achieve this objective; as it is the use of disciplinary methods and techniques to apply best practices, and create new interventions (Objective 2). Effective communication provides the bridge for successful implementation of best practices (Objective 3).

<table>
<thead>
<tr>
<th></th>
<th>defined, the best practices of their discipline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
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</tr>
</tbody>
</table>

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C. A revised version of the affected area showing both the old program requirements and the new program requirements (so that the reviewers can determine what specifically is being changed). The proposal should include a side-by-side comparison of admission requirements, number of credits required, specific courses to be taken, etc. A copy of the existing Graduate Bulletin description, with all changes marked (with track changes, for example), also must be included.

See Bulletin revisions.
D. Original written responses from departments affected, either by potential overlapping content or audience or by potential opportunities for collaboration (received during consultation phase).

See below consultations.

E. Written evidence of consultation with the Office for Research Protections regarding SARI requirements, as necessary, depending on the nature of the proposed change(s). For example, addition of a new degree would require such consultation, but changes to existing degree requirements may not, unless the changes affect previously approved SARI requirements for the program.

The changes to these courses does not affect SARI requirements for the program.
Hi, Chris,

Sorry for the delay as I checked in with a few people. The drop and changes seem fine.

Happy curriculum shepherding!

Rose

On Sep 4, 2018, at 4:43 PM, Andrus, Christine Marie <cma18@psu.edu> wrote:

Hello,
The Counselor Education Program is preparing to submit two program changes (M.Ed., Ph.D.) and one program drop (D.Ed.) for curricular review.
Please see attached. We kindly request your consultation on these proposals. Please email myself (cma18@psu.edu) and Dr. Peggy Van Meter (pvn1@psu.edu) with your questions/approval/disapproval of the three proposals within the two-week timeframe if at all possible.
Thanks very much for your time and consideration.
Take care,
Chris

Christine M. Andrus
Administrative Support Assistant
Graduate Programs
Department of Educational Psychology, Counseling, & Special Education
Penn State University
125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
cma18@psu.edu

<CNED DEd drop Final.docx><CNED MEd change Final.docx><CNED PhD change Final.docx>
I approve of the proposed program changes.

Julia

Julia Plummer, Ph.D.
Associate Professor of Science Education
Penn State University
Curriculum & Instruction Department
Director of Curriculum
149 Chambers Building
(814) 863-8922

From: "Andrus, Christine Marie" <cma18@psu.edu>
Date: Tuesday, September 4, 2018 at 4:45 PM
To: "Lee, David" <dxl34@psu.edu>, "Clariana, Roy" <rbc4@psu.edu>, "Zbiek, Rose Mary" <rmz101@psu.edu>, "Kinser, Kevin" <kpk9@psu.edu>, "GAMSON, DAVID ALEXANDER" <dag17@psu.edu>, "Lloyd, Gwendolyn Monica" <gml14@psu.edu>, "Land, Susan Mary" <sml11@psu.edu>, Julia Plummer <jdp17@psu.edu>, "Holst, John Dennis" <jdh91@psu.edu>
Cc: "Van Meter, Peggy Noel" <pnv1@psu.edu>
Subject: Counselor Education Program Changes- Consultation Needed

Hello,
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125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
cma18@psu.edu
these changes look fine to me.
thanks-
susan

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Please see attached. We kindly request your consultation on these proposals. Please email myself (cma18@psu.edu) and Dr. Peggy Van Meter (pv1@psu.edu) with your questions/approval/disapproval of the three proposals within the two-week timeframe if at all possible.
Thanks very much for your time and consideration.
Take care,
Chris

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Administrative Support Assistant
Graduate Programs
Department of Educational Psychology, Counseling, & Special Education
Penn State University
125 CEDAR Building
University Park, PA 16802
814-865-8304
814-865-7066 FAX
cma18@psu.edu
Andrus, Christine Marie

From: Kinser, Kevin
Sent: Tuesday, September 11, 2018 10:12 AM
To: Andrus, Christine Marie
Cc: Van Meter, Peggy Noel
Subject: Re: Counselor Education Program Changes- Consultation Needed

Thanks for checking. We have no issues with these proposed changes. Thanks for checking.

Best,
-kevin kinser

From: "Andrus, Christine Marie" <cma18@psu.edu>
Date: Tuesday, September 4, 2018 at 4:45 PM
To: "Lee, David" <dxl34@psu.edu>, "Clariana, Roy" <rbc4@psu.edu>, "Zbiek, Rose Mary" <rmz101@psu.edu>, "Kinser, Kevin" <kpk9@psu.edu>, David Gamson <dag17@psu.edu>, "Lloyd, Gwendolyn Monica" <gml14@psu.edu>, "Land, Susan Mary" <sml11@psu.edu>, "Plummer, Julia Diane" <jdp17@psu.edu>, "Holst, John Dennis" <jdh91@psu.edu>
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814-865-8304
814-865-7066 FAX
cma18@psu.edu
Graduate Program Head
Carlos Zalaquett

Program Code
CNED

Campus(es)
University Park (Ph.D., D.Ed., M.Ed.)
Doctor of Philosophy (Ph.D.)

Degrees Conferred
Master of Education (M.Ed.)
Dual-Title Ph.D and M.Ed. in Counselor Education and Comparative and International Education

The Graduate Faculty
View

Professional preparation is offered at the master's level (M.Ed.) with emphasis areas in career counseling, clinical mental health counseling, school counseling, and rehabilitation counseling.

The Ph.D. program prepares candidates for positions as counselor education faculty members.
Admission Requirements

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

Scores from the Graduate Record Examination (GRE) are required for admission to the Ph.D. program. GRE scores are not required for the M.Ed. program.

M.Ed. applications with a 3.0 junior/senior average (on a scale of 4.00) and with appropriate course backgrounds will be considered for admission. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.0 grade-point average may be made for students with special backgrounds, abilities, and interests.

Doctoral applicants must have completed a master's degree in counselor education prior to admission into the Ph.D. program. A master's degree is required for admission that must be comprised of a minimum of 48 credit hours that align with the standards of the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). All doctoral applicants should present at least a 3.33 average in all graduate study completed prior to admission.

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

All candidates are expected to exhibit, in addition to academic competence, effectiveness in interpersonal relations and in both written and oral communication. They also must provide evidence in support of professional counseling activities and involvement in professional organizations. All degree options require students to participate in extensive practicum or fieldwork experience under supervision.

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

The M.Ed. program includes 604 to 619 credits depending on the area of emphasis. This includes 369 credits of core requirements plus 212 to 254 credits depending on the area of emphasis. All courses must be taken at the 400 or 500 level.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNED 404</td>
<td>Group Procedures in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 500</td>
<td>Introduction to Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNED 501</td>
<td>Counseling Theory and Method</td>
<td>3</td>
</tr>
<tr>
<td>CNED 503</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 505</td>
<td>Foundations of Career Development and Counseling Information</td>
<td>3</td>
</tr>
<tr>
<td>CNED 506</td>
<td>Individual Counseling Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CNED 507</td>
<td>Multicultural Counseling: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CNED 525</td>
<td>Applied Testing in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 526</td>
<td>Research in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595A</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595E/5</td>
<td>Counseling Internship and Integrative Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Culminating Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNED 596</td>
<td>Individual Studies (Master's Paper)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 369

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.
The Ph.D. program consists of a minimum of four academic years of graduate level preparation (including master’s-level preparation), defined as eight semesters.

The Ph.D. program consists of a minimum of 96 credits including master-level preparation in counselor education. Ph.D. students must satisfy advanced degree requirements in the CACREP counselor education core areas (36 credits including 6 credit hours of 595I doctoral a counseling and teaching internship), a specialty area of study (15 credits), and empirical foundations (15 credits). Students in the Ph.D. program are expected to complete a dissertation involving independent and original research. Students are expected to use theoretical models of counseling to investigate problems of importance to the field. The additional credits in the Ph.D. program incorporate advanced course work in research design, statistics, and counseling theory to prepare students for their subsequent roles as faculty members in counselor education programs.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CNED 502</td>
<td>Advanced Counseling Theory and Method</td>
<td>3</td>
</tr>
<tr>
<td>CNED 554</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 555</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNED 580</td>
<td>Foundations: History and Trends in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 581</td>
<td>Professional Issues in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CNED 582</td>
<td>Advanced Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>CNED 589</td>
<td>Seminar on Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595D</td>
<td>Supervision of Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595I</td>
<td>Counselor Education Doctoral Internship</td>
<td>6</td>
</tr>
<tr>
<td>CNED 595K</td>
<td>Counselor Education Doctoral Counseling Internship</td>
<td>3</td>
</tr>
<tr>
<td>CNED 595P</td>
<td>Counselor Education Doctoral Counseling Practicum (3 credits per semester; two semesters [6 credits] are required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Specialty Area of Study                          15
Empirical Foundations                            15
Total Credits                                    69

Qualifying Examination

All Ph.D. students are required to have a master's degree in counselor education prior to admission. After completion of 12 credits of doctoral study, which may allow the student to take
the qualifying examination as early as the second semester in their doctoral program, Ph.D. students may take a qualifying examination. Given the requirement that doctoral students will have a master’s degree in counselor education thereby demonstrating their ability to complete graduate work successfully, the nature of the qualifying examination will include a review of the following by the student's qualifying examination committee:

1. the student’s professional resume,
2. a statement regarding the general direction of the student’s research interests and possible areas of dissertation inquiry,
3. grades from completed graduate courses,
4. proposed course of study for subsequent semesters,
5. selected graduate papers written by the student, and
6. a statement regarding the student’s professional goals.

In the qualifying examination, the student’s qualifying examination committee determines the student’s ability to continue in the program and to conduct doctoral research.

Comprehensive Examination

Ph.D. students are required to take a written and oral comprehensive examination once their course work is completed (or when they are in their final semester of required course work) and prior to the dissertation. The examination, prepared by the student’s dissertation committee, covers all areas of the student's doctoral work. The comprehensive examination for Ph.D. students must include an assessment of the student’s competence related to conducting independent and original research.

Dissertation Committee Composition

The dissertation committee must meet all Graduate Council requirements.

Doctoral Dissertation and Final Oral Examination

Ph.D. students should complete the writing of the dissertation and make revisions to the satisfaction of the committee chair, who is expected to ensure that the dissertation is in near final form before allowing the final oral examination (defense) to be scheduled. The student is responsible for arranging and scheduling a time so that all members of the committee can be present. The student must give each committee member a copy of the complete dissertation two weeks before the final oral examination. Students should not expect this to be the final version for submission to the Graduate School, as there are typically revisions after successful completion of the oral defense.

English Competence

Candidates for the Ph.D. program are required to demonstrate high-level competence in the use of English language, including reading, writing, and speaking. Counselor Education evaluates English language proficiency in several ways. Prior to admission all students are required to
provide written goals statements and personal development statements that are evaluated by faculty as a portion of the application process. Additionally, international students must have either earned a master’s degree in the United States or supply official minimum scores for the TOEFL. Once admitted to the program and prior to taking the qualifying examination, students are evaluated for their reading, writing, and speaking in class assignments and as a part of their first-year portfolio evaluation. When problems are identified, individual remediation programs are developed that utilize faculty and all appropriate University resources.

Resources

- LionPATH
- CollegeNET
- Canvas

Quick Links

- Nondiscrimination Statement
- Equal Opportunity Policy
- Copyright
- Privacy and Legal Statements

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The Pennsylvania State University
All Rights Reserved.
Dual-Titles

Dual-Title M.Ed., D.Ed., and Ph.D. in Counselor Education and Comparative and International Education

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

Admissions Requirements

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

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Counselor Education, listed on the Degree Requirements tab. In addition, students must complete the degree requirements for the dual-title in Comparative and International Education, listed on the Comparative and International Education Bulletin page.

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

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

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

Courses

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

Contact

<table>
<thead>
<tr>
<th>Campus</th>
<th>University Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Carlos P Zalaquett</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)</td>
<td>Carlos P Zalaquett</td>
</tr>
<tr>
<td>Program Contact</td>
<td>Christine Marie Andrus</td>
</tr>
<tr>
<td></td>
<td>125 CEDAR Building</td>
</tr>
<tr>
<td></td>
<td>University Park PA 168023110</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cma18@psu.edu">cma18@psu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(814) 865-8304</td>
</tr>
<tr>
<td>Program Website</td>
<td>View</td>
</tr>
</tbody>
</table>
Graduate Council
Program, Option, or Minor Proposal Form

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

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

College/School: College of Health & Human Development
Department or Instructional Area: Nutritional Sciences

New Graduate Program, Option, or Minor: Add

Penn State Graduate School

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

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

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

Office of the Vice Provost and Dean of the Graduate School

Existing Graduate Program Option, or Minor: Change

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):
Adding an experiential track to existing master’s level program

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

Submitted by Graduate Program Head
Cina Pazzaglia Date: 5/7/18
Printed name Signature

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

Printed name Date: 5/7/18
Signature

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

Kathryn Drager Date: 5/7/18
Printed name Signature
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of David Babb  
Printed name: [Signature]  
Date: 11/8/2019

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

On Behalf of C. Andrew Cole  
Printed name: [Signature]  
Date: 11/8/2019

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken  
Printed name: [Signature]  
Date: 11/8/2019
Graduate Change Program Proposal
MPS in Nutritional Sciences

a. Justification: This program change adds a new track (Experiential Learning Track) to the current MPS program. This Experiential Learning M.P.S. track (ExpM.P.S.) requires 9 credits in addition to the current 30 credits of coursework in the M.P.S. program for a total of 39 credits. This new track includes a supervised experiential learning component integrated throughout the graduate coursework.

The Accrediting Commission on Education in Nutrition and Dietetics (ACEND) is leading graduate programs through a period of change that will result in a new education model. An experiential track in this master’s degree combines elements of a traditional graduate degree classroom-based training with elements of a post-baccalaureate dietetic internship currently required by the profession. By modifying the credit requirement and adding four new courses, Penn State will be able to offer both tracks of the M.P.S. (i.e., graduate degree only or graduate degree with experiential learning component).

<table>
<thead>
<tr>
<th>M.P.S. (Graduate Degree only)</th>
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abilities, and interests at the discretion of the program. When openings are limited, the best-qualified candidates are given priority.

The basic expectations for admission from undergraduate studies include 3 credits in physiology (or 6 credits in Anatomy & Physiology I and II), 3 credits in biochemistry, 3 credits in organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), and 3 credits in advanced nutrition. If these courses were completed more than 10 years prior to application, they may be accepted at the Program Director’s discretion. Students can be provisionally admitted to the program without these basic expectations, but they must complete all identified deficiencies with a 3.00 grade-point average or above on a 4.0 scale within the first two semesters after acceptance, prior to beginning graduate coursework.

for students with special backgrounds, abilities, and interests at the discretion of the program.

The basic expectations for admission to the Experiential Track from undergraduate studies include 3 credits in physiology (or 6 credits in Anatomy & Physiology I and II), 3 credits in biochemistry, 3 credits in organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), 3 credits in Lifecycle Nutrition, 3 credits in Nutrient Metabolism (macronutrient and micronutrient), and 3 credits in Medical Nutrition Therapy. In addition, students must have a total of 500 hours of appropriately documented work or volunteer experience completed within two years of application. Of the 500 hours, 300 hours must be in a nutrition or dietetics-related field.

If any of these courses were completed more than 10 years prior to application, they may be accepted at the Program Director’s discretion. The exception is if Medical Nutrition Therapy was taken more than 5 years prior to application, they may be accepted at Program Director’s discretion.

For students with a bachelor’s degree from an ACEND accredited Didactic Program in Dietetics (DPD), a DPD Verification Statement is required for admission into the Experiential Track of the graduate program.

Students can be provisionally admitted to the Experiential Track of the MPS program without these basic expectations, but they must complete all identified deficiencies with a B grade (3.00 on a 4.0 scale) within the first two semesters after acceptance, prior to taking the following courses: NUTR 800 (Food Systems and Organization Management) and NUTR 895A, NUTR 895B, and NUTR 895C. Students previously matriculated in the MPS program (graduate degree only) must complete an Assessment.
Program Requirements

The program can be completed on a full-time basis in 24 months or students may elect to complete the program on a part-time basis. Requirements for the completion of the Master of Professional Studies in Nutritional Sciences degree include 30 credits at the 500 and 800 level, with a minimum of 6 credits of 500-level course work. There are 28 credits required in the following core courses.

All students must enroll in NUTR 860 Capstone Project in Nutritional Sciences and successfully complete the Capstone Project in order to earn the M.P.S. degree. Depending on the nature of the proposed Capstone Project, the program will approve between 2 and 5 credits of NUTR 860 to count towards the degree requirements for a total of 30 credits (minimum). Elective credits may be chosen from a list of approved electives maintained by the program office.

In addition to the 30 credits, as described above for the M.P.S. Degree (graduate degree only), students accepted into the Experiential Track of the M.P.S. Program will be required to take the following additional courses:

- NUTR 800 Food Systems and Organization Management 3
- NUTR 895A (Supervised Experiential Learning Clinical) 2
- NUTR 895B (Supervised Experiential Learning Food Systems and Organization Management) 2
- NUTR 895C (Supervised Experiential Learning Community) 2

The total number of credits required for completion of the Experiential Track of the M.P.S. Program is 39 credits (minimum).

Please note: NUTR 895 A, B, and C are taken in three consecutive semesters and require the student to be in residence at either the Hershey, PA or University Park, PA locations.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>NUTR 805 Advanced Nutrient Metabolism 4</th>
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<tr>
<td></td>
<td>NUTR 540 Research Methods 3</td>
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<td>Sciences 2-5</td>
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<td></td>
<td>STAT 500 Applied Statistics 3</td>
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</table>
A minimum of 9 additional credits are required for the Experiential Track of the M.P.S. Program only:

- NUTR 800 Food Systems and Organization Management (3) (proposal forthcoming)
- NUTR 895A Supervised Experiential Learning Clinical (2) (proposal forthcoming)
- NUTR 895B Supervised Experiential Learning Food Systems (2) (proposal forthcoming)
- NUTR 895B Supervised Experiential Learning Community (2) (proposal forthcoming)

<table>
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<tr>
<th>c. Consultation from STAT (since enrollments in STAT may be impacted) and HM (any problems from them for Food Service Management) needed?</th>
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<tr>
<td>Hospitality Management has been consulted on NUTR 800 Food Systems and Organization Management proposal and Statistics has been consulted on STAT 500.</td>
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<tr>
<td>d. Consultation with Office of Research Protections for SARI needed? What are existing SARI requirements for MPS and would integrated track (because of experiential component??) change them.</td>
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<tr>
<td>SARI requirements will be met in the M.P.S. program coursework that includes NUTR 540, (Research Methods) and NUTR 850 (Leadership Concepts and Application for the Nutrition Professional). Students in both the M.P.S. (graduate degree only) and the Experiential Track of the M.P.S. Program are required to take these two courses and will, therefore meet SARI requirements.</td>
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</table>
Nutritional Sciences (NUTR)

Program Home Page

Rebecca Corwin, Laura Murray-Kolb, Professor-in-Charge of Graduate Program in Nutritional Sciences
110 Chandlee Laboratory
814-863-9680

Degrees Conferred:

Ph.D., M.S., M.P.S.
Dual-Title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)

The Graduate Faculty

The Program

(Ph.D., M.S., Dual-title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)

Graduates are prepared for careers in basic and applied research in nutrition and in college teaching. The course of study is planned to meet the professional objectives of the individual student. Students may emphasize molecular and cellular nutritional sciences, nutritional biochemistry, applied human nutrition, applied animal nutrition, nutrition education, and nutrition in public health. Supporting courses are available in biochemistry, physiology, genetics, microbiology, biophysics, food science, health policy and administration, human development and family studies, anthropology, sociology, psychology, public health sciences, and statistics.

Current research emphasizes minerals, vitamin A, lipid metabolism, metabolic disorders, nutrition and behavior, nutrition education strategies, evaluation of dietary intake and nutritional status, nutrition policy and health promotion and disease prevention across the life cycle.
Facilities include well-equipped nutrition science laboratories with animal facilities supervised by a University laboratory animal resource staff. The Diet Assessment Center and the metabolic kitchens serve as laboratories for students in community nutrition, nutrition education, and metabolic nutrition.

M.P.S.
This online professional master's degree is designed for those seeking to become registered dietitians, for those already registered and interested in enhancing their careers, and for those interested in pursuing a career with a focus in Nutritional Sciences. Graduates of the program may expect to become leaders on the health care team and other practice teams, and share their knowledge and expertise with other health care professionals and colleagues. Graduates will be positioned for career success and will be innovators in today's dynamic health and wellness sector.

The M.P.S. degree is also offered with an experiential learning track that requires additional course work. Upon completion of the experiential learning track, students will receive a Verification Statement which qualifies them to take the Registered Dietitian Nutritionist credentialing examination.

This is a supervised experiential learning track of the M.P.S. degree program. This track requires that the student complete an additional 9 credits for a total of 39 credits and includes an experiential learning component (6 credits) integrated with the coursework. Three credits coursework for the Experiential Learning Track of the M.P.S. are online and 6 credits of the coursework are in residence at either the Hershey, PA or University Park, PA locations.

**Admission Requirements**

Ph.D., M.S., Dual-title Ph.D. (Nutritional Sciences and Clinical and Translational Sciences)
Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis.

College graduates with an undergraduate degree in nutrition, animal sciences, food science, dietetics, or a related biological or social science will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative and verbal score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made at the discretion of the program for students with special backgrounds, abilities, and interests. When openings are limited, the best-qualified candidates are given priority.
The basic expectations for admission from undergraduate studies include 6 credits in chemistry (organic and inorganic); 3 credits each in physiology, biochemistry, and nutrition; and physics, calculus, and analytical chemistry for some research areas in nutrition science and social science for public health and community nutrition. Students with more than 8 credits of deficiency and a superior record may be provisionally admitted to the graduate degree program. The deficiencies identified must be made up with a 3.00 grade-point average or better within the first two semesters.

Doctoral students with research and educational interests in clinical and translational science may apply for the Dual-Title Ph.D. Degree in Nutritional Sciences and Clinical and Translational Sciences following admission to the Graduate School and Nutritional Sciences and prior to taking the candidacy-qualifying examination in Nutritional Sciences. An admissions committee comprised of faculty affiliated with the dual-title program will evaluate applicants. Applicants must have a graduate GPA of at least 3.5 in a research area related to human health. Prospective dual-title program students will write a statement of purpose that addresses the ways in which their research and professional goals will be enhanced by an interdisciplinary course of study in clinical and translational sciences.

M.P.S.
Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Scores from the Graduate Record Examinations (GRE), or from the Medical College Admission Test (MCAT), are required for admission. At the discretion of the graduate program, the GRE or other test scores may be waived for an individual on a case-by-case basis.

College graduates with an undergraduate degree in nutrition, dietetics, public health or related health sciences will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative, verbal, and analytical score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made for students with special backgrounds, abilities, and interests at the discretion of the program. When openings are limited, the best-qualified candidates are given priority.

The basic expectations for admission from undergraduate studies include 3 credits in physiology (or 6 credits in Anatomy & Physiology I and II), 3 credits in biochemistry, 3 credits in organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), and 3 credits in advanced nutrition. If these courses were taken more than 10 years prior to application, they may be accepted at the Programs Director's discretion. Students can be provisionally admitted to the program without these basic expectations, but they must complete all identified deficiencies with a 3.00 grade-point average or above on a 4.0 scale within the first two semesters after acceptance, prior to beginning graduate coursework.
Experiential Track of the M.P.S. Program

College graduates with an undergraduate degree in nutrition, dietetics, public health or related health sciences will be considered for admission. Applicants should have a minimum grade-point average of 3.00 (on a 4.00 scale), an acceptable score on the GRE (an average quantitative, verbal, and analytical score above the fiftieth percentile), and three supporting recommendations. Exceptions may be made for students with special backgrounds, abilities, and interests at the discretion of the program.

The basic expectations for admission to the Experiential Track from undergraduate studies include 3 credits in physiology (or 6 credits in Anatomy & Physiology I and II), 3 credits in biochemistry, 3 credits in organic chemistry, 3 credits in introductory nutrition (equivalent to or more advanced than NUTR 251 at Penn State), 3 credits in Lifecycle Nutrition, 3 credits in Nutrient Metabolism (macronutrient and micronutrient), and 3 credits in Medical Nutrition Therapy. In addition, students must have a total of 500 hours of appropriately documented work or volunteer experience completed within two years of application. Of the 500 hours, 300 hours must be in a nutrition or dietetics-related field.

If any of these courses were completed more than 10 years prior to application, they may be accepted at the Program Director's discretion. The exception is if Medical Nutrition Therapy was taken more than 5 years prior to application, they may be accepted at Program Director’s discretion.

For students with a bachelor’s degree from an ACEND accredited Didactic Program in Dietetics (DPD), a DPD Verification Statement is required for admission into the Experiential Track of the graduate program.

Students can be provisionally admitted to the Experiential Track of the MPS program without these basic expectations, but they must complete all identified deficiencies with a B grade (3.00 on a 4.0 scale) within the first two semesters after acceptance, prior to taking the following courses: NUTR 800 (Food Systems and Organization Management) and NUTR 895A, NUTR 895B and NUTR 895C. Students previously matriculated in the MPS program (graduate degree only) must complete an Assessment of Prior Learning form before enrolling in NUTR 895 A, B, or C.

M.P.S. Degree Requirements

M.P.S. Degree (graduate degree only)

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
The program can be completed on a full-time basis in 24 months or students may elect to complete the program on a part-time basis. Requirements for the completion of the Master of Professional Studies in Nutritional Sciences degree include 30 credits at the 500 and 800 level, with a minimum of 6 credits of 500-level course work. There are 28 credits required in the following core courses:

- NUTR 805 Advanced Nutrient Metabolism 4
- NUTR 540 Research Methods 3
- NUTR 801 Leadership in the Nutrition Profession 4
- NUTR 810 Nutritional Assessment and Diagnosis 3
- NUTR 820 Advanced Clinical Nutrition 3
- NUTR 830 Advanced Community Nutrition & Education 3
- NUTR 840 Advanced Nutrition Counseling 3
- NUTR 850 Leadership Concepts & Application for the Nutrition Profession 3
- NUTR 860 Capstone Project in Nutritional Sciences 2-5
- STAT 500 Applied Statistics 3

All students must enroll in NUTR 8560 Capstone Project in Nutritional Sciences and successfully complete the Capstone Project in order to earn the M.P.S. degree. Depending on the nature of the proposed Capstone Project, the program will approve between 2 and 5 credits of NUTR 8560 to count towards the degree requirements for a total of 30 credits (minimum). Elective credits may be chosen from a list of approved electives maintained by the program office.

**Experiential Track of the M.P.S. Program**

Upon completion of the Experiential Learning track of the MPS degree program, students will receive a Verification Statement which qualifies them to take the Registered Dietitian Nutritionist credentialing examination.

In addition to the 30 credits, as described above for the M.P.S. degree, students accepted into the Experiential Track of the M.P.S. Program will be required to take the following additional courses:

- NUTR 800 Food Systems and Organization Management 3
- NUTR 895A (Supervised Experiential Learning Clinical) 2
- NUTR 895B (Supervised Experiential Learning Food Systems) 2
- NUTR 895C (Supervised Experiential Learning Community) 2

The total number of credits required for completion of the Experiential Track of the M.P.S. Program is 39 credits (minimum).

**Master of Science Degree Requirements**

Commented [MOU3]: Some students who are prior PSU dietetic intern graduates get a 9 credit waiver, which will require them to take 21 credits, that must include:

- NUTR 805 (4 credits)
- NUTR 540 (3 credits)
- Two of the following (6 credits): NUTR 810 (3) or NUTR 820 (3) or NUTR 830 (3) or NUTR 840 (3)
- NUTR 850 (3 credit) (they would be waived out of the other 6 credits)
- STAT 500 (3 credit)
- NUTR 860 (2 credit)
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The graduate program in Nutritional Sciences offers the M.S. degree with an emphasis in basic nutritional sciences, applied human nutrition, or nutrition in public health. The M.S. degree requires a minimum of 30 credits of course work at the 400, 500, 600, or 800 level, including at least 12 credits in 500-level courses and 6 credits in thesis research (NUTR 600 or 610). There are 14 credits required in the following courses: NUTR 501(4), NUTR 502(3), NUTR 520(2), NUTR 551(1), and 4 additional credits at the 500 level from a list maintained by the program. In addition, students must complete 6 credits in Supporting Courses: ENGL 418 or equivalent (3), and 3 credits in Statistics. Elective credits may be chosen from a list of approved electives maintained by the program office. Students pursuing an M.S. degree with an emphasis in nutrition and public health are required to complete a 4-credit field experience. Students must write and defend a master's thesis accepted by the advisers and committee members, the head of the graduate program, and the Graduate School, and the student must pass a thesis defense.

Doctoral Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The Ph.D. requires a minimum of 25 credits of course work at the 400, 500, 600, or 800 level, including 13 credits in the following core required courses: NUTR 501 (4 cr.), NUTR 502 (3 cr.), NUTR 520 (2 cr.), NUTR 551 (1 cr.), and 4 additional credits at the 500 level from a list maintained by the program. Students choose an additional 12 credits in consultation with their advisers and doctoral committee, from a list of approved electives maintained by the program office. In addition, one credit of NUTR 520, NUTR 551 or NUTR 590 per year is required until after the semester in which the Comprehensive Exam is passed.

Students must pass a candidacy-qualifying examination designed to assess the student's potential and academic preparation for doctoral study. Candidacy-qualifying examinations must be scheduled in compliance with Graduate Council policy. For students with a master's degree, the candidacy-qualifying examination must be scheduled prior to earning 24 graduate credits or prior to completing 3 semesters following admission to the graduate program, whichever comes first. The candidacy-qualifying examination is administered and evaluated by the Graduate Candidacy Qualifying Examination Committee. After completion of the candidacy-qualifying examination, each student will form a doctoral committee comprised of graduate faculty internal and external to the Graduate Program in Nutritional Sciences, in accordance with Graduate Council requirements. Students must pass a comprehensive examination, the specific format and content of which is determined in consultation with the doctoral committee. A successful defense of the dissertation proposal and the writing of a satisfactory dissertation accepted by the doctoral committee, the head of the graduate program, and the Graduate School, along with the passing of a final oral examination in Nutritional Sciences, is required.

English Competence: Written and oral English competency will be determined by the candidacy-qualifying examination committee and remediation assigned, if necessary.
Competence must be formally attested by the program before the doctoral student's comprehensive examination is scheduled.

**Dual-Title Ph.D. Degree in Nutritional Sciences and Clinical and Translational Sciences:**
This dual-title degree program emphasizes interdisciplinary scholarship at the interface of basic sciences, clinical sciences, and human health. Students in the dual-title program are required to have two advisers from separate disciplines: one individual serving as the primary adviser in the Graduate Program in Nutritional Sciences and another individual serving as the secondary adviser in an area covered by the dual-title program who is a member of the Clinical and Translational Sciences faculty.

Students must apply and be admitted to the graduate program in Nutritional Sciences and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Clinical and Translational Sciences dual-title program. Refer to the Admission Requirements section of the Clinical and Translational Sciences Bulletin page. Doctoral students must be admitted into the dual-title degree program in Clinical and Translational Sciences prior to obtaining candidacy in their home department.

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in Nutritional Sciences, listed above. In addition, students pursuing the dual-title Ph.D. in Nutritional Sciences and Clinical and Translational Sciences must complete the degree requirements for the dual-title Ph.D. in Clinical and Translational Sciences, listed on the Clinical and Translational Sciences Bulletin page. Approximately 12 credits of course work required for the CTS dual-title may also be counted as required elective courses for the Ph.D. in Nutritional Sciences.

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

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

**Student Aid**

Fellowships, traineeships, graduate assistantships, and other forms of financial aid are described in the STUDENT AID section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. Graduate assistantships are only available for students in the M.S. and Ph.D. degree programs.

**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.

**NUTRITION (NUTR) course list**

Last Revised by the Department: Fall Semester 2017

Blue Sheet Item #: 46-01-000

Review Date: 8/22/2017

Faculty linked: 6/27/14; PIC updated: 9/29/15
Graduate Council
Program, Option, or Minor Proposal Form

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

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

College/School: College of Medicine
Department or Instructional Area: Public Health Sciences

Penn State Graduate School

New Graduate Program, Option, or Minor:

Designation of new graduate program: ________________________________
Classification of Instructional Programs (CIP) Code: ____________

Designation of new graduate option: ________________________________

Designation of new graduate minor: ________________________________

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

Office of the Vice Provost and
Dean of the Graduate School

Existing Graduate Program Option, or Minor: Change

Current designation of graduate program: Master of Science in Public Health Sciences (MS PHS)
Current designation of graduate option: ________________________________
Current designation of graduate minor: ________________________________

New designation of existing graduate program (if changing): Master of Science in Clinical Research (MS CR)
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): Primarily this is a graduate program name change with accompanying course requirement modifications.

Indicate effective semester: Fall 2019
- First semester following approval
- Second semester following approval

Submitted by Graduate Program Head

Doug Leslie
Printed name
Signature
Date: 10/8/18

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

Rebecca Craven
Printed name
Signature
Date: 10/9/18

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

Craig Hillemeier
Printed name
Signature
Date: 10/9/18

MS_PHS_PROGRAM_NAME_CHANGE
| Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses: |
|-----------------------------------------------|---------------------------------------------|
| On Behalf of David Babb | [Signature] | Date: 1/8/2019 |
| Printed name | Uynamit | |

| Recommended by Chair, Graduate Council Committee on Programs and Courses: |
|-----------------------------------------------|---------------------------------------------|
| On Behalf of C. Andrew Cole | [Signature] | Date: 1/8/2019 |
| Printed name | Uynamit | |

| Noted by Dean of the Graduate School: |
|-----------------------------------------------|---------------------------------------------|
| On Behalf of Regina Vasilatos-Younken | [Signature] | Date: 1/8/2019 |
| Printed name | Uynamit | |
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2. Proposal requirements
3. Justification for proposed changes
4. Program learning objectives
6. Revised degree requirements
7. Revised Admission requirements
9. Graduate Bulletin (track changes)
14. Graduate Bulletin (new)
18. Original written responses from departments affected
21. SARI requirement (no change)
Program Change Proposal

Contents

a. A justification for proposed changes, such as updating instruction, together with an indication of expected enrollments and any effects on existing programs.

b. A list of Program Learning Objectives*. A graduate program’s learning objectives should reflect the Graduate Council Scholarly and Professional Goals for All Graduate Students. For each Program Learning Objective listed, state how it links to one or more of the five Scholarly and Professional Goals.

c. A revised version of the affected area showing both the old program requirements and the new program requirements (so that the reviewers can determine what specifically is being changed). The proposal should include a side-by-side comparison of admission requirements, number of credits required, specific courses to be taken, etc. A copy of the existing Graduate Bulletin description, with all changes marked (with track changes, for example), also must be included.

d. Original written responses from departments affected, either by potential overlapping content or audience or by potential opportunities for collaboration (received during consultation phase).

e. Written evidence of consultation with the Office for Research Protections regarding SARI requirements, as necessary, depending on the nature of the proposed change(s). For example, addition of a new degree would require such consultation, but changes to existing degree requirements may not, unless the changes affect previously approved SARI requirements for the program.
a. Justification for proposed changes

We are proposing to change the name of the Master of Science program in Public Health Sciences to Master of Science program in Clinical Research in order to more closely reflect the purpose and general orientation of the program and to further distinguish this program from our Master in Public Health (MPH) program. The objective of the MS PHS program is to educate and train students to demonstrate excellence in scholarship and scientific understanding in the disciplines of biostatistics, epidemiology and health services research. The students in this program are primarily clinicians or clinical researchers who enroll in order to learn how to conduct patient-oriented research, epidemiologic and behavioral studies and outcomes and health services research. The MS PHS program was originally designed and developed as a training program in clinical research, and funded by a Clinical Research Curriculum Award from the National Institutes of Health, from 1999 to 2011.

Many other universities now offer MS programs in Clinical Research, including University of Pittsburgh, Thomas Jefferson University, Boston University, New York University, University of Virginia, University of Minnesota, UCLA, and UCSD, among others. A master’s degree in clinical research is prestigious because it clearly conveys a valued area of expertise. While we already offer and provide an excellent program of training in clinical research in the MS PHS program, the name of the program does not clearly convey this content. Changing the name of the program to Master of Science in Clinical Research would make our program more attractive to clinicians and clinical researchers in central Pennsylvania and beyond. The clinical research program is likely to attract potential students from clinicians, nurses, physicians, and medical students, as well as research project managers seeking further formal education. We expect the enrollment to be around 10-15 students per year after the initial year. We do not expect this program to have any effect on the existing PHS graduate program.
Aside from the Graduate Certificate in Clinical Research, which is a natural precursor to the Master of Science degree, there is no overlap between this program and other existing programs, since there is no other master’s program at Penn State that focuses on clinical research. Existing similar programs at Penn State include a Dual-Title PhD program in Clinical and Translational Sciences and a Graduate Certificate in Translational Science, both of which are initiatives of the Penn State Clinical and Translational Science Institute (CTSI). However, neither of them is a master’s program, and their training and teaching focuses are quite different from those of the proposed program.

All required or recommended as optional courses for this proposed new MS CR program have already been developed, and are currently being offered.

b. Program Learning Objectives

(1) KNOW: Graduates will be able to demonstrate conceptual understanding and proficiency in the core knowledge areas of clinical research that utilize principles/techniques in epidemiology, biostatistics and health services research. This objective links to the demonstration and comprehension of knowledge goal.

(2) SEARCH AND SYNTHESIZE: Graduates will be able to search the scientific literature and synthesize available evidence in order to identify gaps to advance clinical research and areas in need of further research. This objective links to the goal of applying, and/or creating new, knowledge.

(3) EVALUATE: Graduates will be able to critically evaluate scientific studies in order to develop best practices for addressing specific clinical issues and/or public health challenges with a clinical focus.

This objective links to goal of demonstrating analytical and critical thinking.

(4) RESEARCH METHODS AND STATISTICAL ANALYSIS: Graduates will be able to design and conduct original research studies, and conduct appropriate statistical analyses to
address clinical research questions and hypotheses of relevance to specific clinical and/or public health challenges.

This objective reflects the goal of analytical and critical thinking.

(5) COLLABORATE: Graduates will learn how to work as part of a research team, to collaborate well with colleagues and to treat others with respect and consideration as part of the research process.

This objective links to the goals of communication and ethical conduct.

(6) SCHOLARLY COMMUNICATION: Graduates will learn how to write scientific reports and journal articles and to conduct oral presentations of their research results.

This objective combines elements of all five goals into a comprehensive purpose.

(7) RESEARCH AND PROFESSIONAL ETHICS: Graduates will conduct themselves with the highest ethical standards in terms of planning, conducting and reporting of research and protection of human and animal subjects.

This objective highlights the goal of maintaining best practices in the discipline.
c. REVISED DEGREE REQUIREMENTS

Degree Requirements (from Graduate Bulletin)

Master of Science (M.S.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.

Each student in Public Health Sciences Clinical Research is expected to acquire breadth of knowledge in the disciplines of Biostatistics, Epidemiology, and Health Services and Behavioral Research, and as well as skills in the areas of experimental design, data collection, and quantitative analysis. The PHS Clinical Research Master of Science degree can lead to careers in a wide variety of fields and settings, including academic health centers; the health insurance industry; health services networks; local, state, and federal government agencies; and the pharmaceutical industry.

Each student must complete at least 30 credits at the 500, 600, or 800 level. Each student must submit an original Master's thesis according to the guidelines outlined by the Graduate School.

Required Courses - 22 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Patient Centered Research</td>
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<td>PHS 520</td>
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<td>PHS 580</td>
<td>Clinical Trials: Design and Analysis</td>
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<td>PHS 600</td>
<td>Thesis Research</td>
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</table>

Total Required Credits: 22

Elective Courses - 8 credits

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<tr>
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<tbody>
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<td>PHS 522</td>
<td>Multivariate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PHS 529</td>
<td>Biostatistical Computing</td>
<td>1</td>
</tr>
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<td>PHS 535</td>
<td>Quality of Care Measurement</td>
<td>3</td>
</tr>
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<td>PHS 540</td>
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<td>PHS 530</td>
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<td>2</td>
</tr>
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<td>PHS 504</td>
<td>Behavioral Health Intervention Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PHS 536</td>
<td>Health Survey Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Elective Credits: 8

Total Credits for Completion: 30
Choose 8 credits from the following: 1

- PHS 510 Grant Writing for Clinical Research
- PHS 511 Methods Used in Translational Research
- PHS 518 Scientific Communication
- PHS 519 Patient-Centered Research
- PHS 522 Multivariate Biostatistics
- PHS 535 Quality of Care
- Measurement
- PHS 540 Decision Analysis I
- PHS 541 Decision Analysis II
- PHS 552 Molecular Epidemiology of Chronic Disease
- PHS 570 Health Economics and Economic Evaluation
- PHS 580 Clinical Trials: Design and Analysis
- PHS 581 Clinical Trials: Case Studies
- PHS 594 Research Topics
- Culminating Experience
- PHS 600 Thesis Research

Total Credits 30

1 Courses in Health Policy and Administration (HPA) and Statistics (STAT) may be taken as elective courses and will be considered on an individual basis in consultation with the student's academic adviser.

REVISED ADMISSION REQUIREMENTS

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 General Admissions Standards. Prospective applicants for this program should have at least a bachelor's degree in a biological, physical, or behavioral science.

Graduate School applications must include the following items to be eligible for consideration. Incomplete applications will not be considered.

- Completed online application
- Resume or CV
- Copies of transcripts from all colleges and universities attended; applicants must have completed a bachelor’s degree with a 3.0 GPA or higher, and must have completed at least college-level course in algebra, calculus or statistics
- Two letters of recommendation
- GRE, GMAT, MCAT or LSAT scores - Taken within the past five years; see details below
- Official TOEFL or IELTS scores - International applicants only; see details below
Key Dates

Formal applications to the MS PHS program for domestic and international students must be completed by **Jan. 15** for consideration for matriculation in August.

Admission to this program is for fall semester only.

Standardized Testing

For those submitting GRE scores, institution code is 2660.

**Waiver for advanced degrees:** Standardized testing is not required for applicants who have an advanced degree beyond the baccalaureate.

GPA and Test Score Requirements

The requirements of a 3.0 undergraduate GPA and satisfactory GRE scores may be relaxed if the student has professional experience, a post-baccalaureate degree in a related field, or other strong evidence suggesting likely success in the MS PHS program. Some applicants may be accepted on a provisional basis, pending performance at the B (3.0) level or higher in the first semester.

TOEFL or IELTS Scores

Send TOEFL scores by selecting code 2660.

Minimum Penn State acceptable test scores and exemptions for TOEFL and IELTS are available through The Graduate School.

Transfer Credits

In selected cases, a transfer of a maximum of 9 credits from an external institution or up to 15 credits of non-degree work from Penn State, if the credits contribute to the required core and the electives. Transfer credits require approval by the MS Program Director.

See Penn State transfer credit policies.

Evaluation of Applications

Admission is based on evaluation by the Graduate Application Review Committee of the **Department of Public Health Sciences** of the undergraduate transcript, written responses, and two letters of recommendation. Research experience of the applicant is also a significant component of the evaluation process. Three years of professional work experience are strongly recommended for all applicants. Qualified applicants may be invited to visit the department for an interview prior to acceptance decisions.
The master's Master of Science program in Public Health Science Clinical Research includes graduate-level course work in biostatistics, epidemiology, and health services and behavioral research, and provides knowledge and insight required in health-related research. Students learn population-based methods for planning, executing, analyzing, and disseminating research results, and methods for evaluating and improving health care practices.

General
ADMISSION REQUIREMENTS

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Graduate School applications must include the following items to be eligible for consideration. Incomplete applications will not be considered.

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- **Two letters of recommendation**
- **GRE, GMAT, MCAT or LSAT scores** - Taken within the past five years; see details below
- **Official TOEFL or IELTS scores** - International applicants only; see details below

The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. Consult the English Proficiency section of the Graduate Bulletin Application and Admission Procedures page for more information.
DEGREE REQUIREMENTS

MASTER OF SCIENCE (M.S.)

Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Requirements.

Each student in Clinical Research is expected to acquire breadth of knowledge in the disciplines of Biostatistics, disciplines of Biostatistics, Epidemiology, and Health Services and Behavioral Research, and skills in the areas of experimental design, data collection, and quantitative analysis. The PHS Clinical Research Master of Science degree can lead to careers in a wide variety of fields and settings, including academic health centers; the health insurance industry; health services networks; local, state, and federal government agencies; and the pharmaceutical industry.

Each student must complete at least 30 credits at the 500 or 600 level. Each student must submit an original Master's thesis according to the guidelines outlined by the Graduate School.

REQUIRED COURSES

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<td>PHS 536</td>
<td>Health Survey Research Methods</td>
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<td>Course Code</td>
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<tr>
<td>PHS 580</td>
<td>Clinical Trials: Design and Analysis</td>
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<td>PHS 551</td>
<td>Advanced Epidemiological Methods</td>
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**CHOOSE 8 CREDITS FROM THE FOLLOWING:**

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<td>Grant Writing for Clinical Research</td>
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<td>PHS 511</td>
<td>Methods Used in Translational Research</td>
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<td>PHS 518</td>
<td>Scientific Communication</td>
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<td>Decision Analysis II</td>
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<td>Principles of Health Services Research</td>
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<td>PHS 581</td>
<td>Clinical Trials: Case Studies</td>
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<td>PHS 594</td>
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**CULMINATING EXPERIENCE**

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<tr>
<td>PHS 600</td>
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Total Credits: 30

Courses in Health Policy and Administration (HPA) and Statistics (STAT) may be taken as elective courses and will be considered on an individual basis in consultation with the student's academic adviser.

**STUDENT AID**

Graduate assistantships available to students in this program and other forms of student aid are described in the Tuition & Funding section of The Graduate School's website. Students on graduate assistantships must adhere to the course load limits set by The Graduate School.
Refer to the Student Aid section of the Graduate Bulletin. Students in this program are not eligible for graduate assistantships.

COURSES

Graduate courses for this degree carry numbers from 500 to 600.

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.

CONTACT

Graduate Program Head: Douglas Leslie

Director of Graduate Studies/Professor-in-Charge: Li Wang

Primary Program Contact: Marjorie Sawyer

Email: mds21@psu.edu

Mailing Address: PO Box 855, 90 Hope Drive, Hershey, PA 17033-0855

Telephone: (717) 531-7178

Program Website: Public Health Sciences
The Master of Science program in Clinical Research (MSCR) includes graduate-level course work in biostatistics, epidemiology, and health services research, and provides knowledge and insight required in health-related research. Students learn population-based methods for planning, executing, analyzing, and disseminating research results, and methods for evaluating and improving health care practices.

ADMISSION REQUIREMENTS

Applicants apply for admission to the program via the Graduate School application for admission. Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 General Admissions Standards. Prospective applicants for this program should have at least a bachelor's degree in a biological, physical, or behavioral science.

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**TOTAL REQUIRED CREDITS**  

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**ELECTIVE CREDITS - CHOOSE UP TO 8**

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<td>PHS 570</td>
<td>Health Economics and Economic Evaluation</td>
<td>3</td>
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</tbody>
</table>
PHS 530  Principles of Health Services Research  3
PHS 504  Behavioral Health Intervention Strategies  3
PHS 536  Health Survey Research Methods  3

**TOTAL ELECTIVE CREDITS**  8

**CULMINATING EXPERIENCE**

PHS 600  Thesis Research  6

**TOTAL CREDITS**  30

**STUDENT AID**

Refer to the Student Aid section of the Graduate Bulletin. Students in this program are not eligible for graduate assistantships.

**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.

**CONTACT**

**Graduate Program Head:** Douglas Leslie

**Director of Graduate Studies/Professor-in-Charge:** Li Wang

**Primary Program Contact:** Marjorie Sawyer

**Email:** mds21@psu.edu

**Mailing Address:** PO Box 855, 90 Hope Drive, Hershey, PA 17033-0855

**Telephone:** (717) 531-7178

**Program Website:** Public Health Sciences
d. Written responses from departments affected inserted here

September 27, 2018

Li Wang, PhD
Associate Professor
Department of Public Health Sciences, A210
Penn State College of Medicine
90 Hope Drive, Suite 2200
Hershey, PA 17033

Dear Dr. Wang,

Thank you for the opportunity to review your proposal to change the name of the Master of Science in Public Health Sciences program to the Master of Science in Clinical Research. I have reviewed your proposal and have no concerns about overlap. In fact, I am highly supportive of the proposed name change. As you know, I was the director of the program for five years and continue to direct a course in the program. Because of this, I am familiar with the content and goals of the program. This name change is a much better reflection of the Masters degree and will likely attract more and more qualified candidates.

I wish you continued success with this program.

Sincerely,

Christopher S Hollenbeak, PhD
Professor and Department Head
Health Policy and Administration
From: Dorn, Lorah D [mailto:dun@psu.edu]
Sent: Monday, October 1, 2018 6:40 AM
To: Li Wang <LWang@phs.psu.edu>; dmt3@psu.edu; dthiboutot@pennstatehealth.psu.edu
Subject: Re: program name change for the MS in PHS program at Penn State Hershey

Hello Li:
We received your request to review the proposed MS in Clinical Research program from PHS. As you indicated, it is more of a minor modification to an existing program. We reviewed your materials based on our knowledge of the KL2 Scholars Program (a component of the CTSI) where we serve as Co-directors.

The objectives for the course seem very strong and appropriate for what a clinician may need at the masters level. To our knowledge, there is not overlap with any of the CTSI programs. For example, the Certificate in Translational Science would be an option prior to a Masters and the Dual Title Program for PhD's provides a higher level of study than your masters program that is proposed. Our KL2 Scholars who are generally at the Assistant Professor level, can also enroll in a masters program or take individual courses. We believe the proposed program would be relevant and of interest to a number of our students so we are pleased the courses would be available to enhance their knowledge. The content is very relevant for what are scholars are doing during their KL2 program and it would enrich their knowledge of clinical research for applications for future funding.
We do have some scholars who enroll in the Certificate of Translational Science but we don't see this as an overlapping program.

Please let us know if you need anything else for the Graduate School requirements for these program changes.

Best,
Diane Thiboutot, M.D. & Lorah D. Dorn, PhD
Co-directors of the KL2 program

Lorah D. Dorn, Ph.D., CPNP
Professor of Nursing and Pediatrics
KL2 Program Co-Director in the CTSI
The Pennsylvania State University
College of Nursing
313 Nursing Sciences Building
University Park, PA 16802

814-867-1917 office
814-863-1027 fax
dun@psu.edu
From: Gould, Thomas J [mailto:tug70@psu.edu]
Sent: Monday, October 1, 2018 4:34 PM
To: Li Wang <LWang@phs.psu.edu>
Subject: RE: program name change for the MS in PHS program at Penn State Hershey

Hi Li,
I have no concerns.
Best wishes,
Tom

From: Li Wang <LWang@phs.psu.edu>
Sent: Thursday, September 27, 2018 1:48 PM
To: Gould, Thomas J <tug70@psu.edu>
Subject: program name change for the MS in PHS program at Penn State Hershey

Dear Dr. Gould,

I hope this email finds you well.

I am writing to consult with you about the name change of our Master of Science in Public Health Sciences Program at Penn State Hershey. We’d like to change it into MS in Clinical Research (CR), as the current MS program name does not accurately reflect the program focus and there is a huge need for a MS program in CR.

As required by the graduate school, we need to obtain “original written responses from departments affected, either by potential overlapping content or audience or by potential opportunities for collaboration”. The department of Biobehavioral Health is identified as one with potential overlapping content or potential opportunities for collaboration.

Please find attached the draft proposal, in which we have explained the rational for the name change and why we don’t see any obvious overlap with any existing master’s program at Penn State (page 2-page 3). Also included is the proposed curriculum (page 4 or page 14-15).

We would greatly appreciate it if you could take a look at the proposal and provide your comments by Oct 8th. Your support is greatly appreciated. Please let me know if you have questions.

Thank you so much!
Best wishes,
Li

============================
Li Wang, PhD
Associate Professor
Director of the Master of Science in Public Health Sciences Program
Department of Public Health Sciences, A210
Penn State College of Medicine
90 Hope Drive, Suite 2200
Hershey, PA 17033
Tel: 717-531-5949
Fax: 717-531-5779
Email: luw119@psu.edu
lwang@phs.psu.edu
e. SARI  The proposed changes from MS PHS to MS Clinical Research will not change the SARI requirements already in place, which includes a Research Ethics course and a CITI course completion on Human Subjects Protection.
Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

<table>
<thead>
<tr>
<th>New Graduate Program, Option, or Minor:</th>
<th>Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation of new graduate program:</td>
<td><strong>Integrated Undergraduate Graduate Degree $\text{MPP} + \text{Criminology BS}$</strong></td>
</tr>
<tr>
<td>Classification of Instructional Programs (CIP) Code:</td>
<td><strong>PPOL</strong></td>
</tr>
<tr>
<td>Designation of new graduate option:</td>
<td><strong>IUG</strong></td>
</tr>
<tr>
<td>Designation of new graduate minor:</td>
<td><strong>BS</strong></td>
</tr>
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</table>

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

---

**Penn State Graduate School**

**OCT 24, 2018**

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<table>
<thead>
<tr>
<th>Existing Graduate Program Option, or Minor:</th>
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<th>Drop</th>
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<tbody>
<tr>
<td>Current designation of graduate program:</td>
<td><strong>Masters of Public Policy (PPOL)</strong></td>
<td></td>
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<tr>
<td>Current designation of graduate option:</td>
<td></td>
<td></td>
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<tr>
<td>Current designation of graduate minor:</td>
<td></td>
<td></td>
</tr>
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</table>

| 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):**

- Creating **IUG with Criminology BS**

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

---

**Submitted by Graduate Program Head**

<table>
<thead>
<tr>
<th>Lilliard Richardson</th>
<th>Date: 10/23/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td>Signature</td>
</tr>
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**Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:**

<table>
<thead>
<tr>
<th>See Attached Email</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td>Signature</td>
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**Approved by College/School Dean/Chancellor (or Designee):**

<table>
<thead>
<tr>
<th>D. Scott Bennett</th>
<th>Date: 10/24/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td>Signature</td>
</tr>
</tbody>
</table>
Seulsky, Lynn Marie

From: Putnam, Michael Travis
Sent: Wednesday, October 24, 2018 3:36 PM
To: Witko, Christopher; Bennett Jr., D. Scott
Cc: Seulsky, Lynn Marie
Subject: Re: signatures

Dear Chris, Lynn, & Scott,

Greetings from Eau Claire, WI. I hope this message finds you doing well. I've now had time to read through the materials. With this email I endorse approving them and forwarding them onto to Vicki Hewitt.

If you have any additional questions or concerns at this time, feel free to email/contact me.

Best regards,
Mike Putnam

From: Witko, Christopher
Sent: Wednesday, October 24, 2018 3:30:28 PM
To: Bennett Jr., D. Scott
Cc: Seulsky, Lynn Marie; Putnam, Michael Travis
Subject: Re: signatures

Excellent. I will come by to get the stamp of approval from Lynn now. Michael has been in touch and he will also send an email saying he approves later he said.

Thanks!

Chris

From: "Bennett Jr., D. Scott" <dsb10@psu.edu>
Date: Wednesday, October 24, 2018 at 3:29 PM
To: "Witko, Christopher" <cxw877@psu.edu>
Cc: "Seulsky, Lynn Marie" <lms50@psu.edu>, "Putnam, Michael Travis" <mtp12@psu.edu>
Subject: RE: signatures

Hi Chris. There should be a way to avoid being held up by signatures.

Michael Putnam is our college graduate curriculum coordinator. He works under me and reviews graduate curriculum applications as a matter of course, and normally offers language and helpful fixes to avoid issues at the grad school level. Since he works for me, I can provide the necessary authority for his signature.

For me, I am out of the office this afternoon. However, Lynn has a stamp with my signature and she can use. Lynn, please stamp these proposals for me when Chris comes in.

I will send an email to Vicki (ccing all) to be sure she’s clear that we all approve (via my word).

Thanks,
From: Witko, Christopher  
Sent: Wednesday, October 24, 2018 2:31 PM  
To: Bennett Jr., D. Scott <dsb10@psu.edu>  
Subject: signatures

Sorry for the multiple emails. Vicki Hewitt says if I get an email from Michael Putnam approving the IUGs that would work. Let me know if you are around and I can get your signatures. If not, then you could send an email indicating that you approve the proposals for the PLSC BS, CRIM BS and SOC BS IUGs with the MPP.

Sorry about this last minute stuff, I had no idea I needed these signatures until I turned them in.

Chris

Christopher Witko  
Professor of Public Policy and Political Science  
Pennsylvania State University
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</td>
<td>On Behalf of David Babb</td>
<td></td>
<td>11/8/2019</td>
</tr>
<tr>
<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
<td>On Behalf of C. Andrew Cole</td>
<td></td>
<td>11/8/2019</td>
</tr>
<tr>
<td>Noted by Dean of the Graduate School:</td>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td></td>
<td>11/8/2019</td>
</tr>
</tbody>
</table>
Program Change Proposal for Public Policy

To Create an Integrated Undergraduate/Graduate Degree Program: B.S. in Criminology and Masters of Public Policy (MPP)

Prepared by the Public Policy Program and the Department of Sociology and Criminology

and Submitted
to Graduate Council
Contact

Chris Witko, Public Policy (cxw877@psu.edu)
### Table of Contents

A. Brief Description of the Program

B. Justification Statement for Action Being Taken

C. Time of Admission to Program

D. Graduate Admission

E. Plan of Study

F. Advising

G. Sequence of Courses

H. Reduced Course Load

I. Appendix A

1. MPP Program Learning Objectives

2. MPP Degree requirements

3. Criminology BS/MPP Plan of Study

4. Letter of Support from the Department of Sociology and Criminology Head

5. Letter (Email) of Support From Harrisburg Interim Head of School of Public Affairs
A. Brief Description of the Program

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in criminology and a master’s degree in public policy (MPP) in the course of approximately five years of study. The public policy curriculum and criminology curriculum require similar technical and analytic skills and provide complementary substantive knowledge – criminal justice is an important area of policy making and it is critical to understand the policy process to understand the structure and impacts of criminal justice policies.

This IUG will meet established and emerging needs in the field of public policy and provide good post-graduation job opportunities for Penn State criminology majors. Governments, non-profits and other entities are increasingly motivated or required to analyze the impact of policies and programs on outcomes. For instance, the Obama administration pushed for more rigorous benefit-cost analysis and effectiveness demonstrations before new regulation or programs would be pursued. Non-profits and government funding agencies increasingly require grant awardees to demonstrate that their expenditures produce tangible benefits. All of this requires individuals with the skills taught in MPP programs, such as policy analysis and program evaluation. Though MPP graduates work in a variety of positions, the demand for budget analysts is expected to grow by 7% a year from 2016-2026, and individuals in this field have a median income of $75,240, which is more than double U.S. median income in 2016 ($31,099). Criminal justice policies are quickly adopted and amended. For example, there was a policy shift away from the punitive policies of the drug war and earlier eras; however, the pendulum appears to be moving back towards more punitive policies. Just how effective are changing approaches in law enforcement, criminal sentencing, and correctional policies in reducing crime? These are some of the central questions that students will tackle. Students graduating from this IUG will be ideally suited to filling this emerging need due to their substantive knowledge and technical analytics skills.

Students in the IUG program will complete all requirements for the undergraduate BS degree in Criminology, which requires 61-63 credits. The MPP coursework that students will also complete consists of 49 credits.

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2 https://fred.stlouisfed.org/series/MEPAINUSA672N
Students in the MPP are required to complete an elective specialization of four courses. Students in the Criminology-MPP IUG will take two 400 and two 500 level courses in their fourth year of study that will double count for both the Criminology BS and MPP. The students’ IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

B. Justification Statement for Action Being Taken

The proposed IUG program provides an opportunity for academically strong criminology students with an interest in public policy to complete a bachelor’s and a master’s degree in the course of approximately five years of study. This enables students graduating with a BS in criminology to quickly obtain a master’s degree for professional careers in policy analysis, program evaluation, policy advocacy and other fields where the MPP is the terminal degree. Though we expect that most students finishing the program will pursue such professional careers, this program will also position students to be accepted into high-quality PhD programs in public policy, public administration, political science and other social sciences.

There are many synergies between the study of Criminology and the study of public policy. Maintaining social order and otherwise regulating social interactions with laws and law enforcement agencies is one of the defining tasks of government and central objects of public policy making for all governments. The substantive knowledge and analytic abilities that students acquire as criminology undergraduates will complement the more advanced understanding of policy design, implementation and evaluation and technical analytic skills obtained in the MPP program. Good criminology undergraduates have a good understanding of crime in society and attempts to ameliorate it, but are often unsure of what they can do professionally with a bachelor’s degree in criminology if they do not wish to enter into law enforcement. The MPP program will help students translate the knowledge and skills that they have into good jobs with good salaries.

This IUG will provide additional opportunities to criminology undergraduates and more enrollments in the MPP program. Yet, this IUG program does not require any new courses or any faculty beyond what is already planned, and little additional administrative resources beyond what already exists within each unit.
Because criminology is a large major it is possible that many students could be drawn to this program over many years. However, the admission requirements will be selective and initially (at least for the first few years) we intend to limit the number of admitted students to no more than 10. This will enable the participating units to work out any issues that arise with admissions and advising and give each student proper advising without necessitating additional faculty or administrative resources.

Finally, this IUG program will strengthen interactions between the Public Policy Program and the Department of Sociology and Criminology, and potentially produce positive spillovers for cooperation in research and other programs serving students and the community.

C. Time of Admission to Program

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.

D. Graduate Admission

Admission is selective based on criteria established by the leadership of the public policy program and criminology program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics, data analysis, and research methods courses (evidenced by minimum 3.0 GPA in undergraduate data analysis, and research methods courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Concurrent with application to the IUG program, students must also apply to, and be accepted into, the Graduate School at Penn State University. However, because we have a wealth of information about their academic record, which we will incorporate into admission decisions, we do not require the GRE of these internal IUG students.
E. Plan of Study

Prior to admission to the program, and in consultation with their criminology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in criminology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5.

F. Advising

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in criminology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in making changes and approving the student’s plan of study each semester during the advising period.

G. Sequence of Courses

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in criminology. In the fourth year of study they will take four courses that will count both toward the BS in criminology and the masters in public policy four course specialization in criminal justice policy. At least two of these courses will be at the 500 level. A list of acceptable 400 and 500 level courses is included under the sample plan of student included in the Appendix below. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

H. Reduced Course Load

12 credits are shared between the BS and the MPP. The BS and MPP degrees combined would normally require 110-112 credits (61-63 + 49), which will be reduced to 98-100 total credits.
1. Appendix

1. MPP Program Learning Objectives

2. MPP Degree requirements

3. Sample Plan of Study

4. Letter of Support from Sociology and Criminology Department Head

5. Letter (Email) of Support From Harrisburg Interim Head of School of Public Affairs

1. Program Learning Objectives

Masters of Public Policy Degree

Note: Our program learning objectives match the universal required competencies for all students required of NASPAA-accredited programs. We will add some additional mission-specific competencies as faculty arrive and we are able to deliberate on what those should be.
1. Students will be able to lead and manage in public organizations – links to scholarly and professional goal #1, #4, #5
2. Students will be able to participate in and contribute to the policy process – links to scholarly and professional goal #2, #3, #5
3. Students will be able to analyze, synthesize, think critically, solve problems and make decisions – links to scholarly and professional goal #1, #2, #4
4. Students will articulate and apply a public service perspective – links to scholarly and professional goal #5
5. Students will be able to communicate and interact productively with a diverse and changing workforce and citizenry – links to scholarly and professional goal #, #5
2. MPP Degree Requirements

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<td><strong>Required Courses</strong></td>
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<tr>
<td>PPOL 801</td>
<td>The Public Policy Process</td>
<td>3</td>
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<tr>
<td>PPOL 802</td>
<td>Economic Analysis for Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 503</td>
<td>Statistics for Public Policy I</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 804</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 805</td>
<td>Bureaucracy and the Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 506</td>
<td>Statistics for Public Policy II</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 807</td>
<td>Managing Public Organizations</td>
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<tr>
<td>PPOL 808</td>
<td>Public Budgeting and Finance</td>
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<tr>
<td>PPOL 809</td>
<td>Public Policy Analysis</td>
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<td>PPOL 810</td>
<td>Policy and Program Evaluation</td>
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<td>PPOL 811</td>
<td>Project Design and Methods</td>
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<tr>
<td><strong>Specialization</strong></td>
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<tr>
<td></td>
<td>An additional four courses (12 credits) are required in the student's field of public policy specialization. These courses will be selected by students with approval from the M.P.P. program and may be at the 400, 500, or 800 level. Students may count up to 12 credits in the fields of specialization from 400-level courses.</td>
<td></td>
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<tr>
<td><strong>Internship</strong></td>
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<td>PPOL 895</td>
<td>Public Policy Internship</td>
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<td><strong>Culminating Experience</strong></td>
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<td>PPOL 894</td>
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<td><strong>Total Credits</strong></td>
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3. Sample Plan of Study for the BS in Criminology and MPP Degree IUG (Courses Double-counted in Both)

<table>
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<tr>
<th>Academic Year</th>
<th>Courses Toward the BS in Criminology</th>
<th>Courses Toward the MPP</th>
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<tr>
<td>First-Third Year, Regular Academic Year</td>
<td>Required Criminology, General Education Classes</td>
<td>None</td>
</tr>
<tr>
<td>First-Third Year, Summers</td>
<td>Students without AP credits should take classes toward undergraduate general education/credit requirements</td>
<td></td>
</tr>
<tr>
<td>Application and Admission to the IUG program in 3rd year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td><strong>400 or 500 level courses toward Criminology BS requirements (at least two must be at 500 level)</strong></td>
<td><strong>400 or 500 level courses toward Criminology BS requirements (at least two must be at 500 level; will count toward MPP 12 credit requirement for policy specialization electives)</strong></td>
</tr>
<tr>
<td></td>
<td>- Other CRIM or undergraduate courses as needed</td>
<td>- PPOL 801 – The Public Policy Process</td>
</tr>
<tr>
<td></td>
<td>- The following Crim courses are pre-approved; others can be approved by advisors.</td>
<td>- PPOL 503 - Statistics for Public Policy I</td>
</tr>
<tr>
<td></td>
<td>Crim: 413, 421, 423, 424, 430, 432, 433, 435, 441, 451, 453, and 467, 490</td>
<td>- PPOL 506 Statistics for Public Policy II</td>
</tr>
<tr>
<td></td>
<td>Crim: 501, 512, 597*</td>
<td>- PPOL 810 – Policy and Program Evaluation</td>
</tr>
<tr>
<td>Summer After Fourth Year</td>
<td></td>
<td>PPOL 895 - Internship (1 credit)</td>
</tr>
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</table>
| Fifth Year (15 hrs credit/semester) | -PPOL 802 – Economic Analysis for Public Policy  
-PPOL 804 – Public Sector Organization Theory  
-PPOL 805 – Bureaucracy and the Policy Process  
-PPOL 807 – Managing Public Organizations  
-PPOL 808 – Public Budgeting and Finance  
-PPOL 809 – Public Policy Analysis  
-PPOL 811 – Project Design and Methods  
-PPOL 894 – Capstone Experience |
<table>
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<tbody>
<tr>
<td>Graduation Spring of 5th year</td>
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</tbody>
</table>

4. Letter of Support from Sociology and Criminology Department Head

Dr. Regina Vasilatos-Younken  
Chair, Graduate Council  
Vice Provost for Graduate Education
Dear Dr. Vasilatos-Younken:

I write to strongly endorse the creation of two Integrated Undergraduate/Graduate (IUG) programs between the Department of Sociology and Criminology and the Masters of Public Policy (MPP) program. I am very excited about the proposed Criminology BS-MPP IUG and the proposed Sociology BS-MPP IUG. These IUGs were developed in collaboration between the Criminology and Sociology faculty and the MPP program faculty, and parallel proposals will be submitted proposal to the undergraduate approval process shortly.

These IUGs provide an opportunity for our academically strong students to complete a BS degree in sociology or criminology, along with a master’s degree in public policy in the course of approximately five years of study. Both the Criminology BS-MPP IUG and the Sociology BS-MPP IUG are essential for our programs to remain competitive and adapt to a changing labor market for our majors. They offer our current students an exciting new opportunity to integrate strong critical thinking skills, deep substantive knowledge in sociology and/or criminology, and state-of-the-art public policy knowledge that will place them at a competitive advantage for jobs and additional graduate-level study. Beyond this, I believe these programs can help us attract new high-quality students who then go on to complete graduate study at Penn State.

In closing, I strongly support the proposed IUGs between the Department of Sociology and Criminology and ask that they be approved by the Graduate Council.

Sincerely,

Eric P. Baumer

Department Head and Professor

Department of Sociology and Criminology
Pennsylvania State University
5. Letter of Support from Harrisburg

From: "Siedschlag, Alexander" <aus50@psu.edu>
Date: Tuesday, December 11, 2018 at 9:55 PM
To: "Richardson, Lilliard" <lkr561@psu.edu>
Cc: Christopher Witko <cxw877@psu.edu>
Subject: Re: consultation on programs

Lilliard,

First of all, congratulations on your appointment as the Director of the School of Public Policy!

I needed some time to run your consultation request by my relevant Program Directors, who had nothing to address.

Therefore, the School of Public Affairs has no objections to your IUG program proposals.

Best regards,
Alexander

---

Alexander Siedschlag, Ph.D., M.A.
Interim Director, School of Public Affairs
Professor of Homeland Security and Public Health Sciences

Chair, Intercollege Master of Professional Studies Program in Homeland Security (iMPS-HLS)
Member, Penn State Center for Security Research and Education

The Pennsylvania State University
Penn State Harrisburg
School of Public Affairs (SPA)
160W Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057
U.S.A.

Phone (717) 948-4326 (Office of the Director: 6058; Program Office: 6050) -- Fax (717) 948-6484

SPA website: https://harrisburg.psu.edu/public-affairs

Like SPA on Facebook! -- https://www.facebook.com/SPAAatPSH
Like iMPS-HLS on Facebook! -- http://www.facebook.com/PSU.HLS
Hi – I know it is a busy time of year, but have you had a chance to look at our request on the consultation? Our internal deadline is this Friday so it would be great if we could hear from you. It is just for IUG programs on this campus, and there is no new programming or additional courses. We have added a list of courses submitted by sociology and criminology to the respective IUGs, and they are all existing courses.

If you have any questions, Chris or I would be happy to answer.

Thanks,

Lilliard Richardson
Director of the School of Public Policy
Professor of Public Policy
Penn State University
lilliard@psu.edu
publicpolicy.psu.edu

Hi – I hope your semester is going well. It has been a hectic one, but we are moving things forward.

We have negotiated three IUG programs (see attached) with political science, sociology and criminology on the UP campus. I’m writing to you as part of the formal consultation process for these proposals. There will
be some minor edits that we will be making to these in the next couple of weeks but nothing substantive will change.

In terms of consultation, all I would ask of you is a response to this email saying that you support or have no objections to the proposals. We will include a consultation list and the responses in the proposal.

Thanks!

Lilliard Richardson

Director of the School of Public Policy

Professor of Public Policy

Penn State University

University Park, PA 16802

lilliard@psu.edu

publicpolicy.psu.edu
5. Revised Graduate Bulletin Language (Highlighted is new language)

<table>
<thead>
<tr>
<th>Graduate Program Head</th>
<th>David Lower, Lilliard Richardson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>PPOL</td>
</tr>
<tr>
<td>Campus(es)</td>
<td>University Park (M.P.P.)</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>Master of Public Policy (M.P.P.)</td>
</tr>
</tbody>
</table>

The Master of Public Policy (M.P.P.) degree program is designed to provide professional training in public policy for those seeking careers in the design, adoption, implementation, and evaluation of public policies. The professional careers students should be prepared for include the full range of careers for which public policy expertise would be valued: national, state, and local government agencies, think tanks and consulting firms, non-profit organizations, and lobby firms and private sector organizations engaged in public affairs representation. The core of the M.P.P. degree curriculum will provide students with a strong knowledge base relevant to public policy rooted in the social science disciplines of economics, political science, sociology, and industrial psychology housed in the College of the Liberal Arts along with training in quantitative policy analysis and evaluation. And through its specialization course requirements, it will provide students with public policy relevant training across a wide spectrum of substantive public policy areas drawing on expertise found on the University Park campus. Students will work closely with faculty to design a specialization curriculum around their core course work.

Admission Requirements

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

All applicants will submit GRE scores, résumé or curriculum vitae, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in public policy and discussing their plans and goals.

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

English proficiency test scores must meet or exceed the minimum acceptable scores listed in GCAC-305. Applicants with a score of 19 or higher on the speaking section of the TOEFL Internet--based test will be considered for admission, though a score of 23 or higher is desirable. The minimum IELTS score required for admission is 7.0 (overall, and in each of the subsections).

Admissions will be based on a review of all submitted materials and spaces will be offered to the best qualified applicants, taking into account academic achievement, relevant work experience and other indices of aptitude for advanced study in public policy.
Degree Requirements

Master of Public Policy (M.P.P.)

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

A minimum of 49 credits at the 400, 500, or 800 level, with at least 18 credits at the 500 or 800 level and a minimum of 6 credits at the 500 level, is required. More specifically, the program requires 24 credits in 8 core courses that are designed to establish a base of knowledge in key subject areas reflecting the statistical skills and the disciplinary foundations from economics, political science, and organizational theory and management needed for successful careers in public policy. Three additional courses in the core (9 credits) of the M.P.P. curriculum focus specifically on the practice of conducting prospective and retrospective public policy analyses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 801</td>
<td>The Public Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 802</td>
<td>Economic Analysis for Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 503</td>
<td>Statistics for Public Policy I</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 804</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 805</td>
<td>Bureaucracy and the Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 506</td>
<td>Statistics for Public Policy II</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 807</td>
<td>Managing Public Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 808</td>
<td>Public Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 809</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 810</td>
<td>Policy and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 811</td>
<td>Project Design and Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization

An additional four courses (12 credits) are required in the student’s field of public policy specialization. These courses will be selected by students with approval from the M.P.P. program and may be at the 400, 500, or 800 level. Students may count up to 12 credits in the fields of specialization from 400-level courses.

Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 895</td>
<td>Public Policy Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

Culminating Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 894</td>
<td>Capstone Experience (Capstone Project)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 49

1 In addition to completing the core curriculum and the specialization curriculum, students are required to take a summer internship (PPOL 895, 1 credit), as approved by the M.P.P. program, between their two years of on-campus study. The internship placement should be of sufficient depth and professionalism that would allow the student to experience the integration
of their curricular studies in an actual public policy professional environment. Successful completion of the internship will require an evaluation by the supervisor and a reflective paper.

In addition to these degree requirements, students must complete a capstone project as their master's culminating experience. This entails completing both the Project Design and Methods class (PPOL 811, 3 credits and one of the 11 core courses listed above) and the capstone project requirement (PPOL 894, 3 credits). The capstone project will involve integrating and showing mastery of the subject matter of the student's public policy specialization via conducting original research using prospective public policy analysis or retrospective program/policy evaluation. Successful defense of the capstone project will entail its presentation at an annual capstone conference sponsored by the M.P.P. program.

**Integrated Undergraduate/Graduate Degree Program B.S. in Criminology and Masters of Public Policy**

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in criminology and a master’s degree in public policy in the course of approximately five years of study. The public policy curriculum and criminology curriculum cover require similar technical and analytic skills and provide complementary substantive knowledge – criminal justice is an important area of policy making from a public policy standpoint and it is critical to understand the policy process to understand the structure and impacts of criminal justice policies.

Students in the MPP are required to complete an elective specialization of four courses. Students in the Criminology-MPP IUG will take two 400 and two 500 level courses in their fourth year of study that will double count for both the Criminology BS and MPP. Courses that may double count are CRIM 424, CRIM 430, CRIM 433, CRIM 435, CRIM 490, CRIM 501, CRIM 512, CRIM 597. The students’ IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

**Admission**

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.
Admission is selective based on criteria established by the leadership of the public policy program and political science program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics and data analysis courses (evidenced by minimum 3.0 GPA in undergraduate data analysis and statistics courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Public Policy graduate program for the Master of Public Policy degree. GRE scores are not required for IUG applicants.

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

**Advising**

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in criminology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in making changes and approving the student’s plan of study each semester during the advising period.

**Sequence of Courses**

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in criminology. In the fourth year of study they will take four courses that will count both toward the BS in criminology and the masters in public policy four course specialization in criminal justice policy. At least two of these courses will be at the 500 level. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

**Plan of Study**

Prior to admission to the program, and in consultation with their criminology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in criminology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5.

**Degree Requirements**
Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Criminology are listed in the Undergraduate Bulletin. Degree requirements for the M.P.P. degree are listed on the Degree Requirements tab. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees, a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The courses that are eligible to double count for both degrees are: CRIM 424, CRIM 430, CRIM 433, CRIM 435, CRIM 490, CRIM 501, CRIM 512, CRIM 597.

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

**Integrated Undergraduate/Graduate Degree Program B.S. in Sociology and Masters of Public Policy**

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in sociology and a master’s degree in public policy in the course of approximately five years of study. The public policy curriculum and sociology curriculum cover require similar technical and analytic skills and provide complementary substantive knowledge – criminal justice is an important area of policy making from a public policy standpoint and it is critical to understand the policy process to understand the structure and impacts of criminal justice policies.

Students in the MPP are required to complete an elective specialization of four courses. Students in the Sociology-MPP IUG will take four courses in their fourth year of study that will double count for both the sociology BS and MPP. Courses that may double count are SOC 400w, SOC 405, SOC 423, SOC 440, SOC 526, SOC 528, SOC 522, SOC 530. The students' IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

**Admission**

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.
Admission is selective based on criteria established by the leadership of the public policy program and political science program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics and data analysis courses (evidenced by minimum 3.0 GPA in undergraduate data analysis and statistics courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Public Policy graduate program for the Master of Public Policy degree. GRE scores are not required for IUG applicants.

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

**Advising**

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in sociology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in making changes and approving the student’s plan of study each semester during the advising period.

**Sequence of Courses**

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in criminology. In the fourth year of study they will take four courses that will count both toward the BS in sociology and the masters in public. At least two of these courses will be at the 500 level. Specifically, 2 of the 400 level sociology courses will count toward the MPP and 2 800 level MPP courses will count toward the sociology BS “other social science” credit requirements. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

**Plan of Study**

Prior to admission to the program, and in consultation with their sociology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in sociology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5. However,
the IUG is flexible enough to accommodate alternate scheduling and the completion of some undergraduate coursework during the fifth year.

**Degree Requirements**

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Criminology are listed in the Undergraduate Bulletin. Degree requirements for the M.P.P. degree are listed on the Degree Requirements tab. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The courses that are eligible to double count for both degrees are: SOC 400w, SOC 405, SOC 423, SOC 440, SOC 526, SOC 528, SOC 532, SOC 530.

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

**Student Aid**

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

**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.

**Contact**

**Primary Program Contact:** Christopher Witko

**Email:** cw877@psu.edu

**Telephone:** (814) 865-7515
Graduate Council
Program, Option, or Minor Proposal Form

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

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

Liberal Arts

College/School: Liberal Arts
Department or Instructional Area: Public Policy

New Graduate Program, Option, or Minor: Add
Integrated Undergraduate Graduate Degree
PPOL
MPP Sociology BS

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

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

Penn State Graduate School

Existing Graduate Program Option, or Minor: Change Drop
Masters of Public Policy (PPOL)
Office of the Vice Provost and
Dean of the Graduate School

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): Creating IUG Sociology BS

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

OCT 24 2018

Submitted by Graduate Program Head
Lilliard Richardson
Printed name
Signature
Date: 10/23/18

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
SEE ATTACHED EMAIL
Printed name
Signature
Date:

Approved by College/School Dean/Chancellor (or Designee):
P. Scott Bennett
Printed name
Signature
Date: 10-24-18
Sebulsky, Lynn Marie

From: Putnam, Michael Travis
Sent: Wednesday, October 24, 2018 3:36 PM
To: Witko, Christopher; Bennett Jr., D. Scott
Cc: Sebulsky, Lynn Marie
Subject: Re: signatures

Dear Chris, Lynn, & Scott,

Greetings from Eau Claire, WI. I hope this message finds you doing well. I’ve now had time to read through the materials. With this email I endorse approving them and forwarding them onto to Vicki Hewitt.

If you have any additional questions or concerns at this time, feel free to email/contact me.

Best regards,
Mike Putnam

---

From: Witko, Christopher
Sent: Wednesday, October 24, 2018 3:30:28 PM
To: Bennett Jr., D. Scott
Cc: Sebulsky, Lynn Marie; Putnam, Michael Travis
Subject: Re: signatures

Excellent. I will come by to get the stamp of approval from Lynn now. Michael has been in touch and he will also send an email saying he approves later he said.

Thanks!

Chris

---

From: "Bennett Jr., D. Scott" <dsb10@psu.edu>
Date: Wednesday, October 24, 2018 at 3:29 PM
To: "Witko, Christopher" <cxw877@psu.edu>
Cc: "Sebulsky, Lynn Marie" <lms50@psu.edu>, "Putnam, Michael Travis" <mtp12@psu.edu>
Subject: RE: signatures

Hi Chris. There should be a way to avoid being held up by signatures.

Michael Putnam is our college graduate curriculum coordinator. He works under me and reviews graduate curriculum applications as a matter of course, and normally offers language and helpful fixes to avoid issues at the grad school level. Since he works for me, I can provide the necessary authority for his signature.

For me, I am out of the office this afternoon. However, Lynn has a stamp with my signature and she can use. Lynn, please stamp these proposals for me when Chris comes in.

I will send an email to Vicki (ccing all) to be sure she’s clear that we all approve (via my word).

Thanks,
From: Witko, Christopher
Sent: Wednesday, October 24, 2018 2:31 PM
To: Bennett Jr., D. Scott <dsb10@psu.edu>
Subject: signatures

Sorry for the multiple emails. Vicki Hewitt says if I get an email from Michael Putnam approving the IUGs that would work. Let me know if you are around and I can get your signatures. If not, then you could send an email indicating that you approve the proposals for the PLSC BS, CRIM BS and SOC BS IUGs with the MPP.

Sorry about this last minute stuff, I had no idea I needed these signatures until I turned them in.

Chris

Christopher Witko
Professor of Public Policy and Political Science
Pennsylvania State University
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of David Babb
  Printed name
  Signature
  Date: 1/8/2019

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

On Behalf of C. Andrew Cole
  Printed name
  Signature
  Date: 1/8/2019

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
  Printed name
  Signature
  Date: 1/8/2019
Program Change Proposal for Public Policy

To Create an Integrated Undergraduate/Graduate Degree Program: B.S. in Sociology and Masters of Public Policy (MPP)

Prepared by the Public Policy Program and the Department of Sociology and Criminology

and Submitted
to Graduate Council

Contact
Chris Witko, Public Policy (cxw877@psu.edu)
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A. Brief Description of the Program

B. Justification Statement for Action Being Taken

C. Time of Admission to Program

D. Graduate Admission

E. Plan of Study

F. Advising

G. Sequence of Courses

H. Reduced Course Load

I. Appendix A
   1. MPP Program Learning Objectives
   2. MPP Degree requirements
   3. Sociology BS/MPP Plan of Study
   4. Letter of Support from the Sociology and Criminology Head
   5. Letter (Email) of Support From Harrisburg Interim Head of School of Public Affairs
A. Brief Description of the Program

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in sociology and a master’s degree in public policy in the course of approximately five years of study. The public policy curriculum and sociology curriculum require similar technical and analytic skills and provide complementary substantive knowledge—sociology students become familiar with some of the most pressing problems that governments try to address via public policy—poverty and stratification, racial conflict, and so forth. Thus, policy expertise, facility with data analysis and policy analysis tools, and expertise in social conditions and theory are highly complementary.

This IUG will meet established and emerging needs in the field of public policy and provide good post-graduation job opportunities for Penn State Sociology majors. Governments, non-profits and other entities are increasingly motivated or required to analyze the impact of policies and programs on outcomes. For instance, the Obama administration pushed for more rigorous benefit-cost analysis and effectiveness demonstrations before new regulation or programs would be pursued. Non-profits and government funding agencies increasingly require grant awardees to demonstrate that their expenditures produce tangible benefits. All of this requires individuals with the skills taught in MPP programs, such as policy analysis and program evaluation. Though MPP graduates work in a variety of positions, as an example of a career path for MPPs, the demand for budget analysts is expected to grow by 7% a year from 2016-2026\textsuperscript{1}, and individuals in this field have a median income of $75,240, which is more than double U.S. median income in 2016 ($31,099).\textsuperscript{2} The U.S. faces growing challenges of economic inequality, racial and ethnic conflict, areas that have been left behind by the advances of the U.S. economy, and continues to face stubborn and persistent poverty that government has been fighting for decades. Students graduating from this IUG will be ideally suited to understand and analyze policies designed to ameliorate these harmful social condition, with their substantive knowledge and technical analytics skills.

Students in the IUG program will complete all requirements for the undergraduate BS degree in Sociology, which requires 61-63 credits. The MPP coursework that students will also complete consists of 49 credits.

Students in the MPP are required to complete an elective specialization of four courses. Students in the Sociology-MPP IUG will take 4, 400 level or 500 level courses in their fourth year of study that will double count for both the Sociology BS and MPP. At least two of these courses must be at the 500 level. The students’ IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

\textsuperscript{1} https://www.bls.gov/ooh/business-and-financial/budget-analysts.htm
\textsuperscript{2} https://fred.stlouisfed.org/series/MEPAINUSA672N
B. Justification Statement for Action Being Taken

The proposed IUG program provides an opportunity for academically strong Sociology students with an interest in public policy to complete a bachelor’s and a master’s degree in the course of approximately five years of study. This enables students graduating with a BS in sociology to quickly obtain a master’s degree for professional careers in policy analysis, program evaluation, policy advocacy and other fields where the MPP is the terminal degree. Though we expect that most students finishing the program will pursue such professional careers, this program will also position students to be accepted into high-quality PhD programs in public policy, public administration, political science, social policy and other social sciences.

There are many synergies between the study of sociology and the study of public policy. Addressing negative social conditions such as poverty, inequality, conflict among social groups, and so forth, via public policy is a core responsibility of modern governments. Thus, substantive knowledge of these problems is necessary to craft and understand the impacts of public policies designed to affect these social conditions. The substantive knowledge and analytic abilities that students acquire as sociology undergraduates will complement the more advanced understanding of policy design, implementation and evaluation, and technical analytic skills, obtained in the MPP program. Sociology undergraduates have a good understanding of the major social problems facing the nation, but are often unsure of what they can do professionally with a bachelor’s degree in sociology. The MPP program will help students translate the knowledge and skills that they have into good jobs with good incomes.

This IUG will provide additional opportunities to sociology undergraduates and more enrollments in the MPP program. Yet, this IUG program does not require any new courses or any faculty beyond what is already planned, and little additional administrative resources beyond what already exists within each unit.

The sociology BS does not have very large enrollments at the moment, so initially few students will take advantage of this IUG. However, with entering classes of less than 30 initially, even a handful of students can help the MPP meet enrollment targets. Furthermore, the leadership of the department of sociology thinks that the existence of this program will attract more students to the BS in sociology rather than the BA. If we do see a large demand for this degree program we will initially be very selective in admissions (discussed below), limiting the number of students to less than 5. This will enable the participating units to work out any issues that arise with admissions and advising and give each student proper advising without necessitating additional faculty or administrative resources.

Finally, this IUG program will strengthen interactions between the Public Policy Program and the Department of Sociology and Criminology, and potentially produce positive
spillovers for cooperation in research and other programs serving students and the community.

C. Time of Admission to Program

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.

D. Graduate Admission

Admission is selective based on criteria established by the leadership of the public policy program and sociology program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics and data analysis courses (evidenced by minimum 3.0 GPA in undergraduate data analysis and statistics courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Concurrent with application to the IUG program, students must also apply to, and be accepted into, the Graduate School at Penn State University. However, because we have a wealth of information about their academic record, which we will incorporate into admission decisions, we do not require the GRE of these internal IUG students.

E. Plan of Study

Prior to admission to the program, and in consultation with their sociology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in sociology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5.

F. Advising

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in sociology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in
making changes and approving the student’s plan of study each semester during the advising period.

G. Sequence of Courses

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in sociology. In the fourth year of study they will take four courses that will count both toward the BS in sociology and the masters in public policy four course specialization. More specifically, students in the Sociology-MPP IUG will take 4, 400 level or 500 level courses in their fourth year of study that will double count for both the Sociology BS and MPP, specifically for the 12 credit policy specialization required in the MPP program. At least two of these courses must be at the 500 level. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

H. Reduced Course Load

12 credits are shared between the BS and the MPP. The BS and MPP degrees combined would normally require 110-112 credits (61-63 + 49), which will be reduced to 98-100 total credits.

I. Appendix A

1. MPP Program Learning Objectives
2. MPP Degree requirements
3. Sample Plan of Study
4. Letter of Support from Sociology and Criminology Department Head
5. Letter (Email) of Support From Harrisburg Interim Head of School of Public Affairs
1. Program Learning Objectives

Masters of Public Policy Degree

Note: Our program learning objectives match the universal required competencies for all students required of NASPAA-accredited programs. We will add some additional mission-specific competencies as faculty arrive and we are able to deliberate on what those should be.

1. Students will be able to lead and manage in public organizations – links to scholarly and professional goal #1, #4, #5
2. Students will be able to participate in and contribute to the policy process – links to scholarly and professional goal #2, #3, #5
3. Students will be able to analyze, synthesize, think critically, solve problems and make decisions – links to scholarly and professional goal #1, #2, #4
4. Students will articulate and apply a public service perspective – links to scholarly and professional goal #5
5. Students will be able to communicate and interact productively with a diverse and changing workforce and citizenry – links to scholarly and professional goal #5
2. MPP Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 801</td>
<td>The Public Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 802</td>
<td>Economic Analysis for Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 503</td>
<td>Statistics for Public Policy 1</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 804</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 805</td>
<td>Bureaucracy and the Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 506</td>
<td>Statistics for Public Policy II</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 807</td>
<td>Managing Public Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 808</td>
<td>Public Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 809</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 810</td>
<td>Policy and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 811</td>
<td>Project Design and Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization**

An additional four courses (12 credits) are required in the student’s field of public policy specialization. These courses will be selected by students with approval from the M.P.P. program and may be at the 400, 500, or 800 level. Students may count up to 12 credits in the fields of specialization from 400-level courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 895</td>
<td>Public Policy Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

**Internship**

PPOL 894  Capstone Project  3

| Total Credits | 49 |
3. Sociology BS and Master of Public Policy IUG Sample Course Plan (Courses that double count in bold)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Courses Toward the BS in Sociology</th>
<th>Courses Toward the MPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>First - Third Year, Regular Academic Year</td>
<td>Follow Sociology BS Recommended Academic Plan</td>
<td>None</td>
</tr>
<tr>
<td>First - Third Year, Summers</td>
<td>Students without AP credits should take classes toward undergraduate general education/credit requirements</td>
<td></td>
</tr>
<tr>
<td>Application and Admission to the IUG program in 3rd year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td><strong>--4 400 or 500 level courses toward Sociology BS requirements (at least two must be at 500 level)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Other undergraduate requirements/electives as needed</td>
<td><strong>-4 400 or 500 level courses toward Criminology BS requirements (at least two must be at 500 level; will count toward MPP 12 credit requirement for policy specialization electives)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-PPOL 801 – The Public Policy Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-PPOL 503- Statistics for Public Policy I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-PPOL 506 Statistics for Public Policy II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-PPOL 810 – Policy and Program Evaluation</td>
</tr>
<tr>
<td>Summer After Fourth Year</td>
<td></td>
<td>PPOL 895 - Internship (1 credit)</td>
</tr>
<tr>
<td>Fifth Year (15 hrs credit/semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-PPOL 802 – Economic Analysis for Public Policy</td>
<td></td>
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<tr>
<td></td>
<td>-PPOL 804 – Public Sector Organization Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-PPOL 805 – Bureaucracy and the Policy Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-PPOL 807 – Managing Public Organizations</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td>-PPOL 811 – Project Design and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-PPOL 894 – Capstone Experience</td>
<td></td>
</tr>
</tbody>
</table>

Graduation Spring of 5th year
4. Letter of Support from Sociology and Criminology Department Head

Dr. Regina Vasilatos-Younken  
Chair, Graduate Council  
Vice Provost for Graduate Education  
Dean of the Graduate School  
Pennsylvania State University

Dear Dr. Vasilatos-Younken:

I write to strongly endorse the creation of two Integrated Undergraduate/Graduate (IUG) programs between the Department of Sociology and Criminology and the Masters of Public Policy (MPP) program. I am very excited about the proposed Criminology BS-MPP IUG and the proposed Sociology BS-MPP IUG. These IUGs were developed in collaboration between the Criminology and Sociology faculty and the MPP program faculty, and parallel proposals will be submitted proposal to the undergraduate approval process shortly.

These IUGs provide an opportunity for our academically strong students to complete a BS degree in sociology or criminology, along with a master’s degree in public policy in the course of approximately five years of study. Both the Criminology BS-MPP IUG and the Sociology BS-MPP IUG are essential for our programs to remain competitive and adapt to a changing labor market for our majors. They offer our current students an exciting new opportunity to integrate strong critical thinking skills, deep substantive knowledge in sociology and/or criminology, and state-of-the-art public policy knowledge that will place them at a competitive advantage for jobs and additional graduate-level study. Beyond this, I believe these programs can help us attract new high-quality students who then go on to complete graduate study at Penn State.
In closing, I strongly support the proposed IUGs between the Department of Sociology and Criminology and ask that they be approved by the Graduate Council.

Sincerely,

Eric P. Baumer
Department Head and Professor
Department of Sociology and Criminology
Pennsylvania State University
Oswald Tower 201
University Park, PA 16802
epbaumer@psu.edu
(814) 863-5436

5. Letter of Support from Harrisburg

From: "Siedschlag, Alexander" <aus50@psu.edu>
Date: Tuesday, December 11, 2018 at 9:55 PM
To: "Richardson, Lilliard" <lxr561@psu.edu>
Cc: Christopher Witko <cxw877@psu.edu>
Subject: Re: consultation on programs

Lilliard,

First of all, congratulations on your appointment as the Director of the School of Public Policy!

I needed some time to run your consultation request by my relevant Program Directors, who had nothing to address.
Therefore, the School of Public Affairs has no objections to your IUG program proposals.

Best regards,

Alexander
Cc: Witko, Christopher  
Subject: Re: consultation on programs

Hi – I know it is a busy time of year, but have you had a chance to look at our request on the consultation? Our internal deadline is this Friday so it would be great if we could hear from you. It is just for IUG programs on this campus, and there is no new programming or additional courses. We have added a list of courses submitted by sociology and criminology to the respective IUGs, and they are all existing courses.

If you have any questions, Chris or I would be happy to answer.

Thanks,

Lilliard Richardson  
Director of the School of Public Policy  
Professor of Public Policy  
Penn State University  
lilliard@psu.edu  
publicpolicy.psu.edu

From: "Richardson, Lilliard" <lxr561@psu.edu>  
Date: Monday, December 3, 2018 at 11:56 AM  
To: "Siedschlag, Alexander" <aus50@psu.edu>  
Subject: consultation on programs

Hi – I hope your semester is going well. It has been a hectic one, but we are moving things forward.

We have negotiated three IUG programs (see attached) with political science, sociology and criminology on the UP campus. I’m writing to you as part of the formal consultation process for these proposals. There will be some minor edits that we will be making to these in the next couple of weeks but nothing substantive will change.

In terms of consultation, all I would ask of you is a response to this email saying that you support or have no objections to the proposals. We will include a consultation list and the responses in the proposal.

Thanks!

Lilliard Richardson  
Director of the School of Public Policy  
Professor of Public Policy  
Penn State University
The Master of Public Policy (M.P.P.) degree program is designed to provide professional training in public policy for those seeking careers in the design, adoption, implementation, and evaluation of public policies. The professional careers students should be prepared for include the full range of careers for which public policy expertise would be valued: national, state, and local government agencies, think tanks and consulting firms, non-profit organizations, and lobby firms and private sector organizations engaged in public affairs representation. The core of the M.P.P. degree curriculum will provide students with a strong knowledge base relevant to public policy rooted in the social science disciplines of economics, political science, sociology, and industrial psychology housed in the College of the Liberal Arts along with training in quantitative policy analysis and evaluation. And through its specialization course requirements, it will provide students with public policy relevant training across a wide spectrum of substantive public policy areas drawing on expertise found on the University Park campus. Students will work closely with faculty to design a specialization curriculum around their core course work.

Admission Requirements

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

All applicants will submit GRE scores, résumé or curriculum vitae, two letters of recommendation, and a personal statement addressing their reasons for pursuing a graduate degree in public policy and discussing their plans and goals.

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

English proficiency test scores must meet or exceed the minimum acceptable scores listed in GCAC-305. Applicants with a score of 19 or higher on the speaking section of the TOEFL Internet--based test will be considered for admission, though a score of 23 or higher is desirable. The minimum IELTS score required for admission is 7.0 (overall, and in each of the subsections).

Admissions will be based on a review of all submitted materials and spaces will be offered to the best qualified applicants, taking into account academic achievement, relevant work experience and other indices of aptitude for advanced study in public policy.
Degree Requirements

Master of Public Policy (M.P.P.)

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

A minimum of 49 credits at the 400, 500, or 800 level, with at least 18 credits at the 500 or 800 level and a minimum of 6 credits at the 500 level, is required. More specifically, the program requires 24 credits in 8 core courses that are designed to establish a base of knowledge in key subject areas reflecting the statistical skills and the disciplinary foundations from economics, political science, and organizational theory and management needed for successful careers in public policy. Three additional courses in the core (9 credits) of the M.P.P. curriculum focus specifically on the practice of conducting prospective and retrospective public policy analyses.

Required Courses

<table>
<thead>
<tr>
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<td>PPOL 811</td>
<td>Project Design and Methods</td>
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</table>

Specialization

An additional four courses (12 credits) are required in the student’s field of public policy specialization. These courses will be selected by students with approval from by M.P.P. program and may be at the 400, 500, or 800 level. Students may count up to 12 credits in the fields of specialization from 400-level courses.

Internship

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 895</td>
<td>Public Policy Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

Culminating Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 894</td>
<td>Capstone Experience (Capstone Project)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 49

1 In addition to completing the core curriculum and the specialization curriculum, students are required to take a summer internship (PPOL 895, 1 credit), as approved by the M.P.P. program, between their two years of on-campus study. The internship placement should be of sufficient depth and professionalism that would allow the student to experience the integration
of their curricular studies in an actual public policy professional environment. Successful completion of the internship will require an evaluation by the supervisor and a reflective paper.

In addition to these degree requirements, students must complete a capstone project as their master’s culminating experience. This entails completing both the Project Design and Methods class (PPOL 811, 3 credits and one of the 11 core courses listed above) and the capstone project requirement (PPOL 894, 3 credits). The capstone project will involve integrating and showing mastery of the subject matter of the student's public policy specialization via conducting original research using prospective public policy analysis or retrospective program/policy evaluation. Successful defense of the capstone project will entail its presentation at an annual capstone conference sponsored by the M.P.P. program.

INSERT PLSC BULLETIN LANGUAGE HERE

**Integrated Undergraduate/Graduate Degree Program B.S. in Criminology and Masters of Public Policy**

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in criminology and a master’s degree in public policy in the course of approximately five years of study. The public policy curriculum and criminology curriculum cover require similar technical and analytic skills and provide complementary substantive knowledge – criminal justice is an important area of policy making from a public policy standpoint and it is critical to understand the policy process to understand the structure and impacts of criminal justice policies.

Students in the MPP are required to complete an elective specialization of four courses. Students in the Criminology-MPP IUG will take two 400 and two 500 level courses in their fourth year of study that will double count for both the Criminology BS and MPP. Courses that may double count are: CRIM 424, CRIM 430, CRIM 433, CRIM 435, CRIM 490, CRIM 501, CRIM 512, CRIM 597. The students’ IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

**Admission**

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.
Admission is selective based on criteria established by the leadership of the public policy program and political science program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics and data analysis courses (evidenced by minimum 3.0 GPA in undergraduate data analysis and statistics courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Public Policy graduate program for the Master of Public Policy degree. GRE scores are not required for IUG applicants.

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

Advising

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in criminology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in making changes and approving the student’s plan of study each semester during the advising period.

Sequence of Courses

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in criminology. In the fourth year of study they will take four courses that will count both toward the BS in criminology and the masters in public policy four course specialization in criminal justice policy. At least two of these courses will be at the 500 level. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

Plan of Study

Prior to admission to the program, and in consultation with their criminology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in criminology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5.

Degree Requirements
Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Criminology are listed in the Undergraduate Bulletin. Degree requirements for the M.P.P. degree are listed on the Degree Requirements tab. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The courses that are eligible to double count for both degrees are: CRIM 424, CRIM 430, CRIM 433, CRIM 435, CRIM 490, CRIM 501, CRIM 512, CRIM 597.

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

Integrated Undergraduate/Graduate Degree Program B.S. in Sociology and Masters of Public Policy

This Integrated Undergraduate/Graduate program (IUG) provides an opportunity for academically strong students to complete a bachelor of science degree in sociology and a master’s degree in public policy in the course of approximately five years of study. The public policy curriculum and sociology curriculum cover require similar technical and analytic skills and provide complementary substantive knowledge – criminal justice is an important area of policy making from a public policy standpoint and it is critical to understand the policy process to understand the structure and impacts of criminal justice policies.

Students in the MPP are required to complete an elective specialization of four courses. Students in the Sociology-MPP IUG will take four courses in their fourth year of study that will double count for both the sociology BS and MPP. Courses that may double count are: SOC 400w, SOC 405, SOC 423, SOC 440, SOC 526, SOC 528, SOC 522, SOC 530. The students' IUG specific program of study will be structured on an individual basis giving IUG students a range of program options from the menu of course selections summarized below.

Admission

Qualified students can apply formally during the semester in which they will complete 60 credits, typically the spring semester of their sophomore year. Consistent with general guidelines, students shall be admitted to an IUG program 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). It is recommended that students apply for admission to the IUG program before completing 90 credits, or in the last semester of their junior year, but consistent with general IUG guidelines, students can apply as late as the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree.
Admission is selective based on criteria established by the leadership of the public policy program and political science program. Though exceptions are possible, student applicants will generally have a minimum overall GPA of 3.4 in their major, and a minimum 3.4 GPA overall at the time of application (on a 4.0 scale). Students are admitted to the IUG based on good progress in their major, success in statistics and data analysis courses (evidenced by minimum 3.0 GPA in undergraduate data analysis and statistics courses), faculty recommendations (two letters), GPA and a 2-page statement of purpose explaining why they want to participate in this program and why they are qualified to do so. Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Public Policy graduate program for the Master of Public Policy degree. GRE scores are not required for IUG applicants.

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

Advising

Students admitted to the program are advised by co-advisors, one from each participating unit. Each student will have a primary advisor in public policy who will work with the student and the co-advisor in sociology to ensure successful completion of the degree. The co-advisors will help the student prepare the initial plan of study, and assist in making changes and approving the student’s plan of study each semester during the advising period.

Sequence of Courses

During the first three years of study students will follow the basic course sequence provided for by the existing BS plan in criminology. In the fourth year of study they will take four courses that will count both toward the BS in sociology and the masters in public. At least two of these courses will be at the 500 level. Specifically, 2 of the 400 level sociology courses will count toward the MPP and 2 800 level MPP courses will count toward the sociology BS “other social science” credit requirements. Students who wish to graduate in 5 years will also take additional MPP courses in their fourth year beyond this two, but these credits will count only toward the MPP degree.

Plan of Study

Prior to admission to the program, and in consultation with their sociology and public policy advisors, students must prepare a detailed plan of study for years 4 and 5 of the program. The plan is periodically reviewed by the student and advisors, and revised as necessary. Most students will complete all requirements for the BS in sociology and complete some graduate level MPP requirements in the first four years, and take only MPP courses in year 5. However,
the IUG is flexible enough to accommodate alternate scheduling and the completion of some undergraduate coursework during the fifth year.

**Degree Requirements**

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.S. in Criminology are listed in the Undergraduate Bulletin. Degree requirements for the M.P.P. degree are listed on the Degree Requirements tab. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The courses that are eligible to double count for both degrees are: SOC 400w, SOC 405, SOC 423, SOC 440, SOC 526, SOC 528, SOC 532, SOC 530.

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

**Student Aid**

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

**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.

**Contact**

**Primary Program Contact:** Christopher Witko

**Email:** cxw877@psu.edu

**Telephone:** (814) 865-7515