2018-2019 Graduate Council
Meeting Agenda: January 16, 2019 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building

1. Minutes of the December 12, 2018 Meeting (2 minutes)
2. Communications to Graduate Council (3 minutes)
3. Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School (5 minutes)
4. Reports of Standing Committees of Graduate Council (72 minutes)
   a) Committee on Committees and Procedures – Siela Maximova, Chair (2 minutes)
   b) Committee on Academic Standards – Douglas Stairs, Chair (25 minutes)  
      1. VOTE – Revisions to GCAC-603 Doctoral Committee Responsibilities – Research Doctorate (Appendix A), Justification (Appendix B), and FAQs (Appendix C)
   c) Committee on Programs and Courses – Andy Cole, Chair (25 minutes)  
      1. INFORMATION – Graduate Council Curriculum Report, 1/9/2019 (Appendix D)
      2. VOTE – Revisions to GCAC-213 Residency and Related Policies for Off-Campus Degree Programs (Appendix E) and FAQs (Appendix F)
      3. VOTE – Revisions to GCAC-501 Credit Load (Appendix G) and FAQs (Appendix H)
   d) Committee on Fellowships and Awards – David Atwill, Chair (5 minutes)
   e) Committee on Graduate Research – Siela Maximova, Chair (5 minutes)
   f) Committee on Graduate Student and Faculty Issues – Amy Allen, Chair (5 minutes)
   g) Subcommittee on Graduate Exhibition – Elizabeth Hughes, Chair (5 minutes)
5. Special Reports (5 minutes)
   a) Graduate and Professional Student Association (5 minutes)
6. Unfinished Business (1 minute)
7. New Business (1 minute)
8. Comments and Recommendations for the Good of the Graduate Community (1 minute)
2018-2019 Graduate Council
Minutes of the Meeting: December 12, 2018

Graduate Council met on Wednesday, December 12, 2018 at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, chaired the meeting. The minutes of the November 14, 2018 meeting were approved.

Communications to Graduate Council
None.

Announcements/Remarks by the Chair – Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School

Dr. Vasilatos-Younken announced that the Faculty Senate approved a change to its Bylaws requiring all faculty governance organizations to which the Senate has delegated authority to be chaired by an elected member of the organization. As this change affects Graduate Council, the Committee on Committees and Procedures will meet after the winter break to discuss revisions to Graduate Council’s Bylaws and Standing Rules to comply with this change.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

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

Dr. Maximova indicated the committee had not met and had nothing to report.

Committee on Academic Standards

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

Dr. Stairs reported the committee met that morning and continued its discussion on proposed changes to GCAC-603 Doctoral Dissertation Committee Responsibilities – Research Doctorate. Comments received on the proposed policy changes centered on the requirement for an annual meeting of the doctoral committee and a written summary of the meeting. The committee will prepare and distribute a white paper and FAQs to send out in the first week of January to clarify the reasons behind the proposed changes.

The committee continued discussion on GCAC-604 Qualifying Examination – Research Doctorate. The main topic of discussion was how to accommodate programs that offer a master’s-along-the-way, as these programs typically have difficulty meeting the time limit requirement for the qualifying examination.

Committee on Programs and Courses

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

Dr. Cole reported that in the most recent Graduate Council Curriculum Report, the committee approved six program changes, one program drop, 10 new courses, and two course changes. At its December meeting, the committee will review 20 program and course proposals.
Dr. Cole introduced changes to policy GCAC-213 Residency and Related Policies for Off-Campus Degree Programs. This policy was first adopted in 1997 in an effort to ensure quality in graduate programs delivered off-site and online. One of the requirements it established was that a report be submitted to the Committee on Programs and Courses during the third year after the inception of a new online or off-site program. The committee determined that this report is not an effective means of judging program quality given the short timeframe and recommends instead folding these reporting requirements into the Graduate School’s regular program review cycle when it begins next academic year. An additional revision was proposed in the meeting to change “800-level courses” to “500- and/or 800-level courses” in Policy Statement #4.

Dr. Cole also introduced changes to GCAC-501 Credit Load. Currently the maximum credit load for all graduate students is 15 credits per semester. The maximum credit load was put in place when the majority of graduate programs were research degree programs (Ph.D., M.A., and M.S.) that required students to spend a significant amount of time outside of classwork on research activities. However, Penn State now offers a significant number of professional degree programs, which do not have the same expectation of research outside of the classroom and which typically have higher credit requirements. The proposed revisions would change the maximum credit load per semester for students in professional degree programs from 15 to 21 credits. The proposed revisions also clarify that a college or school may set a lower credit limit for their unit. The credit load limit for students in research degree programs (Ph.D., M.A., and M.S.) would not change.

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

Dr. Atwill reported the committee met last week to review the college reports on the distribution of University Graduate Fellowships (UGFs). The committee is working on a comprehensive report to distribute back to the colleges early next semester. The committee will also be looking at faculty and student awards in the next semester.

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

Dr. Maximova reported on three items of joint effort between the Senate Committee on Research, Scholarship, and Creative Activity (SCoRSCA) and the Graduate Council Committee on Graduate Research. The first item is evaluating the collaboration between University Park and the Commonwealth Campuses in the areas of research and graduate education. A survey was conducted last year with more than 600 responses. Joshua Rosenberger from the Survey Research Center will report on the results of the survey at the January SCoRSCA meeting.

The second item is the report on Intercollege Graduate Degree programs (IGDPs). The main issue that emerged from the report was concerns over inconsistent funding of IGDPs. Working with the Committee on Graduate Research, SCoRSCA will draft an advisory/consultative report of their findings and formally ask that the Provost appoint a task force to investigate this issue and develop sustainable funding models for these types of programs.

The third item is exploring climate issues in graduate programs. Results from the Graduate Student Exit Survey were presented by Dr. Sarah Ades and Dr. Bill Clark at the committee’s last meeting. However, students who do not complete their degrees are not captured in those results. Dr. Maximova will report
back to SCoRSA that the Committee on Graduate Student and Faculty Issues is working on addressing this issue. The Committee noted that Marcus Whitehurst, Vice Provost for Educational Equity, plans to conduct a university-wide climate survey of current students which will include the capability of isolating responses from graduate students.

**Committee on Graduate Student and Faculty Issues**

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

Dr. Allen reported the committee met that morning and focused its discussion on the proposed survey for students who don’t complete their degrees. The committee is considering what types of questions to include and ways to reach this population. The next steps are to work on a draft of the survey and decide how to distribute it most effectively.

The committee also plans to look at ways to provide resources and support for graduate students who are transgender, non-gender-conforming, international, and underrepresented minorities. The committee will meet with the director of the LGBTQA Student Resource Center to discuss available resources and possible gaps in the resources. The committee also plans to meet with LionLink and Career Services to discuss resources for graduate students.

**Subcommittee on Graduate Exhibition**

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

Dr. Hughes announced that the committee will be sharing examples of submissions for the new 3-dimensional design category at its January meeting. Students will be able to register to participate in the Graduate Exhibition beginning on January 14 through the end of February. Dr. Hughes asked Council members to encourage participation for students as exhibitors and for colleagues and community members to serve as judges.

**Special Reports**

**Graduate and Professional Student Association**

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

Ms. Glew reported that Damon Sims, Vice President of Student Affairs, presented to GPSA on mental health services and the Red Folder initiative designed to provide resources to support faculty, staff, and administrators in helping distressed students. The discussion also addressed graduate student’s attitudes towards Counseling and Psychological Services (CAPS), including concerns about long wait times and the lack of a central location for these services.

Cecily Zhu, Alternative Transportation Program Coordinator in Transportation Services, informed GPSA of changes in graduate student transportation services, including a price increase for the RIDEpass program that concerned GPSA members.

GPSA also discussed stipends, travel reimbursement funding, and the upcoming hard waiver requirement for evidence of health insurance coverage for all students, and voted to co-sponsor the Association of Women Geoscientists Outreach Event. The association’s annual Winter Gala went well.
Unfinished Business

Graduate Student Exit Survey Reports

Dr. Vasilatos-Younken recognized Dr. Sarah Ades and Dr. William Clark of the Graduate School to continue discussion on results of the Graduate Student Exit Survey.

Dr. Ades reminded Council members that the Graduate Student Exit Survey is sent every semester to students who file an intent to graduate. Responses to the exit survey (a total of approximately 6,000 respondents over 12 semesters) are overwhelmingly positive. The few questions that were rated just “good” or “needs work” tend to be in the area of professional development. Responses from women are slightly lower, which appears to be a trend overall and not just at Penn State.

Dr. Clark reported that the survey also contained open-ended questions for longer responses. About 1150 comments were received and shared with the appropriate colleges and programs. The comments were evenly split, with approximately one-third positive, one-third neutral, and one-third negative.

Overall, students’ evaluations of the academic quality of their programs were high across the board, and students responded positively when asked if they would recommend their program to others. World Campus students expressed higher satisfaction than residential students. The Graduate School is working on releasing the University-level data to the broader community, and more information about the survey results will be posted on the Graduate School’s website.

New Business

None.

Comments and Recommendations for the Good of the Graduate Community

None.

Next meeting:
Wednesday, January 16, 2018 at 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
DOCTORAL COMMITTEE RESPONSIBILITIES – RESEARCH DOCTORATE

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

PURPOSE:

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

ACADEMIC GOAL:

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

SCOPE:

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

BACKGROUND:

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

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

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

DEFINITIONS:

POLICY STATEMENT:

1. Primary Responsibility: A doctoral program consists of a combination of course seminars, individual study, and research/scholarship that meets or exceeds the minimum requirements of Graduate Council. The Ph.D. Committee bears primary responsibility for the broad scholarly development of the Ph.D. student, as well as direct responsibility for guidance and assessment of the student’s dissertation research and academic progress toward the Ph.D. degree. Ph.D. Committee members are appointed based on their skills and expertise with these goals in mind. Specific responsibilities include (but are not limited to):
   a. The Ph.D. Committee shall approve the educational program for each individual student beyond the program requirements.
      i. The Ph.D. committee can require additional education, including course work, depending on the student’s background and research plans.
   b. The Ph.D. Committee shall meet with the student no less than annually to assess student progress toward the degree.
   c. The Ph.D. Committee shall administer the student’s Comprehensive Examination and assess the student’s performance on the examination.
   d. The Ph.D. Committee shall assess the student’s dissertation and recommend (or not) its approval to the Graduate School.
   e. The Ph.D. Committee shall conduct the student’s Final Oral Examination and assess the student’s performance on the examination.

2. Annual Committee Meetings: The goal of the annual committee meeting is to assess student progress toward the degree and in meeting the Graduate Council’s Scholarly and Professional Goals for All Graduate Degree Students.
   a. If the student’s program has received approval through the Graduate Council’s curricular review process to establish the dissertation committee later than specified in GCAC-602, then the program head or designated academic adviser assumes PhD Committee responsibilities as outlined in this policy. The first meeting will take place approximately one year after the qualifying examination was passed; the program head or designated academic adviser will meet with the student at least once annually after that until the student’s Ph.D. Committee is formed.
   b. The Ph.D. Committee will meet with the student within one semester after its formation (excluding Summer Semester) to review the student’s dissertation research and the student’s understanding of the dissertation research goals, objectives, and methods. This is separate from the meetings for the evaluation of the student’s performance on the Comprehensive Exam unless additional time and focus are added to allow a holistic review of the student’s progress.
   c. At subsequent meetings with the student, the Ph.D. Committee shall:
      i. Assess the quality and progress of the student’s research;
      ii. Assess the student’s professional development;

Commented [MV1]: This is a new policy provision regarding the frequency of Dissertation Committee meetings. The current policy has no provisions about the frequency of Dissertation Committee meetings.

Commented [MV2]: New provision added in response to the adjustment to 94-02 Policy Statement 2 that allows a delay to dissertation committee formation in some cases.

Commented [MV3]: This is a new policy provision to ensure that the required yearly meetings begin in a timely fashion.
Policy GCAC-603
Policy Steward:

iii. Decide whether any interim meetings should take place and, if so, when.

3. Additional Committee Meetings: The Ph.D. Committee shall meet additionally as necessary to advise the student and the student’s dissertation adviser.
   a. Additional meetings of the Ph.D. Committee will be held upon request of the student, the student’s Dissertation Adviser, the Ph.D. Committee Chair, or of any two members of the Ph.D. Committee.

PROCESS:

1. The student is responsible for scheduling all Ph.D. Committee meetings. In scheduling meetings, the student will be assisted by the Ph.D. Committee Chair.

2. Committee Meeting Reports: The Ph.D. Committee will review and approve a summary meeting report.
   a. Within the week following each meeting, the Ph.D. Committee Chair will circulate a summary of the meeting to the Ph.D. Committee and the student. The summary shall include:
      i. The Ph.D. Committee’s assessment of the student’s research and professional development progress, along with any advice, recommendations for supplemental study, and/or improvement plan the Ph.D. Committee may have for the student and the adviser.
      ii. The Ph.D. Committee’s decision on whether any interim Committee meetings are to be scheduled.
   b. All members of the Ph.D. Committee and the student must approve the meeting summary.
   c. The Ph.D. Committee Chair shall submit the approved meeting summary to the major (and as appropriate, dual-title and/or minor) Graduate Program Head.

FORMS:

Summary of Ph.D. Committee Meeting

FURTHER INFORMATION:

CROSS REFERENCES / OTHER POLICIES:

GCAC-601 Residency Requirement – Research Doctorate
GCAC-602 Doctoral Dissertation Committee Formation, Composition, and Review – Research Doctorate
GCAC-603 Doctoral Committee Responsibilities – Research Doctorate
GCAC-604 Qualifying Examination – Research Doctorate
GCAC-605 English Competence – Research Doctorate
GCAC-606 Comprehensive Examination – Research Doctorate
Policy GCAC-603
Policy Steward:

GCAC-607 Dissertation – Research Doctorate
GCAC-608 Final Oral Examination – Research Doctorate
For a summary of these issues see also GCAC 603 FAQs.

Based upon the discussion at the November Graduate Council meeting regarding proposed changes to GCAC 603 - DOCTORAL COMMITTEE RESPONSIBILITIES – RESEARCH DOCTORATE, it was evident to the Academic Standards Committee that a number of concerns exist reflecting misunderstanding of how the policy is intended to be interpreted. Even more fundamentally, the reasons for the proposed changes were not adequately conveyed, leaving many to perceive that the changes were unnecessary. In the interest of addressing these, the following seeks to explain the core principles (and objectives) of the proposed changes to the policy, and provides important background information:

1) Regular (annual) review of Ph.D. student progress that mindfully considers a few broad areas that should be relevant to all programs, regardless of discipline (e.g., quality and progress of the student’s research; the student’s professional development).

As was presented in the November Council meeting, based upon 5,937 Graduate School exit survey responses aggregated across every graduating cohort from SU2013 through SP2017 (a total population of 15,744 graduate students with an average response rate of 37.7 percent), 38% of doctoral students and 50% of M.S./M.A. students indicate that (other than course grades and results of written or oral examinations), they do not receive a formal assessment of their academic progress at least annually. One might speculate that these percentages may be even higher for those individuals who don’t complete their degree. It is worth mentioning that Ph.D. completion rates at Penn State (which average 70% across all of our programs) are well above the national average, and we recognize that the goal is not 100%, as circumstances not related to the graduate program or student’s ability can result in failure to complete the degree. Although many programs appreciate the need for and value of feedback and guidance to students, with almost 100 Ph.D. programs at Penn State, the reality is that many do not, and the mechanism to address those has been limited because of the lack of a policy that speaks to this.

From the vantage point of adjudicating graduate student problems across the university, the Graduate School has also shared that in some colleges, the norm is for the doctoral committee to have never met until the final defense of the dissertation. As one can imagine, the potential for problems in these circumstances is significant, and some of the most egregious cases of student problems have reflected this. In some cases, students whose adviser may not be in the mainstream of their field have no protection or opportunity for intervention from other faculty in the department who might otherwise be a mitigating factor if the committee met earlier in the course of the student’s research program. But even more broadly, students have not benefitted from the collective expertise of their committee, whose ability to inform the research is much enhanced when there is opportunity for interaction among the members of the committee themselves.

On a more positive side, formalizing this within Graduate Council policies not only best serves our current students, but speaks to prospective students that Penn State is invested in our Ph.D. students’ academic success and professional development, and this commitment is reflected in the proposed revisions.

2) Feedback to each student on their progress, which in the majority of cases need be no more than “everything is on track”. However, in what is hoped are the rarer cases when a concern is identified, it is clearly communicated to the student, along with expectations for what actions need to be taken.
A sample of a form (attached to this email) that might be used was distributed with the proposed policy draft, but it became apparent that many programs/faculty either did not see it or misunderstood its use. This was intended as an example that could be used or adapted by programs that may not have anything in place, to give a sense that such annual reviews need not be onerous, and it is left to each program to use what works best. In the example of the attached sample form, in cases where the student is making adequate progress (the majority of cases), nothing more than a box needs to be checked (i.e., a Progress Rating of “Excellent”, “Very Good” or “Good” suffices). Only if there is a concern would more information need to be documented (e.g., on the sample form, if the rating of progress is “Fair” or “Poor”, then “Required actions” need to be indicated), for both the student’s and program’s benefit. However, even in those cases, the information might only need to be articulated in a few sentences. It is also worth noting that in the case of inadequate progress, even when a meeting takes place and discussion occurs with the student, it is not uncommon for what was communicated to be translated differently by the student (or a member of the committee) and not be “heard” as intended. A written summary better ensures understanding, and that all parties have read and acknowledge what was conveyed.

As mentioned, it is left to each program to determine the format, and in many programs, something is already standardized for use in documenting review of student progress. For example, in the Eberly College of Science, every Ph.D. program conducts an annual review of each student’s progress, with certain elements that have been standardized across the college. In supporting this, the college constructed an online system that is populated with student information to facilitate the review, and that stores the records of these reviews such that they are available at both the program and college level. The proposed policy revisions are not directing any submission of paperwork centrally, but for such reviews of student progress to be kept at the local level of the program, where it appropriately belongs.

3) A written record of the annual review to be held within the graduate program/department that captures the above, but in particular, when a concern is raised, an indication of the concern and actions to be taken, with written acknowledgment (i.e., signed) by the program designee/doctoral committee, as well as the student.

When graduate students are being terminated from their graduate program, they often seek recourse and the final level of appeal is to the Dean of the Graduate School. Even before that stage, many students in these circumstances seek assistance from the Associate Dean for Graduate Student Affairs in the Graduate School, who has a university-wide perspective on these matters. Unfortunately, very often when programs are at the stage of terminating a student and are asked for documentation that the student was aware of concerns, there is no documentation whatsoever of a review of the student’s progress, feedback to the student, specified actions that are needed, etc. As you might appreciate, in those cases no one is well served, but especially not the student, and increasingly, students choose legal action.

Additional clarifications:

A few other points require clarification that have also been misunderstood regarding the proposed policy revisions. The first meeting of the doctoral committee for such an annual review does not need to take place until approximately one year after the qualifying examination is passed, and per Graduate Council Policy GCAC-602, Doctoral Dissertation Committee Formation, Composition, and Review - Research Doctorate, the doctoral committee is to be formed no later than one calendar year following
the date of the student’s successful completion of the Qualifying Examination unless an alternative timing is approved through the Graduate Council’s curricular review process. If the norm for your program is that students do not identify an advisor and/or dissertation topic until later than this, such that the doctoral committee is typically not formed until more than a year after passing the Qualifying Examination (e.g., within two years after passing the Qualifying Examination), the program can request approval of alternative timing for the doctoral committee to be appointed, through the curricular review process. Before the Ph.D. committee is formed, annual review of each student’s progress can be conducted by whomever the graduate program delegates (e.g., a faculty member who serves as academic adviser to Ph.D. students before they have identified an adviser; the student’s major advisor after that individual has been identified, but before the student has formed their committee; the PIC, DGS or graduate program chair/co-chair in the case of Intercollege Graduate Degree Programs, etc.), and only that individual and the student would need to meet and sign the form.

Once the doctoral committee is formed, it is also acceptable for a meeting of the doctoral committee already scheduled for another purpose to serve as the annual meeting that satisfies the policy, if additional time is devoted at that meeting to focus on a review of the student’s progress. Such meetings might include, for example, a meeting of the committee for the student to present their dissertation proposal, or that would occur around a benchmark examination (i.e., the Comprehensive Examination). With this approach, additional meetings of the doctoral committee in such years is not required. It should also be noted that the policy allows for committee members to participate remotely in such meetings (unless it is at the time of the Comprehensive Examination, when committee participation remotely must conform to the existing policy for the Comprehensive Examination).

As was stated at Graduate Council, what defines a research institution like Penn State is our training of Ph.D. students, who are our most valuable asset and become the ultimate legacy for their faculty adviser, their graduate program/college, and Penn State. Many will move on to positions of great influence and impact on society, and we will seek to cultivate them as alumni and donors, to help ensure the sustainability of the institution and our ability to offer a quality education to future students. The investment in their academic success and professional development cannot be overstated. Recognizing the already incredible demands on our faculty, there is no more worthy investment of graduate faculty time than what this policy is intended to achieve, and with the allowances clarified above, it was not envisioned to add an untenable additional burden for faculty or programs, but to substantially better serve our students.
FAQs about Proposed Revisions to GCAC-603 Doctoral Dissertation Committee Responsibilities – Research Doctorate

Why are these revisions being proposed?

What defines a research institution like Penn State is our training of Ph.D. students. Ph.D. students are our most valuable asset and they become the ultimate legacy for their faculty advisers, graduate programs and colleges, and Penn State. The importance of our investment in their academic success and professional development cannot be overstated. Although there are extraordinary demands made on our faculty, there is no more worthy investment of Graduate Faculty time then what this policy is intended to achieve. The purpose of the proposed revisions is not to add an untenable additional burden on faculty or programs, but to substantially better serve our Ph.D. students.

These policy revisions are intended to provide:
1) Regular (annual) review of Ph.D. student progress;
2) Feedback to each student on their progress; and
3) A written record of the annual meeting agreed to by all members of the doctoral committee and the student.

Why require annual meetings of the doctoral committee?

Based upon 5,937 Graduate School exit survey responses aggregated across every graduating cohort from SU2013 through SP2017, 38% of doctoral students indicate that (other than course grades and results of written or oral examinations), they do not receive a formal assessment of their academic progress at least annually. Ph.D. completion rates average 70% across all our programs. Additionally, when terminations from a graduate program are appealed by the student, a considerable portion of these cases involve a lack of monitoring and providing meaningful feedback on progress. These are often underlying factors for the student’s lack of progress toward their degree and the initiation of termination by the program.

Formalizing the requirement for an annual meeting of the doctoral committee in Graduate Council policy not only best serves our current students, but also shows prospective students that Penn State is invested in our Ph.D. students’ academic success and professional development.

When does the first annual meeting of the doctoral committee need to take place?

The first annual meeting of the doctoral committee does not need to take place until approximately one year after the qualifying examination is passed. Per Graduate Council Policy GCAC-602, Doctoral Dissertation Committee Formation, Composition, and Review - Research Doctorate, the doctoral committee is to be formed no later than one calendar year following the date of the student’s successful completion of the Qualifying Examination unless an alternative timing is approved through the Graduate Council’s curricular review process.
If the program has an approved alternative timeline for formation of the doctoral committee, does the annual meeting still need to happen?

Before the Ph.D. committee is formed, annual review of each student’s progress can be conducted by whomever the graduate program designates (e.g., a faculty member who serves as academic adviser to all Ph.D. students; the student’s major adviser; the PIC, DGS, or graduate program chair, etc.). Only that individual and the student would need to meet and sign the summary form.

Can the annual meeting requirement be fulfilled by another meeting our program already requires?

Once the doctoral committee is formed, a meeting of the doctoral committee already scheduled for another purpose can serve as the annual meeting that satisfies the policy requirement, if additional time is devoted at that meeting to focus on a review of the student’s progress. Such meetings might include, for example, a meeting of the committee for the student to present their dissertation proposal, or meetings that would occur around a benchmark examination such as the Comprehensive Examination. Additional meetings of the doctoral committee in those years is not required.

Why does the full doctoral committee need to meet?

In some colleges, the current norm is that the doctoral committee does not meet collectively until the final defense of the dissertation. Under those circumstances, Ph.D. students have not benefitted from the collective expertise of their committee and the opportunity for interaction among the committee members throughout the students’ research process. Under these circumstances the potential for serious problems to emerge during the final defense of the dissertation is significant.

One example is when the student’s adviser is not in the mainstream of students’ dissertation field. If the committee never meets collectively, the student has no opportunity for intervention from other faculty members who might otherwise be a mitigating factor earlier in the student’s research program.

Do the annual doctoral committee meetings need to be in person?

The policy allows doctoral committee members to participate remotely in the annual meetings. The only exception would be for annual meetings that occur at the same time as the Comprehensive Examination or other benchmark examination, in which case the policy that governs the examination must be followed.

Why require a written summary of the annual meetings?

A written summary ensures better understanding of what happened at the meeting, and that all parties have read and acknowledge what was conveyed. It is not uncommon for what was communicated in the meeting to be translated differently by participants and not “heard” as intended. A brief written summary serves to document what was discussed and ensures that when the committee meets again the next year, it has a record of the discussion from previous meetings.
There only needs to be one summary of each annual meeting. In most cases, the summary will be prepared by the dissertation adviser or by the student. Every doctoral committee member does not need to prepare a summary for each student on whose committee they serve as a regular member.

A sample annual summary form has been provided that gives an idea of what should be recorded. In the majority of cases where students are performing well, the summary will take little time to complete. Nothing more than a box needs to be checked; a Progress Rating of “Excellent”, “Very Good” or “Good” suffices.

When the student is not performing well, additional details are required but it is in those situations that it is most important to provide a record of what is expected of the student moving forward. However, even in those cases, the committee’s concerns and the actions that need to be taken might only need to be articulated in a few sentences.

**Do all committee members and the student need to physically sign the summary form?**

The purpose of the form is to ensure that all participants in the meeting agree to the summary. This can be indicated by a physical signature, an electronic signature, or the attachment of an email from the participant stating agreement with the summary.

**Do we have to use the sample form provided?**

The sample form is intended to be an example to demonstrate that the meeting summaries need not be onerous. The sample form can be used or adapted by programs as needed. Programs that are already using similar or more elaborate forms can continue to use those.

**What will be done with the meeting summaries?**

The Graduate School will not require central submission of these meeting summaries. These are intended to be kept at the program level, where they appropriately belong. The intention of requiring them to be submitted to the program is to ensure that both the committee members and the student have access to the summary record throughout the student’s program, as it is possible that the doctoral committee membership could change.

**Where can I get additional information about this change?**

The committee on Academic Standards has also prepared a document called GCAC-603 Justification that includes additional details on the reasoning behind this decision. It will be circulated with this FAQ.
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 ETHNOHISTORY (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.

College/School: AGRICULTURAL SCIENCES
Department or Instructional Area: ANIMAL SCIENCE

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: DUAL TITLE M.S. AND PH.D. IN ANIMAL SCIENCE
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): UNADOPT THE OPERATIONS RESEARCH PROGRAM

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

Submitted by Graduate Program Head
TERRY D. ETHERTON
Printed name
Signature
Date: 9/26/18

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
John Ewing
Printed name
Signature
Date: 9/26/18

Approved by College/School Dean/Chancellor (or Designee):
RAMA RADHAKRISHNA
Printed name
Signature
Date: 9/26/18
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tr>
<td>Chair, Graduate Council Subcommittee on New and Revised Programs and Courses</td>
<td>On Behalf of David Babb</td>
<td>Yelkhein</td>
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<td>11/8/2019</td>
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<td>Chair, Graduate Council Committee on Programs and Courses</td>
<td>On Behalf of C. Andrew Cole</td>
<td>Yelkhein</td>
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<td>11/8/2019</td>
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<td>Dean of the Graduate School</td>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td>Yelkhein</td>
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<td>11/8/2019</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

<table>
<thead>
<tr>
<th>Graduate Program Head</th>
<th>Terry D. Etherton</th>
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<tbody>
<tr>
<td>Program Code</td>
<td>ANSC</td>
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<tr>
<td>Campus(es)</td>
<td>University Park (Ph.D., M.S., M.P.S.)</td>
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<tr>
<td>Degrees Conferred</td>
<td>Doctor of Philosophy (Ph.D.)</td>
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<td></td>
<td>Master of Science (M.S.)</td>
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<td>Master of Professional Studies (M.P.S.)</td>
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<td></td>
<td>Dual Title Ph.D. and M.S. in Animal Science and Operations Research</td>
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<tr>
<td>The Graduate Faculty</td>
<td>View (<a href="https://secure.gradsch.psu.edu/gpms/index.cfm?searchType=fac&amp;prog=ANSC">https://secure.gradsch.psu.edu/gpms/index.cfm?searchType=fac&amp;prog=ANSC</a>)</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 (http://gradschool.psu.edu/graduate-education-policies). 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 coursework, 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. degree 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 312 Henning Building</td>
</tr>
<tr>
<td></td>
<td>University Park PA 16802</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mjq217@psu.edu">mjq217@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>
Appendix D - Page 18

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: __________________________
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  Signed Name  Date: 10/23/18

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Arvind Rangaswamy  Signed Name  Date: 10/24/18

Approved by College/School Dean/Chancellor (or Designee):
Steven Huddart  Signed Name  Date: 10/25/18
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
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
Contents
A. Program Change Justification ................................................................. 3
B. Learning Goals and Objectives .............................................................. 3
C. Comparison of Changes ........................................................................ 4
   Old Admission Requirements ............................................................... 4
   New Admission Requirements .............................................................. 5
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.
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.
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.
- 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.
- 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.

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>
<tr>
<td>Primary Concentration</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Secondary Concentration</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>ENTR 830</td>
<td>Entrepreneurial Business Planning and Strategy Execution</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Admission2)
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

<table>
<thead>
<tr>
<th>Campus</th>
<th>World Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Head</td>
<td>Shawn Mitchell Clark</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS)</td>
<td>Shawn Mitchell Clark</td>
</tr>
<tr>
<td>or Professor-in-Charge (PIC)</td>
<td>Shawn Mitchell Clark</td>
</tr>
</tbody>
</table>

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 hardeopies 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: 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 Zalequett
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 on New and Revised Programs and Courses:</td>
<td>On Behalf of David Babb</td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>Chair, Graduate Council Committee on Programs and Courses:</td>
<td>On Behalf of C. Andrew Cole</td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>Dean of the Graduate School:</td>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td></td>
<td>1/8/2019</td>
</tr>
</tbody>
</table>
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 & 5953K) into one doctoral internship course (5951). The two courses had originally focused on either Teaching only or Counseling 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>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>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>3. Communicate the major issues of their discipline effectively;</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;</td>
</tr>
<tr>
<td></td>
<td>5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are</td>
</tr>
<tr>
<td>them in a collaborative way with related professions (Objective 4).</td>
<td>defined, the best practices of their discipline.</td>
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<td>---</td>
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</tr>
<tr>
<td>• Provide effective programs, interventions, and advocacy for individuals, couples, families, groups, and organizations. 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 clients, 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>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.</td>
</tr>
</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 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.
them in a collaborative way with related professions (Objective 4). All of which needs to be based on a strong ethical foundation (Objective 5).

<table>
<thead>
<tr>
<th>• Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context.</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 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>
</tr>
<tr>
<td>defined, the best practices of their discipline.</td>
</tr>
<tr>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<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>
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<thead>
<tr>
<th>• Utilize multicultural and social justice counselling competencies to serve and empower diverse populations.</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</td>
</tr>
<tr>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<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>
</tr>
<tr>
<td>3. Communicate the major issues of their discipline effectively;</td>
</tr>
</tbody>
</table>
| **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).** | **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. |

| **• 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 Scholars 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. | **1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;**

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. |

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

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

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.

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 (pvm1@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" <djl34@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" <pvn1@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 (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
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
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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" <dvl34@psu.edu>, "Clariana, Roy" <rbc4@psu.edu>, "Zbiek, Rose Mary" <rzm101@psu.edu>,
"Kinser, Kevin" <kpk9@psu.edu>, David Gamson <dag17@psu.edu>, "Lloyd, Gwendolyn Monica"
<gmll4@psu.edu>, "Land, Susan Mary" <sml11@psu.edu>, "Plummer, Julia Diane" <jdp17@psu.edu>, "Holst,
John Dennis" <jdh91@psu.edu>
Cc: "Van Meter, Peggy Noel" <pvn1@psu.edu>
Subject: Counselor Education Program Changes- Consultation Needed

Hello,
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week timeframe if at all possible.
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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
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 6051 to 610 credits depending on the area of emphasis. This includes 369 credits of core requirements plus 24 to 251 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</th>
<th>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><strong>CNED 595E or G</strong></td>
<td>Counseling Internship and Integrative Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Culminating Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>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

Quick Links

- Nondiscrimination Statement
- 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>
</tbody>
</table>

Program Contact

Christine Marie Andrus
125 CEDAR Building
University Park PA 168023110
cma18@psu.edu
(814) 865-8304

Program Website

View
Appendix D - Page 47

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):
CNEED 03050H & CNEED 09050F were combined due to POE 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 Zalauqutt
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):
David H. Monk
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>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</td>
<td></td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>On Behalf of David Babb</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
<td></td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>On Behalf of C. Andrew Cole</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Noted by Dean of the Graduate School:</td>
<td></td>
<td></td>
<td>1/8/2019</td>
</tr>
<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td></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>
</tbody>
</table>

This objective relates to the following Graduate Council Scholarly and Professional Goals for All Graduate Students.
<table>
<thead>
<tr>
<th>Discipline: Professionalism (Condition 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the best practices of their profession (Condition 4).</td>
</tr>
<tr>
<td>2. Support students' values and beliefs that lead to the development of the profession's moral and ethical principles (Condition 4).</td>
</tr>
<tr>
<td>3. Communicate the major issues of their profession (Condition 4).</td>
</tr>
<tr>
<td>4. Support their professional (Condition 4).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline: Professionalism (Condition 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement effective programs that address current and emerging professional issues (Condition 5).</td>
</tr>
<tr>
<td>2. Support students' values and beliefs that lead to the development of the profession's moral and ethical principles (Condition 5).</td>
</tr>
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</tr>
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<td>4. Support their professional (Condition 5).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline: Professionalism (Condition 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement effective programs that address current and emerging professional issues (Condition 6).</td>
</tr>
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<td>2. Support students' values and beliefs that lead to the development of the profession's moral and ethical principles (Condition 6).</td>
</tr>
<tr>
<td>3. Communicate the major issues of their profession (Condition 6).</td>
</tr>
<tr>
<td>4. Support their professional (Condition 6).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline: Professionalism (Condition 7)</th>
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</thead>
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<tr>
<td>1. Develop and implement effective programs that address current and emerging professional issues (Condition 7).</td>
</tr>
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<td>3. Communicate the major issues of their profession (Condition 7).</td>
</tr>
<tr>
<td>4. Support their professional (Condition 7).</td>
</tr>
<tr>
<td>Provide leadership in educational, and human and rehabilitation services settings.</td>
</tr>
<tr>
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</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) 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).</td>
</tr>
<tr>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
</tr>
<tr>
<td>2. 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>
<tr>
<td>Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context.</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).</td>
</tr>
<tr>
<td>1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;</td>
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<tr>
<td>Provide the additional elements for effective advocacy.</td>
</tr>
<tr>
<td>- Utilize multicultural and social justice counseling competencies to serve and empower diverse populations.</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 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>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>
<tr>
<td>Exhibit a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.</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>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>
(Objective 1), as well as good knowledge of ethical, 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>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
<td>Communicate the major issues of their discipline effectively;</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and;</td>
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</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 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 (pvm1@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 15802
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" <pvn1@psu.edu>
Subject: Counselor Education Program Changes- Consultation Needed

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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,

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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
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 Ganson <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>
Cc: "Van Meter, Peggy Noel" <pnv1@psu.edu>
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University Park, PA 16802
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 60 to 619 credits depending on the area of emphasis. This includes 369 credits of core requirements plus 24 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>2</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 or G</td>
<td>Counseling Internship and Integrative Seminar</td>
<td>6</td>
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</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

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<tr>
<th>Course Code</th>
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</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

**Quick Links**

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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>
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<tr>
<td></td>
<td><a href="mailto:cma18@psu.edu">cma18@psu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(814) 865-8304</td>
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<tr>
<td>Program Website</td>
<td>View</td>
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</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

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

Master of Professional Studies in Nutritional Science

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
Printed name
Signature
Date: 5/7/18

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

Printed name
Signature
Date: 5/7/18

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

Kathryn Drager
Printed name
Signature
Date: 5/7/18
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<tr>
<th>Role</th>
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<tr>
<td>On Behalf of David Babb</td>
<td></td>
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<td>18/1/2019</td>
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<tr>
<td>On Behalf of C. Andrew Cole</td>
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<td>Noted by Dean of the Graduate School</td>
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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>Admission Requirements</th>
<th>M.P.S. (Graduate Degree only)</th>
<th>M.P.S. (with Experiential Learning track)</th>
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<tbody>
<tr>
<td>Admission requirements</td>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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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 880 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 with the Experiential Track 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>
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<tr>
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Commented [MOU1]: This has been approved.

Commented [MOU2]: 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 for (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 credits)
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)

### c. Consultation from STAT (since enrollments in STAT may be impacted) and HM (any problems from them for Food Service Management) needed?

Hospitality Management has been consulted on NUTR 800 Food Systems and Organization Management proposal and Statistics has been consulted on STAT 500.

### 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.

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.
Revised Bulletin Information

Nutritional Sciences (NUTR)

Program Home Page

Catharine Ross, Interim Head of the Department of Nutritional Sciences
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 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.
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 2
- 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]: Same as above:
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 for (6 credits): NUTR 810 (3) or NUTR 820 (3) or NUTR 830 (3) or NUTR 840 (3)
- NUTR 850 (3 credits) (they would be waived out of the other 6 credits)
- STAT 500 (3 credit)
- NUTR 860 (2 credits)
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 taking the qualifying examination 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 Drop

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 ____________________________ Date: 10/2/18
Printed name
Signature

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

Rebecca Craven ____________________________ Date: 10/2/18
Printed name
Signature

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

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

MS_PHS_PROGRAM_NAME_CHANGE
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<th>Date</th>
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<td>Uelickewitt</td>
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<td>1/8/2019</td>
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<td>1/8/2019</td>
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<td>Signature page</td>
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<td>1.</td>
<td>Table of contents</td>
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<td>Revised degree requirements</td>
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<td>7.</td>
<td>Revised Admission requirements</td>
</tr>
<tr>
<td>9.</td>
<td>Graduate Bulletin (track changes)</td>
</tr>
<tr>
<td>14.</td>
<td>Graduate Bulletin (new)</td>
</tr>
<tr>
<td>18.</td>
<td>Original written responses from departments affected</td>
</tr>
<tr>
<td>21.</td>
<td>SARI requirement (no change)</td>
</tr>
</tbody>
</table>
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, 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

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<tr>
<th>Course</th>
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Elective Courses - 8 credits

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<td>Multivariate Biostatistics</td>
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<td>Biostatistical Computing</td>
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<td>PHS 536</td>
<td>Health Survey Research Methods</td>
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<tr>
<td></td>
<td>Total Elective Credits</td>
<td>8</td>
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</tbody>
</table>

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

- 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
- PHS 600 Thesis Research

Total Credits

\[ \text{Total Credits} = 30 \]

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.

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
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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.

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<td>PHS 594</td>
<td>Research Topics</td>
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**CULMINATING EXPERIENCE**

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</table>

**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.

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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.

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TOTAL REQUIRED CREDITS 16

ELECTIVE CREDITS - CHOOSE UP TO 8

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<td>PHS 535</td>
<td>Quality of Care Measurement</td>
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<td>PHS 529</td>
<td>Biostatistical Computing</td>
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<td>PHS 540</td>
<td>Decision Analysis</td>
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<tr>
<td>PHS 551</td>
<td>Advanced Epidemiological Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHS 570</td>
<td>Health Economics and Economic Evaluation</td>
<td>3</td>
</tr>
</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
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
Hi Li,
I have no concerns.
Best wishes,
Tom

---

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.
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.

<table>
<thead>
<tr>
<th>College/School:</th>
<th>Liberal Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or Instructional Area:</td>
<td>Public Policy</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>New Graduate Program, Option, or Minor:</th>
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<tbody>
<tr>
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<td>Integrated Undergraduate Graduate Degree MPP + Criminology BS</td>
</tr>
<tr>
<td>Classification of Instructional Programs (CIP) Code:</td>
<td>PPOL</td>
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<tr>
<td>Designation of new graduate option:</td>
<td>PGS</td>
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<td>Designation of new graduate minor:</td>
<td></td>
</tr>
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Indicate effective semester:
- First semester following approval
- Second semester following approval

Penn State Graduate School

<table>
<thead>
<tr>
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</tr>
</thead>
</table>

<table>
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<tr>
<th>Existing Graduate Program Option, or Minor:</th>
<th>Change</th>
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<tr>
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<td>Masters of Public Policy (PPOL)</td>
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<tr>
<td>Current designation of graduate option:</td>
<td></td>
</tr>
<tr>
<td>Current designation of graduate minor:</td>
<td></td>
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</tbody>
</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 w/ Criminology BS

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

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:

<table>
<thead>
<tr>
<th>SEE ATTACHED EMAIL</th>
</tr>
</thead>
</table>

Printed name
Signature
Date: 

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

D. 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 ____________________________ Date: 11/8/2019
Printed name

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

On Behalf of C. Andrew Cole _________________________ Date: 11/8/2019
Printed name

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken __________________ Date: 11/8/2019
Printed name
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.

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

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<tr>
<th>Code</th>
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<th>Credits</th>
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<td>The Public Policy Process</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 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>
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</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.

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### Internship

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### Total Credits

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<tr>
<td>PPOL 894</td>
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Total Credits 49
3. Sample Plan of Study for the BS in Criminology and MPP Degree IUG (Courses Double-counted in Bod)

<table>
<thead>
<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>
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</tr>
<tr>
<td>Application and Admission to the IUG program in 3rd year</td>
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<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td>- 4400 or 500 level courses toward Criminology BS requirements (at least two must be at 500 level)</td>
<td>- 4400 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)</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>PPOL 895 - Internship (1 credit)</td>
<td></td>
</tr>
</tbody>
</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

### Graduation Spring of 5th year

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

![PennState Logo]

**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 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" <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

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/SPAatPSH
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)

Graduate Program Head  
David Lower, Lilliard Richardson

Program Code  
PPOL

Campus(es)  
University Park (M.P.P.)

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

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 Code</th>
<th>Course 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

PPOL 895  Public Policy Internship 1  1

Culminating Experience

PPOL 894  Capstone Experience (Capstone Project)  3

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 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 532, 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
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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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Liberal Arts

College/School: Liberal Arts

Department or Instructional Area: Public Policy

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New Graduate Program, Option, or Minor: Add

Designation of new graduate program: Integrated Undergraduate Graduate Degree

Classification of Instructional Programs (CIP) Code: PPOL

Designation of new graduate option: IUG

Designation of new graduate minor: Sociology

---

Penn State Graduate School

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

OCT 24 2018

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Existing Graduate Program Option, or Minor: Change Drop

Current designation of graduate program: Masters of Public Policy (PPOL)

Office of the Vice Provost and Dean of the Graduate School

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 noted above): Creating IUG with Sociology BS

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

---

Submitted by Graduate Program Head

Lilliard Richardson

Printed name

Signature

Date: 10/23/18

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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):

D. Scott Bennett

Printed name

Signature

Date: 10-24-18
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" <dxb10@psu.edu>  
Date: Wednesday, October 24, 2018 at 3:29 PM  
To: "Witko, Christopher" <cww877@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>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>1/8/2019</td>
</tr>
<tr>
<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
<td>On Behalf of C. Andrew Cole</td>
<td>1/8/2019</td>
</tr>
<tr>
<td>Noted by Dean of the Graduate School:</td>
<td>On Behalf of Regina Vasilatos-Younken</td>
<td>1/8/2019</td>
</tr>
</tbody>
</table>
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 2016-2026¹, 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).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.

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>
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</table>

**Internship**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 894</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**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</td>
<td>Follow Sociology BS Recommended Academic Plan</td>
<td>None</td>
</tr>
<tr>
<td>Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First - Third Year, Summers</td>
<td>Students without AP credits should take classes toward undergraduate general education/credit</td>
<td>- 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)</td>
</tr>
<tr>
<td>Application and Admission to the IUG program in 3rd year</td>
<td>education/credit requirements</td>
<td>- PPOL 801 – The Public Policy Process</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>-- 400 or 500 level courses toward Sociology BS requirements (at least two must be at 500 level)</td>
<td>- PPOL 503– Statistics for Public Policy I</td>
</tr>
<tr>
<td></td>
<td>- Other undergraduate requirements/electives as needed</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></td>
<td></td>
<td></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>- PPOL 802 – Economic Analysis for Public Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PPOL 804 – Public Sector Organization Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PPOL 805 – Bureaucracy and the Policy Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PPOL 807 – Managing Public Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PPOL 808 – Public Budgeting and Finance</td>
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<tr>
<td></td>
<td></td>
<td>- PPOL 811 – Project Design and Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PPOL 894 – Capstone Experience</td>
</tr>
<tr>
<td>Graduation Spring of 5th year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

--

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/SPAtPSH
Like iMPS-HLS on Facebook! -- http://www.facebook.com/PSU.HLS

From: Richardson, Lilliard
Sent: Tuesday, December 11, 2018 2:36 PM
To: Siedschlag, 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
5. Revised Graduate Bulletin Language (Highlighted is new language)

Graduate Program Head: David Lower, Lilliard Richardson
Program Code: PPOL
Campus(es): University Park (M.P.P.)
Degrees Conferred: Master of Public Policy (M.P.P.)

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 Code</th>
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</thead>
<tbody>
<tr>
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<td>PPOL 802</td>
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<td>PPOL 503</td>
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<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 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 Code</th>
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<th>Credits</th>
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</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 Code</th>
<th>Course 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 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 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.

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Residency and Related Policies for Off-Campus Degree Programs

Programs and Curriculum Policy GCAC-213

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

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

Scope: all graduate programs.

Background

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

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

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

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

Definitions

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

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

Policy Statement

1. The essential elements of residency, particularly with respect to research degree programs, are:
   a. interaction between faculty members and students above and beyond direct instruction (e.g., “journal clubs,” “coffee hour” discussion groups, hallway conversations, etc.)
   b. interaction between peers (i.e., among students in a given program)
   c. access to information and instructional resources (such as libraries, laboratories, and research facilities)
   d. exposure to and socialization in the field of study, including but not limited to seminar series, workshops, research exhibitions, discussions with professional peers, informal departmental activities, and other shared experiences
   e. ready access to suitable academic advising and support services
   f. contribution of graduate students to the degree program, the college, and the University, particularly with respect to the research and scholarship of the institution as a research-intensive university
   g. identification with Penn State

2. To fulfill the residency requirements for a graduate degree, it is necessary that students be physically present on campus for at least part of their graduate studies. Therefore, the existing residency requirements for the research degrees offered by the University (Ph.D., M.A., and M.S.), as described in GCAC-601 Residency Requirement - Research Doctorate, and GCAC-631 Degree Requirements - Research Master's are appropriate and effective in meeting these objectives.

3. For professional master’s degree programs, it may not always be possible, desirable, or necessary to fulfill residency in the traditional manner. Availability of professional mentors and accessibility to unique facilities at students’ work sites or other locales may, in some instances, confer special advantages in well-designed off-campus master’s degree programs. Nonetheless, the components of residency described above are important factors in the graduate experience. Consequently:
   a. Professional master’s degree programs that are not “off-campus degree programs” as defined above (i.e., those in which less than half of the course credits consist of off-campus courses) implicitly have a substantial involvement of the students with the campus responsible for the program, thus fulfilling the majority of the functions of residency. No further requirements are necessary.
   b. Professional master’s degree programs that fall under the definition of “off-campus degree programs” must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction, access to instructional and other resources, exposure to and socialization in the field of study, and suitable academic advising. When the master’s degree program
is established, these components must be included. Their successful incorporation into the degree program must be demonstrated and documented to the Graduate Council Committee on Programs and Courses during the third year after inception of the program as part of the Graduate School’s program review.

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

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

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

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

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

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

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

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

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

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

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

Process

1. Off-campus programs must receive approval from the Graduate Council Committee on Programs and Courses. To determine whether a program change proposal is necessary, consider the following: delivery of any graduate (500- and 800-level) course to students at an off-campus location, either in face-to-face instruction or through distance delivery technologies, requires academic approval as noted below.

   o Up to three existing graduate courses may be offered to students at an off-campus location with approval from the chair of the Graduate Council Committee on Programs and Courses and the Dean of the Graduate School through an expedited process; see guidelines and request form for the Expedited Review Process for Limited Off-Site Course Offerings.

   o Approval to offer four existing graduate courses up to half of the course credits required for completion of the degree to students at an off-campus location requires submission of a program change proposal by the graduate program to offer a blended program.

   o Approval to offer more than half of the course credits required for completion of the degree to students at an off-campus location requires submission of a program change proposal by the graduate program to offer the degree program off-site.

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

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

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

Conditions

a. No more than a total of three existing courses per graduate degree program may be submitted for approval by this expedited process. Requests for more than three
existing courses must be submitted to the Graduate Council Committee on Programs and Courses.

b. The courses to be delivered off campus must be previously approved, existing courses.

c. The faculty members teaching the specified courses are members of the graduate faculty or have been preapproved to teach the courses by the Dean of the Graduate School.

d. If courses at a specific location are successful and the campus/college decides to seek approval for additional offerings, existing procedures for proposing off-site graduate degree programs must be followed.

e. Whether the courses offered would be accepted as graduate-level courses applicable toward a Penn State graduate degree would depend upon the criteria of the graduate program as defined by the graduate degree program and approved by Graduate Council.

f. Registrants in these courses must have been admitted to the Graduate School as nondegree graduate students or as degree-seeking graduate students.

Procedure

Checklist for Off-site/Online Program 1-Year Follow-up Reports

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

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

Forms

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

Revision History

Approved by Graduate Council, April 1997.
Revised by Graduate Council, September 2013.
FAQs about Proposed Revisions to GCAC-213 Residency and Related Policies for Off-Campus Degree Programs

What is being proposed?

The Committee on Programs and Courses is proposing revising existing policy is to eliminate the required 3-year report to Graduate Council for new off-site and online programs, and instead require that the requested information be submitted and reviewed as part of the Graduate School’s regular three-year review cycle.

No other provisions are being added or deleted.

Why are these revisions being proposed?

Graduate Council first developed this policy in 1997 to ensure quality in graduate programs delivered off-site and online. One of the requirements it established was that a report be submitted to the Graduate Council Committee on Programs and Courses during the third year after the inception of a new online or off-site program.

The Committee on Programs and Courses has had difficulty determining how to evaluate these reports. The committee is not otherwise involved in program review, and committee members expressed the opinion that singling out off-site and online programs for a special reporting requirement does not make as much sense in 2018 as it might have in 1997 when such programs were relatively new. In addition, because the reports are required to be submitted only once and after only the first three years of a program’s existence, the committee generally found that not much could be determined from these reports about a program’s success.

Because the Graduate School will be instituting regular program review on a consistent cycle in the next academic year, the Committee proposes removing the requirement for the 3-year report and instead folding the policy’s reporting requirement into the regular program review cycle. These requirements still need to be fulfilled and documented, but instead of requiring just one report early in the program’s existence, the requirements identified in the policy will be included when off-site and online programs come up for review in the regular program review cycle.
Credit Load

Registration Policy GCAC-501

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

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

**Scope:** all graduate students.

**Background**

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

**Definitions**

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

**Policy Statement**

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

**Process**
If a graduate student wishes to register for more than the maximum credit load in a semester, an exception must be granted through petition (with adviser’s approval) to the Office of Graduate Enrollment Services. Requests to register for more than 15 credits in a semester must be submitted to the Director of Graduate Student Services for consideration.

Revision History

Last known revision, March 2017
Adapted from Graduate Bulletin, June 2018
FAQs about Proposed Revisions to GCAC-501 Credit Load

What is being proposed?

After considering several options, the Committee on Programs and Courses is proposing revising existing policy by changing the maximum credit load per semester for students in a professional degree program from 15 to 21 credits. The proposed revisions also clarify that a college or school may set a lower credit limit for their unit.

No other provisions are being added or deleted. In particular, research degree students (those students in M.A., M.S., or Ph.D. programs) would still be limited to 15 credits per semester.

Why are these revisions being proposed?

Currently the maximum credit load for all graduate students is 15 credits per semester. The maximum credit load was put in place when the majority of graduate programs were research degree programs (Ph.D., M.A., and M.S.). These programs require students to spend a significant amount of time outside of classwork on research activities. The intention of the policy limit was to ensure that students in these programs had enough time for these additional research requirements.

However, Penn State now offers a significant number of professional degree programs, both professional doctorates such as the Doctor of Education, Doctor of Musical Arts, Doctor of Nursing Practice, and Doctor of Public Health, and 28 different professional master’s degrees. The professional degree programs do not have the same expectation of research outside of the classroom. In addition, credit requirements for professional degree programs are typically higher than in research degree programs, especially in programs that are required to get external accreditation. Several professional degree programs already have standing exceptions to the policy.

What is the difference between a “research degree program” and a “professional degree program”?

The distinction is determined by the degree the student is pursuing. The Doctor of Philosophy (Ph.D.), the Master of Arts (M.A.), and the Master of Science (M.S.) degrees are categorized as research degree programs.

There are currently four professional doctoral degrees offered at Penn State: Doctor of Education, Doctor of Musical Arts, Doctor of Nursing Practice, and Doctor of Public Health.

There are 28 professional master’s degrees offered at Penn State: Master of Accounting (M.Acc.), Master of Applied Statistics (M.A.S.), Master of Architectural Engineering (M.A.E.), Master of Architecture (M.Arch.), Master of Business Administration (M.B.A.), Master of Biotechnology (M.BIOT.), Master of Education (M.Ed.), Master of Engineering (M.Eng.), Master of Engineering Management (M.EM.), Master of Environmental Pollution Control (M.E.P.C.), Master of Finance (M.Fin.), Master of Fine Arts (M.F.A.), Master of Geographic Information Systems (M.G.I.S.), Master of Health Administration (M.H.A.), Master of International Affairs (M.I.A.), Master of Landscape Architecture
(M.L.A.), Master of Leadership Development (M.L.D.), Master of Manufacturing Management (M.M.M.), Master of Music (M.Mus.), Master of Music Education (M.M.E.), Master of Professional Accounting (M.P.Acc.), Master of Professional Studies (M.P.S.), Master of Project Management (M.P.M.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Public Policy (M.P.P.), Master of Science in Nursing (M.S.N.), Master of Software Engineering (M.S.E.).