AGENDA

1. Minutes of the 16 October 2013 Meeting

2. Communications to Graduate Council

3. Announcements/Remarks – Interim Dean of the Graduate School, Chair of Graduate Council

4. Reports of Standing Committees of Graduate Council
   a) Committee on Programs and Courses – Christina Grozinger, Chair

Items for discussion/vote (Appendices A–C)

Curricular proposals: Appendices A and B
1) Program Drop: College Student Affairs (College of Education) – Appendix A
2) Program Change: Change in the degree requirements for the Master of Public Health (M.P.H.) in Public Health (College of Medicine)—[Proposals for courses PHS 802, Practice of Public Health (College of Medicine), and PHS 894, Capstone Experience (College of Medicine), recently approved by the Subcommittee, are included for reference only.] – Appendix B

Policy change proposal: Appendix C
1) Proposed changes to the Graduate Council curricular review process – Appendix C

b) Committee on Academic Standards – Jon Nussbaum, Chair

Item for discussion/vote (Appendix D)

1) Proposed revisions to the Graduate Council policy on Doctoral Degree Requirements: Communication and Foreign Language Competency Requirements – Appendix D

c) Committee on Committees and Procedures – Kenneth Davis, Chair
d) Committee on Fellowships and Awards – Robert Edwards, Chair
e) Committee on Graduate Research – David Spencer, Chair
f) Committee on Graduate Student and Faculty Issues – Lori Francis, Chair
5. Reports of Special Committees
   a) Graduate School’s Graduate Exhibition Subcommittee – Libby Tisdell, Graduate Council liaison on the Subcommittee

6. Special Reports
   a) Graduate Student Association

7. Unfinished Business

8. New Business

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

Coffee - 3:10 PM; Business - 3:30 PM
Minutes of the Meeting  
Wednesday, October 16, 2013  
102 Kern Graduate Building  

GRADUATE COUNCIL  

Graduate Council met on Wednesday, October 16, 2013, at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Interim Dean of the Graduate School, chaired the meeting. The minutes of the meeting of September 18, 2013, were approved.

COMMUNICATIONS AND REMARKS OF THE INTERIM DEAN OF THE GRADUATE SCHOOL  

There being no communications to Graduate Council, Dr. Vasilatos-Younken introduced Executive Vice President and Provost Dr. Nicholas P. Jones. Dr. Jones introduced himself and described for Council members his vision for the process for developing the University’s next five-year strategic plan that might capture major thematic areas of global importance that capitalize upon and tie together Penn State’s strengths in research, teaching and service, with the example of water, as well as for the next major capital campaign. The opportunity to strategically design the goals of the campaign to complement the objectives of the strategic plan is one that does not occur very frequently, and he is enthusiastic about the possibilities and said that he will be looking to Council members for as much input as possible as the process evolves. Dr. Jones touched on some of the difficulties that Penn State will face while developing its plan moving forward, including the Federal government shutdown and continuing challenges related to funding from the commonwealth of Pennsylvania and funding for research. He assured Council that the strategic plan development process will be transparent and that he will be gathering as much information as possible.

After a brief question-and-answer period during which Dr. Jones reiterated his intent to continue gathering information and feedback, Dr. Vasilatos-Younken thanked Dr. Jones for taking the time to meet with Council and offered an open invitation for him to attend future Graduate Council meetings.

REPORTS OF STANDING COMMITTEES OF GRADUATE COUNCIL  

Committee on Programs and Courses  

Dr. Vasilatos-Younken recognized Dr. Christina Grozinger, Chair, Committee on Programs and Courses, and noted that the Graduate Council representative from the School of International Affairs was in attendance and could answer queries about the International Affairs graduate program change proposals, if necessary.

Dr. Grozinger presented the following graduate program proposals on behalf of the Committee on Programs and Courses with a motion and a second to approve the slate of proposals (Appendices A and B):

1) **Program Change:** Creation of an integrated undergraduate-graduate (IUG) degree program: Master of International Affairs (M.I.A.) in International Affairs with Bachelor of Arts (B.A.) in International Politics (School of International Affairs [the undergraduate degree is in the College of the Liberal Arts]) – Appendix A

2) **Program Change:** Creation of an integrated undergraduate-graduate (IUG) degree program: Master of International Affairs (M.I.A.) in International Affairs with Bachelor
of Arts (B.A.) in Political Science (School of International Affairs [the undergraduate degree is in the College of the Liberal Arts]) – Appendix B

There being no questions or further discussion, the slate of proposals was approved as presented.

Committee on Academic Standards

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

Dr. Nussbaum reported that the Committee met earlier in the day and voted on language changes to the Graduate Council policy related to the communication and foreign language competency requirements. The proposed revisions will be brought before Council for a vote at the November meeting.

Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. Kenneth Davis, Chair, Committee on Committees and Procedures.

Dr. Davis noted that the Committee had nothing to report.

Committee on Fellowships and Awards

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

Dr. Edwards reported that the Committee met earlier in the day and has completed a review of reports on University Graduate Fellowships (UGF) from 13 colleges. The review considers the process for identifying UGF nominees, the achievements of incoming students awarded UGFs, comparisons with the applicant pools for each college, an assessment of UGFs moving through their doctoral programs, and a list of outcomes for UGF awardees who have completed their programs. Changes in the format of reporting have allowed for a more efficient review, and a final report will be submitted to Dr. Vasilatos-Younken by December.

The UGF program allows the University to compete for the most promising students beginning advanced study in their disciplines. The Committee feels, however, that the level of financial support needs to rise in order for Penn State to remain competitive nationally. Discussion within the Committee produced two suggestions—a workshop for graduate faculty on best practices in graduate-student recruitment, and a systematic effort to determine which institutions applicants who are offered UGFs select and the reason why if they decline the UGF offer. The Committee also would like to examine strategies aimed at increasing the number of underrepresented minority students that apply for and receive UGF awards.

Committee on Graduate Research

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

Dr. Spencer reminded Council members that this Committee met for their one and only full meeting of the academic year in September. He noted that the Committee will provide to Interim Vice President for Research Neil Sharkey recommendations regarding faculty candidates to serve on the Faculty Scholar Medal review panel following the Senate Committee on Research (SCOR) meeting on October 22; Dr. Spencer will report on that meeting at the November Graduate Council meeting.
Committee on Graduate Student and Faculty Issues

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, who reported on behalf of Dr. Lori Francis, Chair, Committee on Graduate Student and Faculty Issues.

Dr. Adair reported that the Committee met for the first time this academic year on October 11. Future agenda items and meeting times are being finalized, and the Committee will have more to report at the November Graduate Council meeting.

REPORTS OF SPECIAL COMMITTEES

Graduate School’s Graduate Exhibition Subcommittee

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, reporting on behalf of Libby Tisdell, Graduate Council liaison to the Graduate School’s Graduate Exhibition Subcommittee. Dr. Adair reported that the full Exhibition Subcommittee met for the first time this academic year earlier in the day to discuss the 2014 event. She reminded Council that the 2014 Exhibition will be held on April 4 (performances in HUB Auditorium, 117 John Bill Freeman Auditorium) and April 6 (posters/visual arts in the HUB-Robeson Center).

Dr. Adair also reported that the Committee will be discussing the potential addition of a juried video option to the Exhibition at its next meeting. This new format could allow participants to present their research and explain its significance and potential impact in video format.

Dr. David Sylvia, Director of Academic Affairs for Graduate Programs at the World Campus, reported that a video contest pilot program was put into place this fall at the World Campus in order to test the technology and gauge interest from graduate students. Although judging was not involved in the pilot program, he said the response has been overwhelmingly favorable.

Dr. Vasilatos-Younken noted that the National Science Foundation (NSF) recently ran a video contest and that it may be worthwhile for Council members to review some of the videos on the NSF website for reference: www.nsfgrfp.org/60th_anniversary_grfp/video_contest.

SPECIAL REPORTS

Graduate Student Association

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

Ms. Kragh-Buetow reported that the GSA is currently exploring the idea of changing its name to the Graduate and Professional Student Association to recognize students in the law or medical school, as well as any other professional entities that may be developed in the future.
Graduate Council Curricular Proposal Time-to-Approval Reports

Dr. Vasilatos-Younken recognized Elizabeth Price, Executive Director of Graduate Education Administration. Ms. Price presented to Graduate Council the 2012–2013 curricular proposal time-to-approval reports for both graduate program proposals (Appendix C) and graduate course proposals (Appendix D). She noted that the approval time for programs was a few weeks less than a full semester and the approval time for courses was a little more than one month.

UNFINISHED BUSINESS

None.

NEW BUSINESS

None.

COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE GRADUATE COMMUNITY

None.

There being no further comments or discussion, the meeting was adjourned at 5:12 p.m.

NEXT MEETING:
Wednesday, November 13, 2013, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES

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

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

College Education
Department or Education Policy Studies
Instructional Area

NEW PROGRAM, OPTION OR MINOR

Designation of program
Classification of Instructional Programs

Indicate effective date ______________________

OLD PROGRAM, OPTION, OR MINOR: Change ____ Drop __ X __
Old designation of program Drop College Student Affairs program and M.Ed.; degree being revised and moved under Higher Education as an M.S.

Indicate effective date Spring 2014

SUBMITTED BY ____________ In Charge of Graduate Program Date 4/23/13
NOTED BY ____________ Date 4/23/13
APPROVED BY ____________ Date 4/24/13
DEAN OF COLLEGE
RECOMMENDED BY ____________ Date 9/12/2013
Subcommittee on New and Revised Programs and Courses
Committee on Programs and Courses

NOTED BY ____________ Date 11/4/2013
Dean of the Graduate School
SUPPORTING DOCUMENTATION REQUIRED FOR PROGRAMS, OPTIONS, OR MINORS (Adds, Changes, or Drops)

DROPPING OF PROGRAMS, OPTIONS* AND MINORS**

A. A justification for the requested drop.

The M.Ed. in College Student Affairs is currently being revised and will be moved under the Higher Education Program as an M.S. degree, thus negating the need for a separate M.Ed. in College Student Affairs. The proposed M.S. in Higher Education is a scholar-practitioner focused 43-credit, two-year residential degree stressing the importance of research that engages problems of practice in student affairs within a Higher Education context.

The new M.S. degree will retain several features of the M.Ed. in the College Student Affairs program, including an examination of social justice and the provision of funded assistantship opportunities within Student Affairs and related areas of the University. The degree will include greater alignment with the courses offered in the Higher Education curriculum, thereby increasing the efficient use of faculty resources and improving the quality of course offerings.

The change in degree is necessary to reflect the intended changes due to the M.S. requirements for research credits. This change also reflects the partnership between Higher Education faculty and the Student Affairs offices at Penn State.

B. Include written response from departments affected by the change.
From: Philip J Burlingame [mailto:pvb7@psu.edu]
Sent: Thursday, March 28, 2013 6:23 PM
To: Trudi Haupt
Subject: Re: proposal to drop the CSA program

I approve.

Philip J. Burlingame, PhD
Associate Vice President for Student Affairs
Co-coordinator, Program in Higher Education and Student Affairs
Pennsylvania State University
206 Old Main
University Park, PA 16802
(814) 865-7661

Please conserve forest, water and energy resources.

From: "Trudi Haupt" <tth1@psu.edu>
To: "Spencer Niles" <snn3@psu.edu>, "Roger Geiger" <rg9@psu.edu>, "Jacqueline Edmondson" <ixe117@psu.edu>, "Philip J Burlingame" <pjb7@psu.edu>
Subject: proposal to drop the CSA program

Attached is the proposal to drop the CSA program. Please review and forward your “approval” via email at your earliest.

Jackie—please let me know if I need to run this by someone at a Commonwealth Campus or another program at UP.

Thanks,
Trudi
From: Spencer Niles <sgn3@psu.edu>
Date: Friday, April 19, 2013 4:10 PM
To: Jacqueline Edmondson <jxe117@psu.edu>
Subject: Re: CSA Drop

Thanks, Jackie. Sounds good to me.

Best, skip

On Apr 19, 2013, at 4:06 PM, Jacqueline Edmondson wrote:

Hi Skip,

CNED 501 is in the HIED M.S. curriculum. There was consultation with Richard Hazier about this at some point (I don’t remember exactly when).

The CSA degree included CNED 501 and 506. I think 506 would remain as an elective, but it won’t be required.

Thanks again,
Jackie

From: Spencer Niles <sgn3@psu.edu>
Date: Friday, April 19, 2013 4:02 PM
To: Jacqueline Edmondson <jxe117@psu.edu>
Cc: Trudi Haupt <th1@psu.edu>, Roger Geiger <rlg9@psu.edu>, John Cheslock <jjc36@psu.edu>, Fred Loomis <floomis@mac.com>, David Baker <dpb4@psu.edu>
Subject: Re: CSA Drop

Thanks, Jackie. What is the CN ED course and has the course been discussed with the CN ED faculty?

skip

On Apr 19, 2013, at 3:58 PM, Jacqueline Edmondson wrote:

Hi Skip,

We are dropping the College Student Affairs M.Ed. Future students who are interested in student affairs will be enrolled in an M.S. in Higher Education - which will include a CNED course. We are just asking for your endorsement related to the CSA drop at this time because it also included a CNED course.

An email from you will suffice. The proposal was included with Trudi’s earlier email. I hope this helps to clarify.

Thanks so much,
Jackie
From: Spencer Niles <sgn3@psu.edu>
Date: Friday, April 19, 2013 3:41 PM
To: Trudi Haupt <th1@psu.edu>
Cc: Roger Geiger <rlg9@psu.edu>, Jacqueline Edmondson <jxe117@psu.edu>, John Cheslock <jic36@psu.edu>, Fred Loomis <floomis@mac.com>, David Baker <dpb4@psu.edu>
Subject: Re: CSA Drop

Trudi— I know nothing about this and thus cannot comment either way. I’m happy to read materials if they are available.

skip

On Apr 19, 2013, at 1:23 PM, Trudi Haupt wrote:

<CSA drop Proposal.docx>

Spencer Niles
Editor
Journal of Counseling & Development
Distinguished Professor
Department Head
Educational Psychology, Counseling, and Special Education
125 Cedar Building
Penn State University
University Park, PA 16802
From: Roger Geiger [mailto:rg9@psu.edu]
Sent: Friday, April 19, 2013 4:15 PM
To: Trudi Haupt
Subject: RE: CSA Drop

I strongly support the proposal to drop the CSA degree.

Roger Geiger
Program Coordinator
Higher Education Program

From: Trudi Haupt
Sent: Thursday, April 04, 2013 1:29 PM
To: Spencer Niles; R. Geiger; 'Philip J Burlingame'
Subject: CSA Drop

Hello Drs. Burlingame, Geiger, and Niles:

You will find attached the proposal to drop the M.Ed. in College Student Affairs. We need to include consultation with the proposal, which is why I am writing to you. Can you review the document and forward your comments to me by the end of next week?

Thanks,
Trudi
GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES

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

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

College Department or Instructional Area: College of Medicine, Department of Public Health Sciences

NEW PROGRAM, OPTION OR MINOR
Designation of program
Classification of Instructional Programs
Code (CIP)
Designation of option
Designation of minor
Indicate effective date ____________________________

OLD PROGRAM, OPTION, OR MINOR: Change __ Drop __
Old designation of program Master of Public Health in Public Health
Old designation of option __________________________
Old designation of minor __________________________
New designation of program (if changed) New designation of option New designation of minor (if changed)
Indicate effective date ____________________________ Spring 2014

SUBMITTED BY Reginald Dunn
In Charge of Graduate Program Date 6-3-2013

NOTED BY Jack Smit
College Representative to Graduate Council Subcommittee on New and Revised Programs and Courses Date 6-7-2013

APPROVED BY
Date 7-31-13

RECOMMENDED BY
Date 9-3-2013

NOTED BY
Date 11-4-2013
Dean of the Graduate School
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Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

I. Justification for Proposed Changes

The Master of Public Health (MPH) in Public Health degree program proposes changes to its current curriculum. Specific areas impacted are the core requirements, practicum and culminating experience requirements, and elective requirements. Changes are being proposed at this time to (1) better align the core requirements with competencies – the abilities that students should have upon completion of the program – that are needed for effective public health practice and (2) provide students with the appropriate breadth and depth of training in those competency areas. The goals of these proposed changes are to more effectively prepare students to enter the field of public health practice and for students to successfully secure meaningful, public health practice-focused employment upon graduation.

The leadership of the MPH in Public Health program submitted the original New Program Proposal in 2009. Approval was officially granted in 2010. Since that time, the degree program has shifted to a competency-based education model, the prevailing model for MPH degree programs across the country. This model is designed to equip students with the knowledge, skills and abilities that are needed for effective public health practice.

In the shift towards a competency-based education model, during the 2010-11 academic year, the MPH in Public Health program leadership began a multi-year process to:

1. Identify competencies on which to base the MPH degree curriculum.
2. Adopt the competencies as the framework for the curriculum.
3. Update the curriculum so that it (1) is based explicitly on competencies and (2) offers appropriate breadth and depth of training in those competency areas.

Below is a summary of the process completed by the program:

- Conducted a review of existing national public health competency models for graduate public health education, including those created by the Association of Schools of Public Health (available at http://www.aphs.org/publication/MPH_Core_Competency_Model/index.html) and the Council on Linkages Between Academia and Public Health Practice (available at http://www.phf.org/programs/corecompetencies/Pages/About_the_Core_Competencies_for_Public_Health_Professionals.aspx).
- Conducted a review of public health competencies adopted by nationally accredited MPH degree programs.
- Identified and adopted competencies that are relevant to the field of public health practice, align with the course offerings of the MPH in Public Health program, align with the expertise of the MPH in Public Health faculty, and provide a framework for a cohesive, practice-focused curriculum that offers appropriate breadth and depth of training. See the attachment, MPH in Public Health Competencies, for the full listing of competencies adopted by the MPH in Public Health degree program.
- Mapped adopted competencies to the existing approved curriculum, and identified gaps where existing courses and competencies did not meet.
- Proposed curricular changes to reconcile gaps and discrepancies, and provide students with the appropriate breadth and depth of training.
II. Overview of Program Changes: Side by Side Comparison

The table below (continued on page 4) provides a side-by-side comparison of the current curriculum and proposed curriculum. Changes are presented in boldface type and highlighted in yellow. Detailed descriptions of the proposed changes are presented in section III. Description of Proposed Changes.

<table>
<thead>
<tr>
<th>Current Curriculum (47 credits)</th>
<th>Proposed Curriculum (47 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Core Classroom-Based Courses that all MPH in Public Health Students are Required to Complete (23 credits)</strong></td>
<td><strong>Presented as course number: title (credit total)</strong></td>
</tr>
<tr>
<td>PHS 504: Behavioral Health Intervention Strategies (3) or BB H 504: Behavioral Health Intervention Strategies (3)</td>
<td>PHS 504: Behavioral Health Intervention Strategies (3) or BB H 504: Behavioral Health Intervention Strategies (3)</td>
</tr>
<tr>
<td>PHS 520: Principles of Biostatistics (3)</td>
<td>PHS 520: Principles of Biostatistics (3)</td>
</tr>
<tr>
<td>PHS 536: Health Survey Research Methods (3)</td>
<td>PHS 536: Health Survey Research Methods (3)</td>
</tr>
<tr>
<td>PHS 542: Environmental Health Sciences (3)</td>
<td>PHS 542: Environmental Health Sciences (3)</td>
</tr>
<tr>
<td>PHS 550: Principles of Epidemiology (3)</td>
<td>PHS 550: Principles of Epidemiology (3)</td>
</tr>
<tr>
<td>PHS 571: Health Services Organization and Delivery or HPA 520: Introduction to Health Services Organizations and Delivery (3)</td>
<td>PHS 571: Health Services Organization and Delivery or HPA 520: Introduction to Health Services Organizations and Delivery (3)</td>
</tr>
<tr>
<td>PHS 500: Research Ethics (1)</td>
<td>PHS 500: Research Ethics (1)</td>
</tr>
<tr>
<td><strong>Institutional ethics training requirements will be fulfilled through PHS 501: Principles of Public Health (3) and PHS 802: Practice of Public Health (2). Please see page 6 for detailed information about the Institutional ethics training requirements and how they will be fulfilled by PHS 501 and PHS 802.</strong></td>
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<tr>
<td>PHS 594: Research Topics (3)</td>
<td>PHS 594: Research Topics (3)</td>
</tr>
<tr>
<td>PHS 801: Data Management (1)</td>
<td>PHS 801: Data Management (1)</td>
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<tr>
<td><strong>2. Practicum Experience</strong></td>
<td><strong>PHS 895A: Master of Public Health Internship (6) (3)</strong></td>
</tr>
<tr>
<td>PHS 895A: Master of Public Health Internship (6)</td>
<td>PHS 895A: Master of Public Health Internship (6) (3)</td>
</tr>
<tr>
<td><strong>3. Culminating Experience</strong></td>
<td><strong>PHS 894: Capstone Experience (3) (Please see the attached New Course Proposal for PHS 894: Capstone Experience)</strong></td>
</tr>
<tr>
<td>Fulfilled by Practicum Experience, PHS 895A</td>
<td>PHS 894: Capstone Experience (3) (Please see the attached New Course Proposal for PHS 894: Capstone Experience)</td>
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</table>
## Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

<table>
<thead>
<tr>
<th>Current Curriculum (47 credits)</th>
<th>Proposed Curriculum (47 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Electives (18 credits)</strong></td>
<td>• Various (18 credits)</td>
</tr>
<tr>
<td>• Students may (1) select from a pre-approved list of electives or (2) propose alternate electives for consideration and approval by the program.</td>
<td>• Students may (1) select from a pre-approved list of electives or (2) propose alternate electives for consideration and approval by the program.</td>
</tr>
<tr>
<td>• In addition to fulfilling the 18-credit elective requirement by selecting courses from the pre-approved list or by proposing alternate courses for consideration, students may specialize in a track for depth of training by selecting a specific configuration of pre-approved electives. Examples of tracks include:</td>
<td></td>
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<tr>
<td>• Community and Behavioral Health</td>
<td>o PHS 505: Public Health Program Planning and Evaluation (3)</td>
</tr>
<tr>
<td>o PHS 506: Behavioral Health Intervention Strategies II (3)</td>
<td>o PHS 807: Public Health Education Methods (3)</td>
</tr>
<tr>
<td>• Epidemiology and Biostatistics</td>
<td>o PHS 521: Applied Biostatistics (3)</td>
</tr>
<tr>
<td>o PHS 522: Multivariate Biostatistics (3)</td>
<td>o PHS 551: Advanced Epidemiological Methods (3)</td>
</tr>
<tr>
<td>o PHS 580: Clinical Trials Design and Analysis (3)</td>
<td>o PHS 801: Data Management (1)</td>
</tr>
<tr>
<td>• Health Systems Organization and Policy</td>
<td>o PHS 535: Quality of Care Measurement (3)</td>
</tr>
<tr>
<td>o PHS 537: Health Policy and Law (3)</td>
<td>o PHS 540: Decision Analysis (1)</td>
</tr>
<tr>
<td>o PHS 570: Health Economics and Economic Evaluation (3)</td>
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</tbody>
</table>
III. Description of Proposed Changes

The proposed curricular changes align with the MPH in Public Health program competencies and provide appropriate breadth and depth of training.

1. Proposed changes to core classroom-based courses that all MPH in Public Health students are required to complete:

   a. **Removal of PHS 500: Research Ethics (1 credit) and PHS 594: Research Topics (3 credits) from the core requirements.** We propose to remove PHS 500: Research Ethics and PHS 594: Research Topics from the core requirements because they are research-focused courses with limited practical applications for MPH students seeking careers in public health practice. The MPH degree is a professional degree that is designed to prepare students for practice-focused careers. Any core required course in the MPH in Public Health program should align with this purpose and meet program competencies. These two courses do not align with the purpose of the core requirements, as they provide too much depth of training in research, and only tangentially meet program competencies. We propose to offer both courses as electives, instead. As electives, an MPH student with an interest in public health research will still have the opportunity to pursue and benefit from the courses. Please note that while MPH students will not complete ethics training via PHS 500: Research Ethics, they will fulfill all institutional ethics training requirements (i.e., Scholarship and Research Integrity – SARI – training) through PHS 501: Principles of Public Health and PHS 802: Practice of Public Health. Item “c” below details how PHS 501 and PHS 802 will fulfill the required institutional ethics training requirements.

   b. **Removal of PHS 801: Data Management (1 credit) from the core classroom-based requirements.** We propose to remove PHS 801: Data Management from the core requirements because it is a course with practical applications for a specific subset of MPH students seeking public health careers as biostatisticians or public health data managers. Any core required course in the MPH in Public Health program should apply to all MPH students. PHS 801: Data Management (1) is not applicable to all MPH students. We propose to offer PHS 801: Data Management (1) as an elective, instead, for MPH students who wish to gain depth of training in data management to prepare for public health careers as biostatisticians or public health data managers.

   c. **Addition of PHS 501: Principles of Public Health (3 credits) and PHS 802: Practice of Public Health (2 credits) to the core classroom-based requirements.** We propose to add PHS 501: Principles of Public Health and PHS 802: Practice of Public Health to the core classroom-based requirements. PHS 501 will be taught in the first semester of the MPH in Public Health program and provides students with a foundation in public health theories and models for practice. PHS 802 will be taught in the second year of the MPH in Public Health program, in follow up to PHS 501, and examines key issues related to the practice of public health, including but not limited to the ethical practice of public health and leadership, through discussion of case studies and students’ practicum experiences. Both courses address aforementioned gaps and discrepancies where competencies and courses did not align (see summary of the process completed by the
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

program on page 2 of this proposal). They also provide students with more depth of training in general public health principles and their practical applications.

Regarding the Institutional Scholarship and Research Integrity ethics training requirement: The MPH in Public Health program will deliver the required five hours of responsible conduct of research (RCR) classroom-based discussion and training through PHS 501 and PHS 802. In PHS 501, at least two class sessions (6 hours) of instruction will focus on ethics in public health practice and in public health research involving human subjects. In PHS 802, at least one class session (2 hours) of instruction will focus on ethics in the practice of public health and public health professionalism and leadership. In fulfilling the institutional ethics training requirement, the MPH in Public Health competency that will be addressed and evaluated through these class sessions is as follows: “Discuss the ethical choices, values and professional practices implicit in public health decisions, considering the effect of those choices on social justice and accountability.”

2. Proposed changes to the practicum and capstone requirements:

a. Separation of practicum and culminating experiences/addition and adoption of PHS 894:
   Capstone Experience (3 credits) as the culminating experience requirement: Currently, students’ culminating experience is fulfilled by the Practicum requirement, PHS 895A: Master of Public Health Internship (6 credits). We propose to separate the culminating experience and the practicum experience into two distinct requirements of three (3) credits each, utilizing the new common course number, 894, for the culminating experience:
   i. PHS 895A: Master of Public Health Internship (3 credits)
   ii. PHS 894: Capstone Experience (3 credits)

This proposed change serves multiple purposes. First, it affords students the opportunity to complete the Practicum requirement, PHS 895A, before the final semester of the program. If PHS 895A is the culminating experience, it technically must be completed in the students’ final semester of the program. If PHS 895A is no longer the culminating experience, it can be completed prior to the final semester, during a window of time that may (1) better serve the students’ respective diverse needs, interests, goals, and preferences; and (2) expose students to more relevant practicum placement options — options which may only be available prior to the student’s final semester — that allow them to build the competencies they have identified as priorities. The goal of the program is to match a student to the best possible practicum placement for that student. Limiting the practicum experience to the student’s final semester limits the student’s choices and potentially sacrifices a successful match for a match of convenience.

Second, the culminating experience is designed to be the ultimate demonstration of students’ competency development across the program. A practicum experience, on the other hand, is more exploratory in nature — more exploratory than is appropriate for a culminating experience. Three key factors limit the practicum experience’s appropriateness as a culminating experience:
   i. The practicum experience may be a student’s first exposure to a public health practice setting or to public health practice, in general.
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

ii. The practicum experience is where students try out—often for the first time—practice, and improve upon the competencies that they have identified as priorities.

iii. The practicum experience is where students explore their goals and interests in regards to career pathways and settings within the broad field of public health.

Third, it provides students with two distinct opportunities across the program to prioritize, practice, and demonstrate competencies outside of the traditional classroom setting.

b. Reduction of Practicum requirement, PHS 895A: Master of Public Health Internship, from six (6) credits to three (3) credits. With the adoption of PHS 894: Capstone Experience as the culminating experience, we propose to reduce the practicum requirement from to six (6) credits to three (3) credits. The practicum requirement was initially proposed as six (6) credits because it also served as the culminating experience. This is no longer necessary with the proposed addition and adoption of PHS 894: Capstone Experience. Students will fulfill the practicum requirement by registering for three (3) credits of PHS 895A: Master of Public Health Internship.
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

3. Proposed Changes to the Elective Requirement

We propose to provide students with the opportunity for increased depth of training through the elective requirement. Students are required to complete 18 credits of electives. Currently, elective credits are designed to provide breadth of training. Students may select any configuration of electives from a pre-approved list, or they may propose alternate electives for consideration and approval by the program.

We propose to create tracks, or groupings of elective courses, that meet track-specific competencies and allow students to specialize in a public health area. We also propose to preserve the opportunity for students to identify elective courses solely for the purpose of exploration and to increase breadth of knowledge. In addition to completing the track courses for depth of training, to fulfill the remaining elective credits (to meet the 18 credit requirement), students will be able to select unspecified electives from the pre-approved elective listing. This allows students to select courses, outside of the track groupings, to explore other areas of interest that may not be met by the track courses.

Examples of tracks include:

- Community and Behavioral Health (9 credits): The Community and Behavioral Health track builds skills necessary to effectively plan, implement, and evaluate public health interventions.
- Epidemiology and Biostatistics (13 credits): The Epidemiology and Biostatistics track builds analytical and statistical skills necessary to conduct epidemiological studies and test hypotheses regarding the association or causality of risk factors and health outcomes in populations.
- Health Systems Organization and Policy (10 credits): The Health Systems Organization and Policy track builds skills related to the analysis and implementation of healthcare delivery models and systems, health economics, and applied public health policy.

We propose that this potential for in-depth training will increase students' competency levels, improve students' readiness to enter the field of public health, and increase students' marketability as future public health employees.
IV. Proposed Graduate Bulletin

Public Health (PH)

Program Home Page

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College of Medicine, Penn State Milton S. Hershey Medical Center
Hershey, PA 17033
717-531-1502

Degree Conferred:

M.P.H.

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Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

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The Master of Public Health (MPH) in Public Health program is a professional degree program that builds knowledge and skills in the five core areas of public health: biostatistics, environmental health sciences, epidemiology, health services administration, and social and behavioral sciences. In addition, the MPH in Public Health program advances expertise in community and behavioral health, epidemiology and biostatistics, and health systems organization and policy. The MPH degree leads to careers in a wide variety of fields and settings, including local, state, and federal government agencies; health care settings; health insurance industry; health services networks; nonprofits; and the pharmaceutical industry.

Admission Requirements

Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

* Satisfactory completion of at least one college-level statistics or other math course.
* Results from one of the following standardized tests taken within the past five years:
  * Graduate Record Examination (GRE)
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

- Graduate Management Admission Test (GMAT)
- Medical College Admission Test (MCAT)
- Law School Admission Test (LSAT)

Standardized Test Requirement Wavier 1: This requirement is waived for applicants who have an advanced degree beyond the baccalaureate.

Standardized Test Requirement Wavier 2: This requirement may be waived for applicants who, prior to submitting the application for admission, have successfully completed (with a grade of B or better in each course):
- At least one 3-credit graduate-level course in biostatistics; AND
- At least one 3-credit graduate-level course in epidemiology; AND
- At least one 3-credit graduate-level course in the social and behavioral sciences or health services administration core areas of public health

MPH Degree Requirements

MPH students must complete a total of 47 credits of graduate level course work, the majority of which are 500 level courses, specifically:
- 29 credits in prescribed courses, including:
  - 23 credits of core classroom-based courses
  - 3 credit practicum experience
  - 3 credit culminating experience
- 18 credits in elective courses

Prescribed Courses: 29 credits

PHS 501(3), PHS 504(3) or BB H 504(3), PHS 520(3), PHS 536(3), PHS 542(3), PHS 550(3), PHS 571(3) or HPA 520(3), PHS 802(2), PHS 894(3), PHS 895A(3).

Additional Courses: 18 credits


Students may select from the above pre-approved electives to specialize in one of three tracks outlined below:
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

- **Community and Behavioral Health Track**: The Community and Behavioral Health track builds skills necessary to effectively plan, implement, and evaluate public health interventions. Track-specific courses include:
  - PHS 505: Public Health Program Planning and Evaluation (3)
  - PHS 506: Behavioral Health Intervention Strategies II (3)
  - PHS 807: Public Health Education Methods (3)

- **Epidemiology and Biostatistics Track**: The Epidemiology and Biostatistics track builds analytical and statistical skills necessary to conduct epidemiological studies and test hypotheses regarding the association or causality of risk factors and health outcomes in populations. Track-specific courses include:
  - PHS 521: Applied Biostatistics (3)
  - PHS 522: Multivariate Biostatistics (3)
  - PHS 551: Advanced Epidemiological Methods (3)
  - PHS 580: Clinical Trials Design and Analysis (3)
  - PHS 801: Data Management (1)

- **Health Systems Organization and Policy Track**: The Health Systems Organization and Policy track builds skills related to the analysis and implementation of healthcare delivery models and systems, health economics, and applied public health policy. Track-specific courses include:
  - PHS 535: Quality of Care Measurement (3)
  - PHS 537: Health Policy and Law (3)
  - PHS 540: Decision Analysis (1)
  - PHS 570: Health Economics and Economic Evaluation (3)

Students may choose any courses from the listing of pre-approved electives to fulfill the remaining elective requirements.

**PUBLIC HEALTH (PH) course list**
V. Current Graduate Bulletin (from Graduate Bulletin website) with Track Changes

Public Health (PH)

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Junxia (Joy) Zhu, Ph.D. (Penn State) Assistant Professor of Public Health Sciences

The Master of Public Health (M.P.H.) in Public Health Program is a professional degree program that builds knowledge and skills in the includes graduate-level coursework in five core areas of knowledge—
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

Public health: biostatistics, environmental health sciences, health services administration, biostatistics, epidemiology, health services administration, and social and behavioral sciences, and environmental health sciences—and provides knowledge and insight required in the interpretation and utilization of health-related research in public health practice. Students learn population-based health research methods, methods for evaluating and improving health care practices, and first-hand real-world working experience in the practice of public health. In addition, the MPH in Public Health program advances expertise in community and behavioral health, epidemiology and biostatistics, and health systems organization and policy. The M.P.H. degree can lead to careers in a wide variety of fields and settings, including local, state, and federal government agencies; health care settings; health insurance industry; health services networks; nonprofits; and academic health centers; the health insurance industry; health services networks; local, state, and federal government agencies; and the pharmaceutical industry.

Admission Requirements

Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

- Satisfactory completion of at least one college-level statistics or other math course.
- Results from one of the following standardized tests taken within the past five years:
  - Graduate Record Examination (GRE)
  - Graduate Management Admission Test (GMAT)
  - Medical College Admission Test (MCAT)
  - Law School Admission Test (LSAT)

Standardized Test Requirement Wavier 1: This requirement is waived for applicants who have an advanced degree beyond the baccalaureate.

Standardized Test Requirement Wavier 2: This requirement may be waived for applicants who, prior to submitting the application for admission, have successfully completed (with a grade of B or better in each course):
  - At least one 3-credit graduate-level course in biostatistics; AND
  - At least one 3-credit graduate-level course in epidemiology; AND
  - At least one 3-credit graduate-level course in the social and behavioral sciences or health services administration core areas of public health

M.P.H. Degree Requirements

Each MPH student must complete a total of 47 credits of graduate level course work, the majority of which are 500 level courses, specifically:

- 26-29 credits in prescribed courses, with a 6-credit Public Health Practice Internship including:
  - 23 credits of core classroom-based courses
  - 3 credit practicum experience
  - 3 credit culminating experience

18 credits in elective courses, plus
- 3 research credits.
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

Prescribed Courses: 26-29 credits

PHS 500(1), PHS 501(3), PHS 504(3) or BB H 504(3), PHS 520(3), PHS 536(3), PHS 542(3), PHS 550(3), PHS 571(3) or HPA 520, PHS 802(2), PHS 894(3), PHS 895A(3), PHS 595(6), PHS 804(1)

Required Research Courses: 3 credits

PHS 594(3)

Additional Courses: 18 credits


Students may select from the above pre-approved electives to specialize in one of three tracks outlined below:

- **Community and Behavioral Health Track:** The Community and Behavioral Health track builds skills necessary to effectively plan, implement, and evaluate public health interventions. Track-specific courses include:
  - PHS 505: Public Health Program Planning and Evaluation (3)
  - PHS 506: Behavioral Health Intervention Strategies II (3)
  - PHS 807: Public Health Education Methods (3)

- **Epidemiology and Biostatistics Track:** The Epidemiology and Biostatistics track builds analytical and statistical skills necessary to conduct epidemiological studies and test hypotheses regarding the association or causality of risk factors and health outcomes in populations. Track-specific courses include:
  - PHS 521: Applied Biostatistics (3)
  - PHS 522: Multivariate Biostatistics (3)
  - PHS 551: Advanced Epidemiological Methods (3)
  - PHS 580: Clinical Trials Design and Analysis (3)
  - PHS 801: Data Management (1)

- **Health Systems Organization and Policy Track:** The Health Systems Organization and Policy track builds skills related to the analysis and implementation of healthcare delivery models and systems, health economics, and applied public health policy. Track-specific courses include:
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

- PHS 535: Quality of Care Measurement (3)
- PHS 537: Health Policy and Law (3)
- PHS 540: Decision Analysis (1)
- PHS 570: Health Economics and Economic Evaluation (3)

Students may choose any courses from the listing of pre-approved electives to fulfill the remaining elective requirements.

PUBLIC HEALTH (PH) course list

Last Revised by the Department: Spring-Fall Semester 2016
Blue Sheet Item #: 39-04-593
Review Date: 01/11/2011
Last updated by Publications: 1/10/12
VI. Letters of Support

- Collins Airhihenbuwa, PhD
- Janice Dreachslin, PhD
- Steven Peterson, PhD
- Dennis Shea, PhD
Appendix B, Page B21

Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

Vernon M. Chinchilli, PhD  
Distinguished Professor and Chair  
Department of Public Health Sciences  
Penn State College of Medicine  

vchinchil@psu.edu  
June 03, 2013

Farah Kauffman, MPH  
Associate Director of Operations, Penn State MPH Program  
Department of Public Health Sciences  
Penn State College of Medicine  
600 Centerview Drive, Suite 2300  
Hershey, PA 17033-0855

Dear Farah:

The purpose of this letter is to confirm that I support the proposed curricular changes in the Penn State MPH Program. The need for these changes in the program has become obvious to all involved during the two years. I believe that the changes, if approved, will strengthen even further what already is a strong program.

Sincerely,

Vernon M. Chinchilli  
Vernon M. Chinchilli, PhD  
Distinguished Professor and Chair  
Department of Public Health Sciences
Dear Farah,
I have read your proposed program change and I support your proposal. Please let me know if I can be of further assistance.
Collins

Collins O. Airhihenbuwa PhD, Professor and Head, Department of Biobehavioral Health, 219D, Biobehavioral Health Building, Penn State University, University Park, PA 16802, Tel: 814.863.7256 (ask for Lisa), Direct line: 814-865-1382, Fax: 814-863-7525, Home page: http://bbh.hhdev.psu.edu/lab/ca/index.html

"Be comfortable with being uncomfortable"

----- Original Message ----- 
From: "Farah Kauffman" <FKAUFFMA@phs.psu.edu> To: "Collins Airhihenbuwa" <aou@psu.edu>

Hello, Dr. Airhihenbuwa!

I hope this finds you well.

The MPH program is preparing to submit a program change proposal to the Graduate Council. I am reaching out to our program partners for support of this proposal. I recently learned that for program change proposals, an email of support can be provided with the proposal, versus a formal letter of support on letterhead.

At your earliest convenience, please review the attached proposal. If you support the changes, please send me an email that indicates your support. Please let me know if you have any questions.

Thank you, in advance, for your time and consideration.

Best wishes,

Farah

Farah Kauffman, MPH
Associate Director for Operations
Penn State Master of Public Health (MPH) Program
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

From: Dreachslin, Janice L.
To: Farah Kauffman
Cc: kxd27@psu.edu; Nemes, James
Subject: RE: MPH Program Change Proposal: Penn State Great Valley support
Date: Monday, March 11, 2013 11:00:28 AM

Dear Ms. Kauffman,

It's great to hear from you and I hope you are doing well. I recently visited our Hershey campus for a student's oral comps and wished I'd had time to schedule a visit with you. Perhaps next time?

This e-mail is to convey Penn State Great Valley's support for the MPH change proposal referenced below, which will strengthen the program and enhance the relevance of the curriculum for professional master's students in the public health disciplines.

If you require a formal letter in addition to this e-mail, please let me know. Best Wishes,
Jan Dreachslin

Janice L. Dreachslin, Ph.D.
Professor of Health Policy and Administration
Co-Professor-in-Charge, MBA
Penn State Great Valley School of Graduate Professional Studies
30 E. Swedesford Road Malvern, Pennsylvania 19355 (610) 648-3269 (phone) (610) 889-1334 (fax)

-----Original Message-----
From: Farah Kauffman [mailto:FKAUFFMA@phs.psu.edu] Sent: Mon 3/11/2013 10:32 AM
To: Dreachslin, Janice L.
Subject: MPH Program Change Proposal

Hello, Dr. Dreachslin.

I hope this finds you well. The MPH program is preparing to submit a program change proposal to the Graduate Council. I am reaching out to our program partners for support of this proposal.

At your earliest convenience, please review the attached proposal. If you support the changes, please send me an email that indicates your support. If you have any suggestions or concerns about the proposal, please let me know, as well, so that I can make appropriate changes. Please let me know if you have any questions.

Thank you, in advance, for your time and consideration.

Best wishes,
Farah

Farah Kauffman, MPH
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

From: STEVEN AMES PETERSON
To: Farah Kauffman
Subject: Re: MPH Program Change Proposal
Date: Tuesday, March 12, 2013 1:00:51 PM

The revisions seem thoughtful to me. I am supportive of the package of changes.
One question: Do people with relevant experience have to take 895? It’s not clear from what I read.
Also, some faculty changes. Drs. Rumberger, Mara, and Ziegenfuss have all left the School (either by
resignation or retirement). New faculty: Hengameh Hosseini and Karen Buhr. Bio information:
  * Karen Buhr (Carleton University) Lecturer of Health Administration
  * Hengameh Hosseini (Marywood) Assistant Professor of Health Administration

Steven A. Peterson
Director, School of Public Affairs
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

Phone: 717-948-6154
E-mail: sap12@psu.edu

From: "Farah Kauffman" <FKAUFFMA@phs.psu.edu>
To: sap12@psu.edu
Sent: Monday, March 11, 2013 10:32:01 AM
Subject: MPH Program Change Proposal

Hello, Dr. Petersen.

I hope this finds you well. The MPH program is preparing to submit a program change proposal to the
Graduate Council. I am reaching out to our program partners for support of this proposal.

At your earliest convenience, please review the attached proposal. If you support the changes, please
send me an email that indicates your support. If you have any suggestions or concerns about the
proposal, please let me know, as well, so that I can make appropriate changes. Please let me know if you
have any questions.

Thank you, in advance, for your time and consideration.

Best wishes,
Farah

Farah Kauffman, MPH
Associate Director for Operations
Penn State Master of Public Health (MPH) Program
From: DENNIS G SHEA [mailto:dgs4@psu.edu]
Sent: Tuesday, April 23, 2013 10:13 AM
To: Farah Kauffman
Cc: KAREN MARIE VOLMAR; Marianne Hillemeier; DENNIS PATRICK SCANLON; Jonathan Clark; THERESA BARRY; SUSAN TRIGG SANDERS
Subject: Re: MPH Program Change Proposal

Dear Farah:

I apologize for the long delay in responding to this. Our graduate committees have reviewed and have no objections to the proposed changes. Many of us welcome the opportunity to further collaborate on graduate programs, including the possibility of exploring 3/2 or 4/1 options for students to complete a B.S./MPH and sharing courses through technology for the MPH and the MHA/MS/PHD programs in HPA and similar efforts.

We would note that the list of graduate faculty included in the proposal is outdated, including HPA faculty who are no longer with the department and excluding others who have arrived. If you would like me to send an updated list of HPA faculty and remove those who are not members of the faculty, please let me know.

Dennis

From: "Farah Kauffman" <FKAUFFMA@phs.psu.edu>
To: "Dennis Shea" <dgs4@psu.edu>
Sent: Monday, March 11, 2013 10:31:08 AM
Subject: MPH Program Change Proposal

Hi, Dr. Shea.

I hope this finds you well. The MPH program is preparing to submit a program change proposal to the Graduate Council. I am reaching out to our program partners for support of this proposal. I recently learned that for program change proposals, an email of support can be provided with the proposal, versus a formal letter of support on letterhead.

At your earliest convenience, please review the attached proposal. If you support the changes, please send me an email that indicates your support. If you have any suggestions or concerns about the proposal, please let me know, as well, so that I can make appropriate changes. Please let me know if you have any questions.

Thank you, in advance, for your time and consideration.

Best wishes,
Farah
Farah Kauffman, MPH
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

VII. Attachments

- MPH in Public Health Competencies
- PHS 802: Practice of Public Health – New Course Proposal
- PHS 894: Capstone Experience – New Course Proposal
Core Competencies

Five Core Areas of Public Health:

Biostatistics
1. Explain the fundamental concepts of biostatistics.
2. Utilize common statistical methods (i.e., calculate, analyze, interpret, report) in the examination of public health problems or programs.
3. Demonstrate ability to use standard statistical software used to analyze public health data.
4. Identify preferred methodological alternatives in situations where commonly used statistical methods are not appropriate.
5. Discuss the basis for probability, estimation, and hypothesis testing used in statistical methods.

Environmental Health Sciences
1. Explain the fundamental concepts of environmental health sciences.
2. Apply the fundamental concepts of environmental health sciences for assessing, preventing, and controlling environmental and occupational hazards.

Epidemiology
1. Explain the fundamental concepts of epidemiology.
2. Utilize basic epidemiological methods (i.e., design, calculate, analyze, interpret, report) in the examination of public health problems or programs.

Health Services Administration
1. Describe essential elements of the structure of the U.S. healthcare system.
2. Describe the basic function of the U.S. healthcare system.
3. Outline a plan for the delivery of health services for a targeted population.

Social and Behavioral Sciences
1. Explain the fundamental concepts of the social and behavioral sciences.
2. Apply health behavior theories to the design of public health interventions.
3. Utilize the determinants of human behavior and health in the design of public health interventions.
4. Apply the social ecological model to the design of public health interventions.
5. Utilize methods to gather and analyze primary and secondary data in the design of public health interventions.
6. Apply evidence-based practice to the design of public health interventions.
Cross-Cutting Areas of Public Health:

**Communication**
1. Communicate public health information and issues effectively to diverse audiences through multiple communication channels.
2. Use information technology resources to access and/or analyze public health data.

**Systems Thinking**
1. Describe regulatory programs, guidelines, and authorities that relate to the practice of public health.
2. Explain the infrastructure of the U.S. public health system.
3. Apply the fundamental concepts of disease causation and transmission to public health practice.

**Professionalism**
1. Discuss the ethical choices, values and professional practices implicit in public health decisions, considering the effect of those choices on social justice and accountability.
2. Demonstrate leadership in public health.
3. Discuss the commitment to lifelong learning and professional service including active participation in professional organizations.
4. Explain the importance of the contexts of gender, race, poverty, history, migration, and culture in public health theory and practice.

**Track-Specific Competencies**

**TRACK: Community & Behavioral Health**
1. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
2. Utilize community assessments identifying needs, assets, capacity, and priorities.
3. Write mission statements, goals, and objectives.
4. Apply the principles of program planning, implementation, and evaluation to public health programs, policies, and interventions.
5. Prepare evidence-based public health interventions to influence health outcomes.
6. Prepare health communication campaigns and information for diverse priority populations.
7. Demonstrate ability to conduct process, impact, and outcome evaluations of health public health programs, policies, and interventions.
8. Critically review and modify health behavior change programs and policies.
9. Identify factors that influence the sustainability of public health programs, policies, and interventions.
10. Apply ethical principles to public health program planning, implementation, and evaluation.
Program Change Proposal for the Master of Public Health (MPH) in Public Health Degree Program

TRACK: Epidemiology & Biostatistics

1. Demonstrate proficiency in the methods most frequently used in epidemiological studies, including study design, focus on case-control study.
2. Describe the strengths and limitations of observational studies.
3. Describe the concept of biases, confounding, and effect modification in epidemiological studies and be able to apply these concepts in the conduct and interpretation of epidemiological studies.
4. Apply various multivariable analysis methods to epidemiological study data.
5. Interpret and communicate study results to various audiences.
6. Identify and apply appropriate descriptive and inferential methodologies to the type of study design for answering a particular research question.
7. Communicate inferential results to collaborating and other non-statistician scientists.
8. Apply multivariable regression modeling for continuous, categorical, and time-to-event outcomes.
9. Apply multivariate analytic methods, including longitudinal analysis, for estimation, hypothesis testing, and exploratory data analysis.
10. Apply a comprehensive statistical software program for advanced statistical analysis and interpretation of public health datasets.
11. Describe the study design and analytic methods used for interventional research and interpret the results.
12. Review published public health research, and assess the validity of the design and inference.
13. Develop a data management plan for the collection, processing, maintenance, and archiving of public health data.

TRACK: Health Systems Organization and Policy

1. Describe U.S. health policymaking history and processes for improving population health, including policy formulation, implementation, and evaluation.
2. Identify new or emerging models and trends in health care financing and delivery and their implications for access, cost, and quality of care.
3. Describe links between quality measurement and quality improvement in health systems.
4. Apply various evaluation methods, including decision-analysis models, to systematically evaluate public health programs and policies.
5. Describe key health data and policy information to lay and professional audiences.
Graduate Council Subcommittee On New And Revised Programs And Courses

COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member Proposing Course: Roger Anderson
College: COLLEGE OF MEDICINE
Department or Instructional Area: PUBLIC HEALTH SCIENCES
College/Academic Unit With Curriculum Responsibility: COLLEGE OF MEDICINE
Type of Proposal: ☑Add ☐Change ☐Drop
Type of Review: ☑Full ☐Expedited
(See Guide to Curricular Procedure for definitions of a full or expedited review.)
Course Designation: (PHS 802) Practice of Public Health

Proposed Bulletin Listing
Abbreviation : PHS
Number : 802
Title : Practice of Public Health
Abbreviated Title : Public Health Prac
Credits : Min: 2 Max: 2
Repeatable : No
Description : Provides knowledge and skills in methods and procedures used for the practice of public health
Prerequisites : PHS 501
Concurrent Courses : None
Cross Listings : 
Does this Course have a Travel Component: No

Course Outline
A brief outline or overview of the course content
This course will provide the students with the knowledge and skills to deal with methods and procedures of public health practice. Its purpose is to provide students with the ability to analyze and act on common work-related situations that public health workers encounter. As such, the course content will include: evidence-based practice, public health infrastructure, sources of public health data, the public health agenda, the profession of public health, funding public health, professional development for the public health professional, and professional communication.
A listing of the major topics to be covered with an approximate length of time allotted for their discussion
1. Public Health Practice – Introduction – 1 hour
Key Terminology
Public Health Pyramid
Levels of Public Health Practice
2. Public Health – Infrastructure – 3 hours
Core Functions of Public Health
Essential Public Health Services
Public Health System
3. U.S. Public Health Agendas – 2 hours
Healthy People 2020
Public Health Research Agenda
4. Evidence-based Practice – 4 hours
Evidence hierarchy
Sources of evidence (e.g., U.S. Preventive Services Task Force, The Community Guide, NCI’s Research Tested Intervention Programs)
5. Data that helps to Facilitate Public Health Practice – 2 hours
   Vital Statistics
   National Data, e.g., NHANES, NHIS, BRFSS, YRBS
   County Data, e.g., county rankings
6. Funding Public Health Initiatives – 2 hours
   Locating sources of funds
   Grant funding processes
   Budgeting
7. Professional Public Health Practice – 4 hours
   Being an Active Professional (i.e., keeping up to date, participating in the profession)
   Professional Communication
   Becoming certified
   Professional Development (plans and activities)
   Ethical Public Health Practice
8. Addressing Issues of Public Health Practice – 12 hours
   Long Course Description:
   A succinct stand-alone course description (up to 400 words) to be made available to students through the on-line Bulletin and Schedule of Courses.
   Practice of Public Health will have two major components. The first is the presentation of core public health knowledge and skills (i.e., evidence-based practice, public health infrastructure, sources of public health data, the public health agenda, the profession of public health, funding public health, professional development for the public health professional, and professional communication) related to the practice of public health. This information will be presented to provide a thorough understanding of the public health system and how it functions in order to ensure good public health practice. This first component will be presented via lectures, discussions and course assignments. The second component of the course will include the examination and analysis of public health methodology and procedures of public health practice. This component of the course will be accomplished via students’ analyses and presentations of public health case studies.
   The name(s) of the faculty member(s) responsible for the development of the course
   Roger T. Anderson, PhD

Justification Statement
Instructional, Educational, and Course Objectives
Upon completion of this course successful students will be able to:
1. describe the core functions and essential services of public health.
2. describe the public health institutions and system
3. outline the public health agenda and public health research agenda for the United States.
4. define evidence-based practice and explain how to plan for it.
5. identify sources of and retrieve meaningful public health data.
6. identify and locate funding sources for public health initiatives.
7. describe the professional associations related to public health
8. describe appropriate professional communication in public health practice.
9. create a professional development plan for a career in public health practice.
10. demonstrate the ability to analyze and lead a discussion about a public health practice issue.

Evaluation Methods
The students’ mastery of the material described in the course objectives will be demonstrated via a variety of activities/assignments. The students’ grade in this course will be determined by the assessment of the following-
1. Prepare an “issues” document; includes issue; data defining it; evidence-based intervention to solve it; & funding sources to deal with it – 25%
2. Prepare and lead a discussion of a case study addressing a public health issue – 25%
3. Create a professional development plan – 10%
4. In class writing assignments – 10%
5. Midterm examination – 15%
6. Final examination – 15%
Relationship/Linkage of Course to Other Courses

This course is offered as a new required course in the Master of Public Health (MPH) program. It does not overlap or directly conflict with the other courses offered at Penn State.

Relationship of Course to Major, Option, Minor, or General Education

This course is an important required component of the MPH program, as it builds on the foundational knowledge learned in PHS 501 and addresses real-world public health practice issues. This course is especially relevant for MPH students who have completed, registered for, or have begun the internship requirement via PHS 895A: Master of Public Health Internship.

A description of any special facilities

None.

Frequency of Offering and Enrollment

The course will be offered once each academic year during fall semester. The maximum class enrollment is 20 students.

Effective Date: Spring 2014

Consultation Summary/Response:

We have consulted with Collins Airhihenbuwa, PhD, Professor and Head, Department of Biobehavioral Health.

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Formal Consultation

<table>
<thead>
<tr>
<th>Name</th>
<th>Collins Airhihenbuwa</th>
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</thead>
<tbody>
<tr>
<td>Position</td>
<td>Formal Consultant</td>
</tr>
<tr>
<td>Title</td>
<td>DEPT HEAD/PROF BIOBH HLTH</td>
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<tr>
<td>Concur</td>
<td>Yes</td>
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<td>Comments:</td>
<td></td>
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<tr>
<td>Reviewed On</td>
<td>7/2/2012 4:31:00 PM</td>
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Required Signatories

<table>
<thead>
<tr>
<th>Name</th>
<th>Vernon M. Chinchilli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Department or Program Head</td>
</tr>
<tr>
<td>Title</td>
<td>CHAIR - PUBLIC HEALTH SCIENCES</td>
</tr>
<tr>
<td>Concur</td>
<td>Yes</td>
</tr>
<tr>
<td>Comments:</td>
<td>This course is critical to the Master of Public Health program.</td>
</tr>
<tr>
<td>Reviewed On</td>
<td>7/10/2012 9:59:00 PM</td>
</tr>
</tbody>
</table>
**Name:** Sarah Bronson  
**Position:** College Representative  
**Department:** C & M PHYSIOLOGY  
**Campus:** MILTON S. HERSHEY MEDICAL CENTER  

**Title:** ASSOC PROF C&M PHYSIOLOGY

**Concur:** Pending The Following Action By The Initiator

**Comments:**
Abbreviated Title: Suggest "Public Health Prac"
Description: Suggest "Provides knowledge and skills in methods and procedures used for the practice of public health"
Long Course Description: Suggest first sentence begin, "Practice of Public Health will have two major components."
Justification Statement: 8. Suggest "describe appropriate professional communication in public health practice"; 9. Suggest, "create a professional development plan for a career in public health practice"
Frequency of Offering and Enrollment: Suggest, "The maximum class enrollment is 20 students."

**Reviewed On:** 8/10/2012 3:52:00 PM

**Response:**

On 8/10/2012 4:25:45 PM FARAH BETH KAUFFMAN Responded: As per the request, the following changes have been made: 1. The abbreviated title has been changed to "Public Health Prac." 2. In the Long Course Description, the first sentence has been changed to "Practice of Public Health will have two major components." 3. In the Justification Statement, #8 has been changed to, "Describe appropriate professional communication in public health practice." Also, #9 has been changed to, "Create a professional development plan for a career in public health practice." 4. In Frequency of Offering and Enrollment, the language has been changed to, "The maximum class enrollment is 20 students."

**Reviewed On:** 8/10/2012 4:27:00 PM

---

**Name:** Michael Verderame  
**Position:** Dean of the College  
**Department:** MEDICINE  
**Campus:** MILTON S. HERSHEY MEDICAL CENTER

**Title:** ASSOCIATE DEAN for GRADUATE STUDIES

**Concur:** Yes

**Comments:**

**Reviewed On:** 8/10/2012 4:46:00 PM

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**Name:** Elizabeth Price on behalf of Henry Foley  
**Position:** Dean of the Graduate School  
**Department:** GRAD SCHOOL ASSOC DEANS OFFICE  
**Campus:** UNIVERSITY PARK CAMPUS

**Title:** Executive Director of Graduate Education Administration

**Concur:** Pending The Following Action By The Initiator

**Comments:**
Delete period at the end of the 20-word description (this description will be published in the Graduate Bulletin but is not a complete sentence).
Delete the apostrophe from "Agenda's" in the third major topic. Also, in the listing of major topics, only 30 hours are accounted for.
Specify in both Relationship sections whether the course is required or is an elective.

**Reviewed On:** 9/8/2012 7:49:00 PM
Response: On 9/10/2012 8:59:58 AM FARAH BETH KAUFFMAN Responded: As per the requests, the following changes have been made: 1. The period at the end of the 20-word description has been deleted. 2. The apostrophe has been removed from "Agenda's" in the listing of major topics. 3. In both relationship sections, the course is now described as required. This September, the MPH in Public Health program will be submitting a Program Change Proposal to account for the addition of PHS 802 as a required course. With respect to the comment related to 30 hours being accounted for in the listing of major topics, the course is a 2-credit course with 30 contact hours. All 30 contact hours are accounted for in the listing of major topics.

Concur: Yes
Comments:
Reviewed On: 9/10/2012 10:56:00 AM

Name: Richard Young/feedback entered by Elizabeth Price
Position: Graduate Council Subcommittee Representative
Department: GRADUATE SCHOOL
Campus: UNIVERSITY PARK CAMPUS
Title: Executive Director of Graduate Education Administration

Concur: Pending The Following Action By The Initiator
Comments:
The Subcommittee requests the following revisions:

• Remove the extraneous word “this” from the final sentence of the Long Course Description.
• Change the Effective Date to “Spring 2014” or later.

The proposed course is tentatively approved pending receipt of the revised proposal containing the requested edits.

Reviewed On: 9/18/2013 9:23:00 AM

Response: On 9/18/2013 9:49:46 AM FARAH BETH KAUFFMAN Responded: As requested, the following changes have been made: 1. The extraneous word "this" was removed from the final sentence in the Long Course Description. 2. The Effective Date was changed to "Spring 2014" or later.

Concur: Yes
Comments:
Reviewed On: 9/18/2013 10:27:00 AM

Name: [Name Not Specified]
Position: Faculty Senate
Department: (Not Available)
Campus: (Not Available)
Title: (Not Available)

Concur: Not Yet Reviewed
Comments: Not Yet Reviewed
Reviewed On: Not Yet Reviewed

Concur: Not Yet Reviewed
Comments: Not Yet Reviewed
Reviewed On: Not Yet Reviewed
Graduate Council Subcommittee On New And Revised Programs And Courses

COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member Proposing Course: Roger T. Anderson

College: COLLEGE OF MEDICINE

Department or Instructional Area: PUBLIC HEALTH SCIENCES

College/Academic Unit With Curriculum Responsibility: COLLEGE OF MEDICINE

Type of Proposal:  ☑ Add  ☐ Change  ☐ Drop

Type of Review:  ☐ Full  ☑ Expedited

(See Guide to Curricular Procedure for definitions of a full or expedited review.)

Course Designation: (PHS 894) Capstone Experience

Proposed Bulletin Listing

Abbreviation : PHS

Number : 894

Title : Capstone Experience

Abbreviated Title : Capstone Experience

Credits : Min: 3  Max: 3

Repeatable : No

Description : A culminating experience in which students create and present a scholarly project based on the competencies gained in previous courses.

Prerequisites : PHS 501; PHS 520; PHS 550; and PHS 571 or HPA 520

Concurrent Courses : None

Cross Listings :

Does this Course have a Travel Component: No

Course Outline

A brief outline or overview of the course content

This course will provide the students with the knowledge and skills to design, carry out, and present a scholarly public health project. Topics include defining a scholarly project, selecting a topic and project, describing the problem/program/evaluation, reviewing the literature, identifying project methodology, presenting project results, ethics and scholarly work, writing and critiquing scholarly work, creating a poster presentation, and developing presentation skills.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion

- Defining scholarly project – 3 hours
- Selecting a topic and project – 3 hours
- Describing the problem/program/evaluation – 3 hours
- Reviewing the literature – 6 hours
- Project methodology – 15 hours
- Creating and presenting a poster presentation – 6 hours
- Ethics and scholarly projects – 3 hours
- Professional development plan – 6 hours

Long Course Description:

A succinct stand-alone course description (up to 400 words) to be made available to students through the on-line Bulletin and Schedule of Courses.

Students will utilize the information acquired from previous public health courses to design, carry out, and present a
scholarly project. It is a culminating experience in which students get to display their public health competencies. The resulting paper and poster presentation must be original and contribute new knowledge to the field of public health. The course director and/or chosen mentor will guide the students through a step-wise process that culminates in the completion of a scholarly project. The project can be: 1) a research project, 2) a systematic review of the literature on a particular study question, 3) an evaluation of an existing program, 4) the creation of written plan for a program, or 5) a grant proposal based upon a request for proposals.

Research project. Students will identify a problem to be studied, review the literature associated with the problem, collect data about the problem (quantitative &/or qualitative), analyze the data in order to either support or refute a pre-selected hypothesis or answer research questions, discuss the findings, present conclusions, and make recommendations based on the study.

Systematic review of the literature. Students will define a study question, create a strategy to identify appropriate literature, read and review the literature, extract the appropriate information from the literature, summarize the findings, present conclusions, and make recommendations based on the systematic review.

Evaluation of an existing program. Students will provide a description of the program, explain the purpose of the evaluation, describe the methods and procedures used to evaluate the program, identify the logistics of carrying out the evaluation, and present the results of the evaluation.

Written plan for a new program. Students will conduct a needs assessment, create a program mission, goals, and objectives, develop an intervention, describe how the program will be implemented, and explain how the program would be evaluated.

Grant proposal based upon a request for proposals (RFP). Students will identify an appropriate RFP for public health, identify the problem for which the grant would be used, review the literature associated with the problem, create goals and objectives, develop an intervention, create a budget, describe how the intervention will be implemented, and explain how the intervention would be evaluated.

The name(s) of the faculty member(s) responsible for the development of the course

Roger T. Anderson, PhD

Justification Statement

Instructional, Educational, and Course Objectives

By the end of the course, successful students will:
- be able to describe what constitutes a scholarly project and the steps necessary to complete a scholarly project.
- be able to demonstrate, via a written paper, the fundamental principles and terminology associated with various types of scholarly projects.
- be able to perform a literature search through the use of varied library resources, public domain repositories, and Internet search engines to support their scholarly project.
- be able to develop and organize complex ideas in a logical, orderly, and well-written fashion.
- be able to cultivate a professional appreciation for public health scholarly activity.
- be able to create and present a poster presentation
- be able to create a professional development plan
- be able to identify ethical issues while creating scholarly work
- have enhanced written and oral communication skills.

Evaluation Methods

The students’ mastery of the material described in the course objectives will be demonstrated via a variety of activities/assignments. The students’ grade in this course will be determined by the assessment of the following:

1. Annotated bibliography: 10%
2. Scholarly Project - Part I: 10%
3. Scholarly Project - Part II: 10%
4. Scholarly Project - Part III: 10%
5. Scholarly Project - Part IV : 10%
6. Draft of Final Paper: 10%
7. Final Paper: 25%
8. Poster presentation: 10%
9. Self-Assessment, reflection, & professional growth plan: 05%
Relationship/Linkage of Course to Other Courses
This course serves as the culminating experience for students in the Master of Public Health degree program in Public Health. It does not conflict or overlap with any other course offered at Penn State.

Relationship of Course to Major, Option, Minor, or General Education
This course is required as the culminating experience for students in the Master of Public Health degree program in Public Health.

A description of any special facilities
n/a

Frequency of Offering and Enrollment
This course is offered every fall, spring, and summer semester. Enrollment is limited to 20 students.

Effective Date: Spring 2014
Consultation Summary/Response:
n/a

Required Signatories

<table>
<thead>
<tr>
<th>Name:</th>
<th>Vernon M. Chinchilli</th>
<th>Department: PUBLIC HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Department or Program Head</td>
<td>Campus: MILTON S. HERSHEY MEDICAL CENTER</td>
</tr>
<tr>
<td>Title:</td>
<td>CHAIR - PUBLIC HEALTH SCIENCES</td>
<td></td>
</tr>
</tbody>
</table>

Concur: Yes

Comments: PHS 584 is a required component of the MPH program.
Reviewed On: 4/9/2012 9:35:00 AM

Concur: Yes

Comments: Yes, I concur. PHS 894 is a critical component of the MPH program.
Reviewed On: 8/10/2012 5:24:00 PM

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sarah Bronson</th>
<th>Department: C &amp; M PHYSIOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>College Representative</td>
<td>Campus: MILTON S. HERSHEY MEDICAL CENTER</td>
</tr>
<tr>
<td>Title:</td>
<td>ASSOC PROF C&amp;M PHYSIOLOGY</td>
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</tbody>
</table>

Concur: No, This Proposal Needs Significant Changes

Comments: I think it would be appropriate to identify consultants from programs that have offered this level of course. I also think it would be appropriate to have much greater detail under Long Course Description; and The Justification Statement. I understand that the experience will vary but can you provide some examples? Under Relationship of Course to Major, Option, Minor, or General Education it should be stated whether the course is required or an elective at the minimum. If it is required, does the Program approved list it as required?
Reviewed On: 5/4/2012 11:53:00 AM
Proposal Reset To New Proposal Status Due To Non-Concurrence

Response: On 8/10/2012 4:35:33 PM FARAH BETH KAUFFMAN Responded: As per the recommendations, the proposal has been resubmitted with specific details about prerequisites, learning objectives, and evaluation methods.

(4) Concur:Yes
Comments:
Reviewed On: 8/10/2012 10:14:00 PM

Name: Michael Verderame
Position: Dean of the College
Title: ASSOCIATE DEAN for GRADUATE STUDIES
Concur:Yes
Comments:
Reviewed On: 8/20/2012 9:23:00 AM

Name: Elizabeth Price on behalf of Henry Foley
Position: Dean of the Graduate School
Title: Executive Director of Graduate Education Administration
Concur:Yes
Comments:
A program change proposal for the Master of Public Health degree program in Public Health must be submitted in order to make this course a required component. Submit 7 hardcopies of this course proposal in conjunction with the 7 hardcopies of the program change proposal when it is submitted officially (submit the course and program proposals at the same time but as separate documents). I will be happy to review and provide feedback on a preliminary draft of the program change proposal prior to its official submission, if the proposer wishes to request that I do so.
Reviewed On: 9/16/2012 11:14:00 AM

Name: Richard Young/feedback entered by Elizabeth Price
Position: Graduate Council Subcommittee Representative
Title: Executive Director of Graduate Education Administration
Concur:Pending The Following Action By The Initiator
Comments:
The Subcommittee requests the following revisions:
- Edit the Long Course Description (ensure that it is 400 words or fewer).
- Correct the typographical error in the word “identify” in the second sentence of the final paragraph.
- In the Relationship of Course to Major… section, replace “serves” with “is required.”
- Change the Effective Date to “Spring 2014” or later.

The proposed course is tentatively approved pending receipt of the revised proposal containing the requested edit.
Reviewed On: 9/18/2013 9:23:00 AM
Response: On 9/18/2013 9:55:17 AM FARAH BETH KAUFFMAN Responded: As requested, the following changes have been made: 1. The Long Course Description has been edited and is now 362 words. 2. In the Long Course Description, the typographical error in the word "identify" has been corrected. 3. In Relationship of Course to Major...section, the word "serves" has been replaced with "is required." 4. The Effective Date has been changed to "Spring 2014" or later.

Concur: Yes
Comments: Reviewed On: 9/18/2013 10:29:00 AM

Name: [Name Not Specified]  Department: (Not Available)
Position: Faculty Senate                  Campus: (Not Available)
Title: (Not Available)

Concur: Not Yet Reviewed
Comments: Not Yet Reviewed
Reviewed On: Not Yet Reviewed

Concur: Not Yet Reviewed
Comments: Not Yet Reviewed
Reviewed On: Not Yet Reviewed

Bluebook Number:
Approval Date:
ProposalID: 17243
Proposed Changes to the Graduate Council Curricular Review Process

Background, Justification, and Goals

The Graduate Council curricular review process must adapt to the changing needs of the University in terms of an increasing demand for creation of new programs and courses, especially within the domain of professional master’s degrees and certificate programs; increased workloads on faculty to compel a more efficient curricular review process that consumes less per faculty review time without sacrificing quality control; a market for new programs that in many cases have a relatively finite lifespan and time-to-market sensitivities; and the overall need to redesign processes to improve institutional efficiency and reduce costs wherever possible.

In general and as a sustained trend for many years now, Graduate Council members have not raised questions in Council regarding curricular proposals, and some members have expressed to Dean Vasilatos-Younken that they rely upon the curricular committee members for comprehensive review, and approve based solely upon their confidence in that more detailed and extensive review. If the proposed changes to the process were adopted, the focus of the curricular committee report at Graduate Council meetings would have greater allowance for substantive discussions of trends and emerging issues related to curriculum that would benefit from larger discussion within the full Graduate Council.

The goals of the proposed changes are to streamline the Graduate Council curricular review process without compromising the integrity of graduate faculty review with respect to quality control and authority for academic approval of graduate curriculum at Penn State. The changes proposed would accomplish this by 1) eliminating serial approval steps that add significant chronological time to the approval process, without sacrificing the significant intellectual capacity provided by the totality of reviewers in those steps for most types of proposals; and 2) illuminating that this vital work by curricular review committee members is sufficiently robust and comprehensive to constitute the final step of curricular approval.

The Graduate Council Committee on Programs and Course is the policy-setting committee of Graduate Council with authority to recommend to Council these proposed changes, which are presented by the Committee with a motion and a second to approve.
Eliminate the curricular review and approval step of Graduate Council and the redundant publication in the Faculty Senate Report of information about most approved graduate program proposals, decreasing time between approval and activation

Voting on graduate curricular proposals by Graduate Council members no longer will be required; once a graduate program proposal is approved by the curricular review committee(s), it will be listed on a monthly **Graduate Council Curriculum Report** (GCCR), which will be an informational appendix to the Graduate Council agenda for each meeting during the academic year. Three weeks after the date of the Graduate Council meeting, the approved proposal will have had at least four weeks’ time to be reviewed by the entire University community; and at that time, updates will be made to the Graduate Bulletin, as appropriate. This step eliminates the time that some proposals currently spend waiting to be published in the Senate Curriculum Report, which is an unnecessary duplication of efforts and unwarranted cause for delays, as the same information is available to the University community on the Graduate Council website at least one week prior to each Graduate Council meeting.

Concurrently with the proposal’s appearing on the GCCR in the proposed changes to the process, it will be forwarded to the Provost’s office and from there to the Board of Trustees (BOT) office to be included as an informational agenda item for the next BOT meeting, if necessary (not all program proposals require presentation to the BOT).

The GCCR also will be published monthly during the summer as necessary to capture any proposals approved when Graduate Council is not in session; dates and timelines will be consistent with those used during the academic year.

| Graduate Council curricular review committee(s) = action item |
| Graduate Council via GCCR = informational item |
| Provost/Board of Trustees = informational item (if necessary) |

Graduate course proposals, graduate program change proposals that involve integrated undergraduate-graduate (IUG) degree programs, and graduate program change proposals that involve joint medical/graduate or law/graduate degree programs will continue to be published on the Senate Curriculum Report.
Proposed revisions to the Graduate Council policy on Doctoral Degree Requirements: Communication and Foreign Language Competency requirements

**Background**

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

With the addition of the Doctor of Musical Arts (D.M.A.) degree several years ago, three doctorates are now offered at the University (the Ph.D., D.Ed., and the D.M.A.), and revisions to the policy regarding English Competence are proposed to reflect that high-level competence in use of the English language is required of all doctoral degree candidates, not only those pursuing the Doctor of Philosophy.

In addition, the Committee on Academic Standards felt that the historical policy related to Communication and Foreign Language Competency was no longer clear or well rationalized as applied to all doctoral programs. For example, most scholarly work in STEM fields is published in English language journals, so that competency in a foreign language in order to access important literature in the sciences is no longer necessary. Alternatively, competence in a foreign language is still necessary and relevant to fields such as Comparative Literature.

Similarly, the Committee felt that the relevance and nature of any communications requirement (separate from foreign language competency) is highly specific to individual fields of study. For example, competency in symbolic means of communication including American Sign Language, computer coding languages, and even statistical algorithms may be appropriate to certain fields, whereas in others, demonstrated competency in the nomenclature of a different discipline than the major field of study may be an important component of interdisciplinary training.

The Committee therefore proposes revisions to the Communications and Foreign Language Competency requirement to reflect that any such requirements be program-specific, and if required should be appropriate to the field of study and best benefit the graduate students in the program.

The Committee’s proposed revisions to the policy are marked with “track changes” on page 2 of this document (a “clean” version of the revised policy follows the marked-up version).
“DOCTORAL DEGREES

ENGLISH COMPETENCE

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

COMMUNICATION AND FOREIGN LANGUAGE COMPETENCE

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

In addition to demonstrating competence in English as described above, each candidate for the Ph.D. doctoral degree may be required to meet all any communication and foreign language requirements that have been established within each doctoral major degree program. The candidate should ascertain specific communication and foreign language requirements, if any, by contacting the professor in charge of the graduate program, whose name appears within the program description under Graduate Programs, Faculty, and Courses.

Candidates for the Doctor of Education degree may be required to demonstrate competence in foreign languages.
Proposed Revisions with Tracked Changes Accepted

“DOCTORAL DEGREES

ENGLISH COMPETENCE

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

COMMUNICATION AND FOREIGN LANGUAGE COMPETENCE

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

In addition to demonstrating competence in English as described above, each candidate for a doctoral degree is required to meet any communication and foreign language requirements set forth by the respective doctoral degree program. The candidate should ascertain specific communication and foreign language requirements, if any, by contacting the head of the graduate program, whose name appears in the program description under Graduate Programs.

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