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DATE: December 8, 2010

TO: Dean David H. Monk

FROM: Jacqueline Edmondson, Chair
Re-Design Advisory Team (Re-DAT)¹

RE: Summary of Possible Designs

Thank you for the opportunity to develop options to re-design graduate education in the new merged department, in response to recommendations from the Core Council. Our committee offers two options that involve a fundamental re-thinking of how we pursue graduate education in the College of Education. Each option has potential to realize savings and take better advantage of complementarities that can and should exist in this area of the College. These options are the result of careful deliberation among the committee members; consideration of available data and evidence from university, college, and department sources²; and comparisons with institutions across the United States. The majority of the committee saw benefits to option one in comparison to the second option.

The committee took seriously the point in our charge that the Counseling Psychology and School Psychology graduate programs are small and relatively autonomous. We examined all graduate programs in the two departments as we considered redesign options, with particular focus on the goal of streamlining operations to save resources and take better advantage of complementarities. We worked to develop designs that would lead to a new high quality graduate program encompassing what might be called the psychological foundations of education, and we were attentive to your recommendation that all graduate programs in the College need to:

- a) have a strong connection with schools and/or other educational settings;
- b) engage in a significant way with the College's undergraduate education mission;
- c) eliminate under-enrolled classes;
- d) develop successful research and outreach programs that include major funded projects from IES and other external sources; and
- e) attract strong graduate students who finish in timely ways to pursue careers as academics or educational professionals.

¹ Dr. James DiPerna, Dr. Jacqueline Edmondson (Chair), Dr. Mark Greenberg, Dr. Spencer Niles, Ms. Louise Sandmeyer, Dr. Elizabeth Skowron, Dr. Hoi Suen,

² Data included enrollment data, program graduate information, financial information, grant activity, and course/degree information. Relevant data is either incorporated into the enclosed report or included as supporting materials.

The attached document outlines two possible redesign options for your consideration. Data was not particularly useful in the development of either redesign option. Also, we remained focused on the charge to consider graduate program offerings. These redesign options intentionally do not involve recommendations relative to faculty lines or faculty research.

Some additional questions surfaced which were beyond the scope of the committee's charge:

- What is the appropriate or optimal ratio of graduate students to faculty?
- Why are counseling psychology programs at peer institutions closing or being relocated around the country? How should this broader context factor into this decision?
- What is the value to the college in having two accredited counseling programs and two options for students to pursue counseling at a doctoral level?
- What can be done to improve scholarship in some areas of the college?
- What connections should special education have to the other programs in the merged department? At the present time, few complementarities exist between the special education curriculum and the other two graduate programs in the merged department.

If you decide to move forward with either of the two options outlined in the attached materials, we suggest that you convene a faculty committee representing the redesigned Educational Psychology program to determine details about the core curriculum, the vision/mission/purpose statements of the new program, course redesign and alignment, and other curricular matters. Also, information will need to be provided to prospective students concerning the redesign and their options to pursue doctoral work in the College of Education.

As these plans move forward, the College will need to be attentive to indicators of success and areas where improvements and efficiencies may be possible. At this time, the committee suggests that the success of the redesign could be determined by the following:

- Reductions in the incidence of under-enrolled or low-enrollment courses;
- Increases in the level of collaborative research within the department and across the College and University, including research supported through SSRI/CYFC;
- Greater degrees of match between resources and high priorities for the Department, College, and University;

In addition, the faculty may wish to identify other quality indicators. The following may be applicable over time:

- Increases in the number of tenure-line faculty engaged with undergraduate teaching and research;
- Increases in quality of applicants (including higher GRE scores, GPA, research/teaching experience, publications);
- Increases in the number of faculty pursuing and receiving external grants;
- Increases in the diversity of students, faculty, and staff;
- Increases in the creation of online-professional development programs through World Campus and increased levels of collaboration with campuses;

Thank you again for this unique opportunity. The committee is available to address further questions you may have after reviewing our recommendations.

Attachment

cc: *Dr. James DiPerna, Dr. Jacqueline Edmondson (Chair), Dr. Mark Greenberg, Dr. Spencer Niles, Ms. Louise Sandmeyer, Dr. Elizabeth Skowron, Dr. Hoi Suen*

DESIGN OPTION 1

This design will result in a department with three graduate programs: Educational Psychology (EDPSY), Counseling Education (CN ED), and Special Education (SPLED). Educational Psychology will be redesigned to include options that provide specializations in measurement and assessment, learning, school psychology, and counseling psychology. In order to have greater alignment with the College's mission, Counseling Psychology (CNPSY) would undergo a re-design so that it would focus on PreK-16 education, and not focus on adult counseling. This will also create somewhat greater course alignment with the other program options.

The new Educational Psychology degree will embody the following features:

1. a *common core* that includes courses in research, psychological foundations, measurement, and a professional seminar;
2. *common admission standards* (which reflects a change for counseling psychology, which will now accept post-baccalaureate, rather than post-masters students. This aligns with the admissions practices of the other five graduate programs in the new department and does not require additional resources.)
3. a *common vision/mission* statement that will align each option with the college mission
4. *separate accreditation* for school psychology and counseling psychology, with lowered costs realized through coordinated accreditation visits (i.e., one fewer site visitor and associated savings in travel expenses).³

Cost savings will come from streamlining course offerings across the specializations within Educational Psychology (i.e., core research methods, statistics, measurement, and psychological foundations courses), improvement in faculty productivity and natural attrition. Faculty productivity will be enhanced through the identification of core courses and shared teaching of those courses, teaching reassignments that include undergraduate courses, and increases in the number of student credit hours (SCH) delivered.

Anticipated benefits of this model include:

1. Opportunities for purposeful recruitment of high quality graduate students, particularly since CNPSY programs are in transition across the country;

³ The committee did not consider the question of joint accreditation for these programs.

2. Courses/programs with higher enrollments overall;
3. Lowered costs over time through natural faculty attrition and course consolidation;
4. Greater multidisciplinary training and flexibility in the nature of how specializations maintain or shift structure over time;
5. Enhanced collaborative research on disability topics;
6. This option provides stronger and more stable support for the Counseling Psychology faculty scholarship, as well as its recent success with external grants.
7. The combined program should enhance collaborative research among previously separate programs through the merged department.
8. Enhanced opportunity for collaboration/coordination within the CEDAR clinic⁴ as a result of the Counseling Psychology and School Psychology (S PSY) specializations now being members of the same program faculty.⁵

The primary drawback for this model relates to costs and centrality of each option within the Educational Psychology degree to the overall mission of the college.

Following is a description of each program relative to the five criteria outlined in the charge:

1. **Educational Psychology:**

a) *Strong connections with schools and/or other educational settings:*

Education psychology currently prepares doctoral students for positions as education faculty members in colleges and universities or as psychometricians who work in government or industry positions, most often on problems related to PK-12 testing.

School psychology currently prepares doctoral students for careers in K-12 and academic settings. Graduates often maintain connection to local training programs (as an adjunct or field supervisor of practicum students), and some eventually move into faculty positions, most often at regional training programs. Changes to the training program over the last five years have been intended to better prepare graduates to move into faculty positions at peer institutions earlier in their careers. This program is approved by the APA, NASP, NCATE, and the Pennsylvania Department of Education.

⁴ Please note that the CEDAR clinic is a non-profit operation. This current status prevents it from being used to generate revenue for the college.

⁵ The committee did not consider possible collaboration with the Moore Clinic.

Counseling psychology primarily prepares doctoral students for employment in university settings, including post-doctoral positions, academic faculty, and psychologists and administrators in university counseling settings.

As counseling psychology moves to a child/family focus, the program will have tighter alignment with the PK-16 education mission of the College of Education. This program is approved by the APA.

b) Engagement in a significant way with the College's undergraduate education mission:

Current EDPSY faculty teach large undergraduate courses that serve students with education interests from across the university (EDPSY 014, EDPSY 010, EDPSY 101, and EDPSY 421)

Course	Semester Enrollment (based on Fall 2010)
EDPSY 010	58
EDPSY 014	353
EDPSY 101	86
EDPSY 421	46
EDPSY 450	16

Within the context of the redesigned program, CNPSY faculty will continue to have opportunities to engage undergraduate students by: teaching in the Rehabilitation Services (RHS) undergraduate program; mentoring Schreyer honors scholars, SCOPE, SROP, and McNair students; teaching undergraduate courses in Educational Psychology; developing courses for the teacher education program related to early childhood and other relevant areas. These opportunities will be extended to S PSY faculty as well.

c) Reduce under-enrolled classes:

The committee anticipates that the redesigned graduate program will require some renaming/renumbering of courses in this option and revisions to some existing courses to meet the broader needs of students across the program. Core courses will be identified for graduate students in the new degree. These will be taught by faculty in this program, increasing the enrollments in formerly small, specialized graduate seminars. Some courses will remain focused on meeting specific accreditation requirements as outlined by the American Psychological Association for professional specializations (i.e., school psychology and counseling psychology).

Students enrolled in the counseling psychology option will continue to take courses in cross cultural counseling, career counseling, counseling theory, supervision, and group psychotherapy with their peers in counselor education. Both CN PSY and CNED faculty will remain engaged in teaching these courses.

d) Development of successful research and outreach programs that include major funded projects from IES and other external sources:

(1) The merged program could enhance and extend the research activities in this department. When the programs are combined, there is a critical mass engaged in externally funded grant projects. Based on December 2010 data, the following faculty were PIs on research grants: Elizabeth Skowron, Jim DiPerna, Jeffrey Hayes, and Jonna Kulikowich. Co-PIs include: Susan Woodhouse, Jim DiPerna, Jonna Kulikowich, Pui-Wa Lei, Bob Stevens, Barbara Schaefer, Hoi Suen, Beverly Vandiver, Bonnie Meyer, and Peggy Van Meter.

(2) The CEDAR clinic provides outreach to the university and local community. Students from CN ED at the masters and doctoral level provide the most number of counseling sessions, followed by CN PSY students. Faculty in CN ED and CN PSY provide supervision to the students engaged in counseling, and doctoral students from both programs also help with supervision.

Students from SPSY provide psychoeducational assessment and intervention services to students and families from the Central PA region with the CEDAR clinic. In addition, advanced students gain experience supervising their junior colleagues (under the direct supervision of core faculty) within the CEDAR clinic as well. Since adding Dr. Woika as the Director of Field and Clinical Training, the program has provided outreach services (on-site in their school setting) to approximately 75 students across five different school districts.

(3) Several active research labs within Counseling Psychology provide opportunities for approximately 36 undergraduate students per year to earn course credit for participating in research focused on understanding biological and context determinants of socio-emotional development in early childhood. Additionally, Dr. Susan Woodhouse is a founding member of Parents and Children Together (PACT), a community-university partnership between Penn State and the African-American community Harrisburg, PA. Dr. Woodhouse provides parenting workshops for parent and service provides, attends community events to provide information about child development opportunities to participate in research, trains Penn State Harrisburg students in research, and engages in both interventions and research activities with very young children and their families.

e) Attract strong graduate students who finish in timely ways to pursue careers as academics or educational professionals.

Based on the University's Fact Book the enrollments are as follows:

Program	Masters Enrollment	Doctoral Enrollment	Minority Enrollment Masters Level	Minority Enrollment Doctoral Level	Masters Graduates Since 1996	Doctoral Graduates Since 1996
Counseling Psychology	N/A	26	N/A	31%	N/A	90
Educational Psychology	2	19	0%	16%	52	32
School Psychology	N/A	38	N/A	13%	85	66

When the graduate programs are combined, the overall program enrollments will be more robust. In addition, there is potential to attract a strong pool of candidates into post-baccalaureate programs, including students who may be seeking counseling psychology options within a College of Education setting.⁶ The counseling psychology program attracts a large and competitive pool of applicants each year.

2. Counselor Education

a) A strong connection with schools and/or other educational settings:

Counselor Education prepares masters degree students for positions as school counselors and rehabilitation counselors with options in Elementary School Counseling, Secondary School Counseling, Rehabilitation Counseling, Career Counseling and Mental Health Counseling in Schools and Communities. The Elementary and Secondary School Counseling programs are accredited by CACREP, NCATE, and approved by the Pennsylvania Department of Education. The Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE).

Counseling Education prepares doctoral students for careers as counseling education faculty. The Ph.D. in CNED is accredited by CACREP. The CNED faculty are currently revising the D.Ed program to expand enrollments for practicing school counselors who wish to assume leadership positions in public school settings.

⁶ Several Colleges of Education have recently closed or relocated their counseling psychology programs to other areas of the university. Universities that have closed counseling psychology include Michigan State, Stanford, Temple, and the University of Southern California. The Counseling Psychology program at Ohio State and the University of Florida is now relocated to the College of the Liberal Arts, and the Counseling Psychology program at Arizona State University was relocated to the School of Letters and Sciences because the College of Education was closed. The counseling psychology program at the University of Tennessee is now related from Liberal Arts to the College of Education.

b) Engagement in a significant way with the College's undergraduate education mission:

Rehabilitation and Human Services faculty are currently engaged in undergraduate teaching and advising in the Rehabilitation and Human Services undergraduate major (which has approximately 200 students enrolled). Dr. Liz Mellin (CNED) currently teaches two courses in this program.

c) Reduce under-enrolled classes:

CNED currently enrolls approximately 50 masters students and 27 doctoral students. Since 1996, 625 students have graduated from the masters program, and 50 students have graduated from the doctoral program.

Under-enrolled or low enrolled courses have not been a persistent problem with this program. The CNED program has added two option areas (Mental Health Counseling in Schools and Communities and Career Counseling) to the Elementary School Counseling, Secondary School Counseling, and Rehabilitation Counseling options. They have also redistributed their course offerings to allow more part-time students to enroll by taking evening and summer courses with the goal of expanding the masters enrollment numbers (the program had previously been a full-time cohort model program). New synergies seem possible at the masters level between counseling psychology and counselor education through cross-listing courses in core counseling areas for masters level students and enhancing training in cognitive and socio-emotional developmental processes across both programs.

d) Development of successful research and outreach programs that include major funded projects from IES and other external sources:

The CN ED program delivers an Addictions Studies certificate and Youth-at-Risk certificate through Outreach. The D.Ed. program is being redesigned to deliver to practicing school counselors via Outreach. RHS is also engaged in outreach by offering courses in Lewistown and Williamsport. Outreach is interested in pursuing the Mental Health Counseling in Schools and Communities and there have been several meetings to discuss this.

Professor Jim Herbert is currently serving as a PI on a funded grant. Faculty serving as co-PIs include: Brandon Hunt, Liza Conyers, Deirdre O'Sullivan, and Keith Wilson.

e) Attract strong graduate students who finish in timely ways to pursue careers as academics or educational professionals:

Enrollment and graduation numbers tend to be strong in this program, and we expect these trends to continue with the redesign. There are currently 51 students enrolled in the Masters program, and 25 enrolled in the doctoral program. Since 1996, the masters program graduated 625 students and the doctoral program graduated 50 students. Twenty percent of the masters students are minority students, and 36% of the doctoral students are minority students.

3. Special Education

a) *A strong connection with schools and/or other educational settings:*

Students graduating from the doctoral program in special education tend to pursue careers as faculty members at colleges and universities around the country.

Students graduating from masters degree programs either pursue further studies in graduate programs or seek teacher certification that lead to positions in K-12 school settings.

b) *Engagement in a significant way with the College's undergraduate education mission:*

The special education faculty are involved in delivering 7 credits of course work to all undergraduate teacher education students across the university (approximately 600 per year).

The special education program has an undergraduate teacher education program. All special education faculty are involved in some way with undergraduate teaching and advising. These programs are approved by the Council for Exceptional Children, accredited by the NCATE, and approved by the Pennsylvania Department of Education.

c) *Reduce under-enrolled classes:*

Special education does not currently have a persistent problem with under-enrolled courses; however, the program does not enjoy the same complementarities in teaching across the merged department that the redesigned Educational Psychology and Counseling Education programs share. The department curriculum committee should work with special education to create more convergence in courses with the other three program areas within the department where possible.

d) *Development of successful research and outreach programs that include major funded projects from IES and other external sources:*

The special education faculty are involved in significant outreach with certificate programs offered through Continuing Education and World Campus. Some of the more popular programs include the Applied Behavior Analysis certificate, and the Autism conference.

Faculty have successfully secured research grants. Current PIs include Linda Mason and Tom Farmer. Faculty serving as co-PIs include: Frank Rusch, Rick Kubina, Kathy Ruhl, Tom Farmer, and Linda Mason.

- e) Attract strong graduate students who finish in timely ways to pursue careers as academics or educational professionals:

The program has had steady enrollments and graduation rates, and these are expected to continue with the redesign. There are 24 students enrolled in the masters program, and 15 enrolled in the doctoral program. Since 1996, 163 students have graduated from the masters program, and 42 have graduated from the doctoral program. Graduates are employed as university faculty and educational professionals. None of the masters students are considered to be minority students, while 13% of the doctoral students are minority students.

DESIGN OPTION 2

This design is the same as *Option 1* but with Counseling Psychology eliminated as a graduate option in the redesigned Educational Psychology degree. This design will include three graduate programs in the new department: Educational Psychology, Counseling Education, and Special Education. Educational Psychology will be redesigned to include three options in measurement and assessment, learning, and school psychology.

The anticipated benefits for *Option 2* involve the potential for somewhat more cost savings to the College of Education over time. Existing resources that formerly were allocated to counseling psychology students could be eliminated or redistributed to graduate students in other areas to bolster the continuing graduate programs.

Possible drawbacks to this option may include the following:

1. This option risks losing access to a large pool of quality graduate student applicants⁷;
2. For well over a decade, there has been a high percentage of minority student enrollment in counseling psychology (approximately 8 students or 32% of the program enrollment). The program was awarded the 2000 American Psychological Association's Suinn Minority Achievement Program Award;
3. Connections between the college and university student services, particularly the Counseling and Psychology Services (CAPS) program, will weaken. Currently, Counseling Psychology students (5 – 6 per year) provide intake, crisis, and intervention services, and CAPS provides 3-4 grad assistantships per year to counseling psychology students.

⁷ The Counseling Psychology program received 100 applicants for six positions in 2010.

4. Recently, Counseling Psychology faculty have shown success in securing externally funded grants which has created new opportunities in the College for training research-focused Ph.D. students in grant-funded scholarship. Some Counseling Psychology faculty have also developed strong ties to researchers in both the College of the Liberal Arts and the College of Health and Human Development. These connections have created a new bridge of interdisciplinary ideas that bring stronger research connections between the College of Education and other PSU Colleges. While the redesign does not eliminate faculty lines, if the Counseling Psychology faculty seek employment elsewhere due to the program closure and potential limitations in graduate student recruitment, this research and collaboration may be compromised.