2015-2016 Graduate Council  
Meeting Agenda: November 18, 2015 | 3:30 p.m.–5:00 p.m. | 102 Kern Graduate Building  
Coffee available: 3:10 p.m.

1. Minutes of the October 21, 2015 Meeting  
2. Communications to Graduate Council  
3. Announcements/Remarks by the Chair – Michael Verderame, Senior Associate Dean of the Graduate School  
4. Reports of Standing Committees of Graduate Council  
   a) Committee on Committees and Procedures – Roger Finke, Chair  
   b) Committee on Programs and Courses – Andris Freivalds, Chair  
      Informational item:  
      - Graduate Council Curriculum Report, 11/11/2015 (Appendix A)  
   c) Committee on Academic Standards – L. Sam Finn, Chair  
   d) Committee on Fellowships and Awards – Jennifer Graham Engeland, Chair  
   e) Committee on Graduate Research – Feng Yue, Chair  
      Informational item:  
      - Research Computing and Cyberinfrastructure (RCC) transition to Institute for CyberScience – Advanced CyberInfrastructure (ICS-ACI) and Updates (Appendix B)  
   f) Committee on Graduate Student and Faculty Issues – Sarah Ades, Chair  
5. Reports of Special Committees  
   a) Graduate School’s Graduate Exhibition Committee – Linda Thornton, Chair  
   b) Special Committee on Outcomes, Assessment, and Program Enhancement - Michael Verderame, Senior Associate Dean of the Graduate School  
      Informational item:  
      - SCOAPE Membership Roster (Appendix C)  
6. Special Reports  
   a) Graduate and Professional Student Association  
7. Unfinished Business  
8. New Business  
9. Comments and Recommendations for the Good of the Graduate Community
2015-2016 Graduate Council
Minutes of the Meeting: October 21, 2015

Graduate Council met on Wednesday, October 21, 2015 at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, chaired the meeting. The minutes of the meeting of September 16, 2015 were approved with minor copy edits.

Communications to Graduate Council
None.

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

Dr. Vasilatos-Younken recognized Mr. Robert Kubat who delivered an update on the implementation of the LionPATH system. Mr. Kubat reported the implementation committee has established a subgroup that is currently examining the issues of data security and access, specifically for iTwo reporting and admissions data. The subgroup is investigating how to limit employees’ access to this data based on their human resources classification. The intent is to allow employees access to data they need for educational purposes but restrict access to information outside of their purview. The subgroup will also establish a procedure by which employees could request additional access should the need arise.

Dr. Vasilatos-Younken recognized Dr. Michael Verderame, Senior Associate Dean of the Graduate School, who reported that two meetings on the University’s new advising software platform, Starfish, were held earlier that day. At the initial meeting, Executive Vice President and Provost Nicholas Jones expressed the importance of this new tool to achieving university goals. The second meeting addressed the more technical aspects of Starfish implementation. Starfish is already in use at other institutions that use software platforms similar to the ones Penn State is in the process of adopting. Dr. Verderame requested that the committee be provided information on how other research universities are using Starfish with regards to graduate education.

Dr. Vasilatos-Younken remarked that the Graduate School and the University Registrar have been working in conjunction with the Advisory Committee for Graduate Education on plans to produce standardized, high-quality paper certificates for post-baccalaureate and graduate certificates using the same vendor who produces University diplomas. The proposed timeline would begin providing these new certificates to students at the end of the current semester.

Dr. Verderame briefed the Council on the recommendations of the Middle States Commission on Higher Education (MSCHE) as they pertain to the assessment of learning outcomes in graduate education. Five of the eight recommendations provided by MSCHE relate to assessment on some level. Particularly relevant to graduate education is standard fourteen: “Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.” The action required
to meet this standard was summarized in a statement in the Recommendations: “Simply put, Penn State must articulate statements and means of assessment for expected student learning outcomes for all programs and at all levels, undergraduate and graduate, certificate and non-credit programs.”

There are three aspects which need to be addressed at both the program and course levels: learning objectives, assessment of learning outcomes, and use of outcomes for program improvement. The first step is to define desired knowledge, skills, and competencies as anticipated learning outcomes for students. Second, appropriate assessment tools must be developed to gauge if students are achieving the anticipated learning outcomes. Finally, the information collected during the learning assessment process will be used to maintain and enhance the high quality of our graduate programs. A monitoring report must be provided to MSCHE by April 1, 2017.

Dr. Vasilatos-Younken has called for the formation of a special committee of Graduate Council to address these recommendations. The committee will be chaired jointly by Dr. Verderame and Dr. C. Andrew Cole, and will include members from the Committee on Academic Standards, the Joint Curricular Committee, the Schreyer Institute for Teach Excellence, the University Faculty Senate, the Office of the Vice Provost for Planning and Assessment, and faculty with expertise in the field of assessment. Many professional graduate degree programs are already familiar with learning assessment techniques since these are often mandated by an external accreditation body, and Dr. Verderame has requested that these programs share information on their methods of assessment. The committee will use this information to create a learning assessment template that can be used by all professional graduate degree programs. For research graduate degree programs, a framework for these assessments can be established using existing Penn State benchmarks. For doctoral programs, the candidacy examination, comprehensive examination, and final oral examination can serve as starting points for an assessment timeline. Learning assessment for graduate and post-baccalaureate certificates will be considered once the template for professional graduate degree programs has been established, as that template could be modified for use with certificates.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. Roger Finke, Chair of the Committee on Committees and Procedures.

Dr. Finke indicated that the committee had nothing to report.

Committee on Programs and Courses

Dr. Vasilatos-Younken recognized Dr. Andris Freivalds, Chair of the Committee on Programs and Courses.
Minutes of the Meeting
Graduate Council

Dr. Freivalds reported to the Council that the first meeting of the Graduate Council Joint Curricular Committee occurred on September 17, 2015 and presented the Graduate Council Curriculum Report, 10/14/2015 (Appendix B) as an informational item.

Committee on Academic Standards

Dr. Vasilatos-Younken recognized Dr. L. Sam Finn, Chair of the Committee on Academic Standards.

Dr. Finn reported that the committee discussed a proposed policy for concurrent degrees. The intent of this proposed policy is to address how a student requests to pursue a concurrent degree, what constitutes adequate academic progress towards both degrees, and how that academic progress should be overseen to ensure that the pursuit of a concurrent degree does not impede the student’s progress in either program. The committee plans to draft the policy language at its next meeting in November and bring the draft to the full Council for discussion in December.

Committee on Fellowships and Awards

Dr. Vasilatos-Younken recognized Dr. Jennifer Graham-Engeland, Chair of the Committee on Fellowships and Awards.

Dr. Graham-Engeland reported that the committee had met and reviewed the reports of the University Graduate Fellowship awards from the previous year. The committee will prepare a report on its findings for the Vice Provost for Graduate Education and Dean of the Graduate School. The committee will then begin to review nominations for Graduate School awards at its next meeting in mid-November.

Dr. Vasilatos-Younken announced the creation of a distinguished doctoral scholar medal that will be presented to dissertation award winners at the new Graduate Student Awards Ceremony under the auspices of the Office of the President. These awards are provided through an endowment by the Penn State Alumni Association. Typically, eleven to thirteen dissertation awards are granted per year.

Committee on Graduate Research

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, Assistant Dean for Graduate Student Affairs.

Dr. Adair indicated that the committee had nothing to report.

Committee on Graduate Student and Faculty Issues

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

Dr. Ades reported that the committee discussed the fall career workshop which will be held on Saturday, October 24, 2015. Currently, there are 216 graduate students registered for this year’s workshop. The committee discussed plans for next year to increase the program to a full-day workshop which will
explore various career paths. Students will also be surveyed to determine what topics they might like to see addressed in future workshops.

**Reports of Special Committees**

**Graduate School's Graduate Exhibition Committee**

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, Assistant Dean for Graduate Student Affairs.

Dr. Adair reported that the committee held its first meeting and elected Dr. Linda Thornton as chair. Dr. Thornton informed the Council that dates have been set for this academic year's Graduate Exhibition. The performance portion of this year's Graduate Exhibition will be held on Friday, March 18, 2016 in Esber Recital Hall beginning at 7:00 p.m. Research presentations and Visual Arts judging will be held on Sunday, March 20, 2016 in the Alumni and Heritage Halls, HUB-Robeson Center from 11:30 a.m. to 4:00 p.m. Video submissions will be judged prior to the event but will be displayed for viewing on March 20th. Visual Arts submissions will be on display to the public from March 18 through April 24, 2016.

**Special Reports**

**Graduate and Professional Student Association**

Dr. Vasilatos-Younken recognized Mr. Brad Sottile, representing the GPSA.

Mr. Sottile reported that the GPSA, the oldest student governing organization on campus, has begun a constitutional self-study. He also provided an update on the issue of the State College Borough zoning ordinance as it applies to graduate students. A resolution to exempt graduate students from restrictions on the number of unrelated individuals who may reside in a single dwelling will be introduced to the Borough Council on November 2, 2015 with a potential pass date in Spring 2016.

**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 4:27 p.m.
Next meeting:
Wednesday, October 21, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Graduate Council Curriculum Report

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

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

November 11, 2015

1. **Program Change**: Applied Clinical Psychology – extension of M.A. to Penn State Erie (Penn State Harrisburg), page 2

2. **Program Change**: Adult Education — Change name of Adult Education to Lifelong Learning and Adult Education, add formal options, change in requirements, and add new courses to online format through World Campus (College of Education), page 45

3. **New Program**: Corporate Training – create a new graduate degree program offering the M.P.S. (College of Education), page 63

Note: Graduate course proposals approved through the Graduate Council curricular review process, as well as information about postbaccalaureate/graduate credit certificates approved by college/school administrators for graduate education, are published in the Senate Curriculum Report.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Penn State Harrisburg
Department or Instructional Area: Social Sciences and Psychology, School of Behavior Science and Education

New Graduate Program, Option, or Minor: □ Add
Designation of new graduate program: __________________________
Classification of Instructional Programs (CIP) Code: __________________
Designation of new graduate option: __________________________
Designation of new graduate minor: __________________________

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

Existing Graduate Program Option, or Minor: □ Change □ Drop
Current designation of graduate program: M.A. in Applied Clinical Psychology (ACPSY)
Current designation of graduate option: __________________________
Current designation of graduate minor: __________________________

New designation of existing graduate program (if changing): __________________________
New designation of existing graduate option (if changing): __________________________
New designation of existing graduate minor (if changing): __________________________

Brief description of the change (if not noted above): Extension to Penn State Erie, The Behrend College

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

Submitted by Graduate Program Head: CATHARINE A. BURR
Printed name: MARISSA A. HARRISON
Signature: __________________________
Date: 8-26-15

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Printed name: JANN MARTIN
Signature: __________________________
Date: 8-26-15

Approved by College/School Dean/Chancellor (or Designee):
Printed name: PETER IDOWN
Signature: __________________________
Date: Aug 26, 2015
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of Luis Ayala ___________________________ Valtriwitt
Printed name ___________________________ Signature

Date: 11/10/2015

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

On Behalf of Andris Freivalds ___________________________ Valtriwitt
Printed name ___________________________ Signature

Date: 11/10/2015

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken ___________________________ Valtriwitt
Printed name ___________________________ Signature

Date: 11/10/2015
Proposal to Extend the Master of Arts in Applied Clinical Psychology (ACPSY) from Penn State Harrisburg to Penn State Erie, the Behrend College
Proposal to Extend the Master of Arts in Applied Clinical Psychology (ACPSY) from Penn State Harrisburg to Penn State Erie, the Behrend College

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Program Justification

Demand for the Program Extension to Penn State Erie, The Behrend College

The current proposal seeks authorization to extend the Master of Arts in Applied Clinical Psychology from Penn State Harrisburg, The Capital College to the School of Humanities and Social Sciences at Penn State Erie, The Behrend College. Consistent with the American Psychological Association's (APA) science-practitioner model, the Master of Arts in Applied Clinical Psychology provides students with education and training to integrate scientific knowledge with professional assessment and treatment skills to promote human welfare. The program is designed to meet the standards of the Council of Applied Master's Programs in Psychology (CAMPP) whose goal it is to ensure training in the scientific basis of the discipline including the biological, social, and individual difference factors contributing to human behavior. This degree prepares students to work as mental health professionals in a variety of settings, such as hospitals, counseling centers, and managed healthcare organizations, as well as to prepare them for further graduate study in clinical psychology doctoral programs.

Since its initiation in 2001, the Master of Arts in Applied Clinical Psychology at Penn State Harrisburg, the Capital College has successfully attracted and educated students. Now, in conjunction with the psychology program at Penn State Erie, Penn State Harrisburg is seeking to extend its program. As the map of Penn State campuses makes clear, Behrend is alone in northwestern PA, and within two hours of three metropolitan areas (Buffalo, Cleveland and Pittsburgh) in the tristate area. The western region of Pennsylvania has a strong demand for master's level clinical psychologists and five other Penn State campuses train undergraduate students who would have the option to get a Penn State graduate degree nearby.
The extension of the Applied Clinical Psychology Master’s degree program to Behrend meets both University and College needs. At the University level, it will expand Penn State’s community impact by accommodating the increasing state-and nation-wide demand for mental health professionals. At the college level, this extension supports the strategic vision of Penn State Erie to add new, graduate-level academic programs.

Extension will also have synergistic effects for the faculty and students at both campuses. Increasing the pool of expertise available will create more opportunities for faculty collaboration in research, teaching, and service, which will in turn help faculty members advance their careers. Additional course offerings will be possible as well as sharing of courses via technology. Access to a wider array of faculty will provide more resources for students, maximizing their research and educational opportunities.

Most importantly, however, there is a demand and a need for this program in northwestern Pennsylvania. Students at Behrend and from the Erie region desire advanced training and preparation for work in psychology and the mental health field. Employers, both inside and outside the region, seek to employ graduates trained in psychological research, clinical psychology, and those achieving licensure as professional counselors.

The faculty members of Penn State Erie are supportive of the program extension. The proposal was sent for consultation to Penn State Erie’s School of Humanities and Social Sciences Academic Program and Policy Committee as well as the college’s Curricular Committees; both were strongly supportive of offering the program at Erie. The administration of Penn State Erie also strongly supports the extension of the Master’s of Arts in Applied Clinical Psychology and pledges to fully support a high quality graduate program. Attached is a letter of support from Interim Chancellor Dr. Ralph Ford.

Program Evaluation
Informal evaluation by graduates of the program at Harrisburg appears to be strongly positive. Most graduates obtain professional positions prior to graduation from the program. There has not been a prior survey of former graduates, but such a survey may be useful in the future, as there is now a cohort of professionals who have completed the program. The average time to completion for the clinical program is 3.12 (SD = .064) years. Recent data from 2009-2012 show the percentage of students who completed the program is 86.3%.

The employment outcomes are primarily positions in clinical mental health and licensure as a Licensed Professional Counselor (LPC). Subsets of graduates (about 10%) from the program proceed to doctoral education to prepare for advanced professional work as psychologists. The supervisors of graduate practicum and internship placements evaluate the students using standardized forms, and the feedback from supervisors is quite favorable. (See Appendix A for a copy of the form used for supervisor evaluations.)

The Applied Clinical Psychology program uses the Applied Psychological Association at Penn State Harrisburg (APAPSH) as a mechanism for ongoing graduate student involvement and
communication about the program. The organization consists of graduate students from the program, who select officers, arrange for regular meetings, and communicate regularly with the program coordinator. A similar group will be developed at Penn State Erie for program evaluation purposes. At Erie a faculty assessment group will work to evaluate the program’s learning objectives on a yearly basis and will work with their peers at Harrisburg to continuously improve the program. A Behrend College Psychology Community advisory board has met in the past to provide advice and feedback to the psychology program at Erie and were strongly supportive of a graduate program. This group will be convened regularly to strengthen links to the community and provide important feedback as the program is rolled out.

Market Research

National Market Feasibility
Licensed professional counselors are counted as clinical mental health counselors in national employment data (for information regarding how a master’s degree in clinical psychology compares to other master’s degrees subsumed under the clinical mental health counselor designation, see Appendix B). According to the Bureau of Labor Statistics, in 2014 there were 120,010 clinical mental health counselors employed in the United States. With an estimated growth rate of 29% (much faster than average), this is estimated to grow to 166,300 by 2022. When adding in turnover due to retirement, then 64,000 clinical mental health counselor jobs will be created by 2022 through growth and replacement. The national median salary in 2014 for clinical mental health counselors was $43,990. Salaries are often higher for students with a degree in psychology as compared with other counseling degrees, and for those entering civil service/government jobs ($48,060) and private practitioners ($45,090). In addition, the American Psychological Association workforce salary survey (2009) showed that graduates with a master’s in psychology earned a median salary of $58,000.

Statewide Demand
Pennsylvania has the highest employment level of all 50 states for clinical mental health counselors. The Pennsylvania Department of Labor & Industry’s Center for Workforce Information and Analysis estimates that employment of clinical mental health counselors in Pennsylvania will grow from 17,000 in 2010 to 19,500 in 2020 (16.2% growth rate). They estimate that due to growth and replacement there will be more than 600 clinical mental health counselor jobs open in the Commonwealth every year. For western Pennsylvania, average salary for a clinical mental health counselor is $43,150.

Potential Regional Competitors
Based on website descriptions, only 3 of the 24 master’s programs in the Western Pennsylvania, Northeastern Ohio, and Western New York tristate areas offer a program with a similar educational focus as the proposed Applied Clinical Psychology program. The remaining 21 programs have a focus on counseling education, addictions counseling, rehabilitation counseling, marriage and family therapy, school counseling, or community counseling. The three institutions having programs most similar to our proposed master’s degree in clinical psychology – i.e., Carlow University, SUNY New York at Buffalo, and Cleveland State University – graduated 43, 24, and 21 students, respectively, for an average of 29 students per year from each program. The
remaining 21 tristate master’s programs averaged 28 graduates per program in 2011. Thus, these 24 programs graduate almost 700 students per year. Given Erie’s central location, the quality of the program, and the cachet of a Penn State degree, we anticipate that students applying to these programs will also (or alternately) apply to the extended program at Erie.

**Applicant Pools**
Because they have largely separate applicant pools, extending the Applied Clinical Psychology program from Capital to Behrend will have little impact on other Penn State graduate programs. Of the 217 students who graduated with one of the four possible Master’s degrees in psychology from Penn State Harrisburg between 2008 and 2013, only 6% came from western PA zip codes, and only one student came from western New York or northeastern Ohio. Not one master’s student at Penn State Harrisburg was a Penn State Erie graduate. For the Clinical Mental Health Counseling Master of Education degree program at University Park, there is also no evidence of a significant impact on applicant pools. 133 students graduated from the Counseling Education Master’s degree program between 2008 and 2013. Although 45% of these graduates came from western PA zip codes, the vast majority of these (84%) were from State College and surrounding towns. Of the students who were not from PA, two were from western New York and two were from northeast Ohio. None of the students enrolled in the Counseling Education Master’s degree programs earned his or her undergraduate degree from Penn State Erie.

Except for University Park, which draws from across the Commonwealth, undergraduate psychology majors tend to be local. From 2008 to 2013, only one Erie psychology graduate out of 250 came from the Harrisburg region; of the 340 Harrisburg psychology graduates only four came from the Erie region. Thus, it seems unlikely that adding the master’s program to Behrend will effect undergraduate programs from other Penn State campuses. Instead Behrend will work with the western campuses to help students that are interested in graduate education to come into the program seamlessly.

**Survey Research**
In terms of applicants, clinical psychology programs are the most popular master’s degree programs in psychology in the U.S. according to the American Psychological Association. In 2007-2008, the median number of applications to clinical master’s programs was 40 per program, resulting in an average of 15 acceptances and 10 new enrollments.

This national pattern of interest in psychology master’s programs is mirrored in Penn State Erie students. A 2011 survey of 200 current and potential Penn State Erie psychology majors found that about half reported they would attend graduate school immediately after graduation. Most of the rest said that they planned to attend graduate school within five years. Interest in a potential master’s program at Penn State Erie was quite high with 80% of respondents saying they were “very interested” and would consider applying to a psychology Master degree at Penn State Erie. Of those interested, 68% expressed interest in an applied clinical/counseling degree.

According to a more recent (2013) survey that was only of psychology majors, almost 60% planned to apply directly to graduate school after graduation; 30% planned to work for a few years before applying. Almost 90% of students who planned on graduate school were interested
in a master’s level program, and 55% of these wanted to pursue a program in clinical or counseling psychology. Three quarters of these students reported being somewhat to very likely to apply to a program at Behrend.

There are psychology undergraduate programs at the four other institutions in the Northwest region of Pennsylvania. A strong research-based degree focused on evidence-based practice will be attractive to many of them, as well as to students in the tristate region. In addition regional adult students working in the mental health industry have also been interested in pursuing graduate education.

Projected Size and Duration
The high level of expressed interest in having a master’s program at Penn State Erie by current and former students, along with the APA data regarding national enrollments, suggest the Penn State Erie psychology program would be able to recruit 10 students into a new clinical master’s degree program during the first year. This would be a strong start to our ultimate goal of 20-30 total master’s degree students within 2-3 years.

In 2014, Harrisburg had 111 applications for the Applied Clinical Psychology Master of Arts degree, made 27 offers, and enrolled 18 students. Harrisburg has averaged nearly 42 enrolled clinical master’s students a year over the past 5 years, reflecting the attractiveness of this degree program to Penn State undergraduate students and to members of the local community.

Departmental Ability
The Penn State Erie psychology program is well-positioned to offer a quality graduate program in Applied Clinical Psychology. The program currently has 13 full-time faculty members (11 tenured/tenure-track professors and two lecturers) who all hold doctoral degrees, including five graduate faculty members. Two of the graduate faculty members, Dr. Melanie Hetzel-Riggin and Dr. Eric Corty, are licensed clinical psychologists. Three additional graduate faculty members include: Dr. Victoria Kazmerski, who has expertise in cognitive neuroscience and training in clinical neuropsychology; Dr. Charisse Nixon, who holds a master’s degree in counseling psychology and provides prevention education for bullying in primary and secondary education settings; and Dr. Dawn Blasko, who has expertise in applied cognition, cross cultural psychology, and research methods. A majority of the faculty has published research related to the Applied Clinical Psychology Master of Arts degree. Two new graduate clinical psychologists will be hired as the program grows, one in year one and another in year two or three as needed.

At present, two of Penn State Erie’s graduate faculty members, Drs. Dawn Blasko and Eric Corty, hold interim administrative positions. If they have not returned to faculty status when they are needed for the master’s program, suitable replacements will be hired.
Table 1. Existing Graduate Psychology faculty qualifications

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Teaching Specialty</th>
<th>Research Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Blasko</td>
<td>Ph.D. (1994) Experimental Psychology/ Developmental Psychology</td>
<td>Binghamton University, State University of New York</td>
<td>Research methods, cognition, perception, gender and multiculturalism, professional ethics</td>
<td>Individual differences in linguistic and spatial intelligence; aggressive language; triggers and treatment of trauma</td>
</tr>
<tr>
<td>Eric Cory</td>
<td>Ph.D. (1983) Clinical Psychology</td>
<td>Indiana University</td>
<td>Human sexuality, tests and assessment, personality psychology, clinical psychology, abnormal psychology</td>
<td>Addictive behaviors; human sexuality and dysfunction; dual diagnosis; psychometrics</td>
</tr>
<tr>
<td>Melanie Hetzel-Riggin</td>
<td>Ph.D. (2005) Clinical Psychology</td>
<td>Northern Illinois University</td>
<td>Clinical psychology, abnormal psychology, trauma and resilience, clinical supervision</td>
<td>Interpersonal violence; posttraumatic stress disorder; violence prevention</td>
</tr>
<tr>
<td>Victoria Kazmerski</td>
<td>Ph.D. (1992) Biological Psychology</td>
<td>State University of New York at Stony Brook</td>
<td>Neurological bases of behavior, cognitive neuroscience, child psychopathology, learning, research methods</td>
<td>Social influence on language; dementia; schizophrenia; learning disorders</td>
</tr>
<tr>
<td>Charisse Nixon</td>
<td>Ph.D. (1997) Applied Developmental Psychology</td>
<td>West Virginia University</td>
<td>Developmental psychology, children’s social and emotional development, gender</td>
<td>Impact and amelioration of trauma from peer mistreatment in school settings</td>
</tr>
</tbody>
</table>

Current Course and Advising Impact
The current course and advising load will be maintained by the shifting of some positions and the hiring of new faculty for the graduate program as the program grows. The existing undergraduate faculty with two new hires this year due to retirements is sufficient to handle the needs of the undergraduate program. In anticipation of the extended M.A. in Applied Clinical Psychology at Penn State Erie, the Behrend College, Dr. Hetzel-Riggin was hired as a tenured Associate Professor and will serve as the Director of Graduate Training. She will teach classes and supervise clinical work and conduct research in the master’s program. One new tenure-track clinical psychologist will be hired for the 2016-2017 academic year, as the graduate-level clinical courses become available. As the program grows a second clinical psychology position will be filled, bringing the total graduate faculty to seven and the number of faculty having clinical training and licensure to four. The support of an Administrative Assistant will also be needed to assist in coordinating the clinical program.

Fiscal Responsibility
A letter of support for this extension from Dr. Ralph Ford, Interim Chancellor at Penn State Erie, The Behrend College is attached. Penn State Erie, The Behrend College will retain fiscal responsibility for the implementation and management of the extended Applied Clinical Psychology Master of Arts degree program at the Behrend campus. Additional costs will be
minimal as the program has already hired a new faculty member in psychology for the 2013-2014 academic year in anticipation of the graduate program, and another faculty search for a clinical psychology is underway in 2015-2016 to start in Fall 2016. As the program grows, an additional clinical faculty member will be hired, bringing the total number of graduate faculty to seven and clinical faculty to four.

The Otto Behrend Building Annex III, which will serve as a clinical training space, has already been remodeled. Funds are available to complete furnishings and existing computers are available. Funds will be needed to purchase testing materials and recording equipment to allow for graduate student training and practice ($2,500). Students will receive supervision off-site at their practicum and internship placement sites during their second year, incurring no cost to Behrend. Since the Psychology Labs were moved into the renovated Turnbull facility in January 2008, there was no investment in new equipment and the lab budget was not increased. The lab budget for maintenance and/or purchase of research and testing equipment will need a modest increase ($2,500 a year) to meet the demands of the additional student research projects.

Tuition costs for a PA resident for the 48-credit program, based on average 2014 graduate credit rates for the commonwealth campuses, is $37,632; for non-PA residents the cost would be $49,872. Although full assistantships are rare in master’s degree programs, we have identified several wage positions at Behrend that will provide some support for full-time students. These include working with Housing and Residence Life, the Center for Organization Research and Evaluation (CORE), the Prevention of Aggression Resource Center (PARC), and funding from faculty grants. Further, Behrend will submit qualified applicants for consideration for University-wide graduate assistantships and scholarships (e.g., the Bunton-Waller Scholarship).

Program Description
As stated in the current Applied Clinical Psychology Program Student Handbook, the M.A. in Applied Clinical Psychology program “subscribes to the scientist-practitioner model. The overall model emphasizes the scientific bases of behavior, including biological, social, and individual difference factors. In this model clinical interventions are based on scientific research (p.3).” The program “prepares students to work as mental health professionals in a variety of settings and is intended to provide a broad training program in empirically validated clinical psychology which, when it is accompanied by an additional 12 credits in advanced graduate studies in psychology and/or counseling (see Appendix C for more information), can provide the academic training necessary for a graduate to apply for master’s level licensing as a Professional Counselor in the Commonwealth of Pennsylvania. The M.A. program requires 48 credits of course work. Optional 12-credit certificate programs are available (p. 3).” A 48-credit master’s degree is consistent with the training standards of the Council of Applied Master’s Programs in Psychology (CAMPP). The strong training in empiricism, scientific bases of behavior, and research methodology (hallmarks of psychology master’s programs as compared to other social service disciplines) provide our students with a competitive advantage because of the growing recognition of the importance of empirically supported principles and interventions in the social sciences.

\[^1\]http://www.campps.org/
Admission Requirements
Admission requirements will remain the same as presented in the graduate bulletin. The applicant must have a bachelor’s degree from a regionally accredited academic institution, or the equivalent, must have completed at least 18 credits in psychology, and must have a cumulative grade-point average of 3.0 or above (on a 4.0 scale) in the last 60 credits of course work. The undergraduate work must include a statistics course and a psychology research method course with grades of B or higher.

Students will be admitted on a competitive basis and must submit the following:
- A completed online application form with the application fee;
- Official transcripts from all colleges and universities attended;
- Three professional letters of recommendation, at least two of which should be academic;
- A brief (two-page) interest statement;
- Verbal, quantitative, and analytical scores on the Graduate Record Examinations.

A personal interview is required.

Complete Degree Requirements and List of Required Courses

The complete degree requirements and list of required courses will stay the same as they are listed in the graduate bulletin.

Applied Clinical Psychology
The M.A. in Applied Clinical Psychology requires 48 credits of course work. Included in the core courses are 100 hours of clinical practicum, 600 hours of supervised internship experience, and a master’s research paper.

Psychology Core Courses
Psychology Core Courses (23 credits) provide a foundation in professional ethics, individual differences and cultural diversity, the scientific bases of behavior, and scientific research skills. These courses are intended to facilitate the development of an awareness of the context in which clients live and in which interventions must work.

- PSYC 500 ETHICS AND PROFESSIONAL PRACTICE IN PSYCHOLOGY AND COUNSELING (3). Prerequisite: admission to the Applied Clinical Psychology or Applied Psychological Research programs
- PSYC 501 CULTURAL COMPETENCY IN PSYCHOLOGY (3). Prerequisite: admission to the Applied Clinical Psychology or Applied Psychological Research programs
- PSYC 502 APPLIED SOCIAL PSYCHOLOGY (3)
- PSYC 520 RESEARCH METHODS (4). Prerequisite: admission to the Applied Clinical Psychology or Applied Psychological Research programs
- PSYC 521 STATISTICS (4). Prerequisites: PSYC 520, admission to program, satisfactory performance on a statistics proficiency exam
- PSYC 524 BIOLOGICAL BASIS OF BEHAVIOR (3). Prerequisite: admission to the Applied Clinical Psychology or Applied Psychological Research programs
• PSYC 530 RESEARCH PAPER (3). Prerequisites: PSYC 520, 521, and permission of the program

Clinical Core Courses
Clinical Core Courses (25 credits) provide a general background in clinical diagnosis, assessment, and interventions with appropriate supervised experience to allow students to develop the clinical skills appropriate for master's level practitioners.
• PSYC 510 HUMAN DEVELOPMENT AND GROWTH (3)
• PSYC 517 PSYCHOPATHOLOGY (3). Prerequisite: admission to the program
• PSYC 518 INTERVIEWING AND COUNSELING (3). Prerequisite: admission to the program
• PSYC 519 THEORIES AND MODELS OF PSYCHOTHERAPY (3). Prerequisites: PSYC 518
• PSYC 540 GROUP INTERVENTIONS (3). Prerequisites: PSYC 518
• PSYC 571 TESTS AND MEASUREMENT (3). Prerequisite: permission of the Applied Clinical Psychology program
• PSYC 595A CLINICAL PRACTICUM (1). Prerequisites: PSYC 500, 517, 518, and 519; and professional liability insurance
• PSYC 595B CLINICAL INTERNSHIP (6). Prerequisites: PSYC 595A, and professional liability insurance

Elective Courses in Psychology
• PSYC 514 PREVENTIVE PSYCHOLOGY (3). Prerequisite: admission to program
• PSYC 515 CLINICAL HEALTH PSYCHOLOGY (3). Prerequisite: admission to the program
• PSYC 516 CHILD HEALTH PSYCHOLOGY (3). Prerequisite: admission to the program
• PSYC 525 FORENSIC PSYCHOLOGY (3). Prerequisite: permission of the Applied Clinical Psychology program
• PSYC 535 BEHAVIORAL MANAGEMENT (3)
• PSYC 572 NEUROPSYCHOLOGICAL ASSESSMENT (3). Prerequisite: PSYC 524, 571
• PSYC 594 RESEARCH TOPICS (1-18)

Accreditation
Neither the American Psychological Association (APA) nor the Association for Psychological Science (APS) accredit master’s degree programs in psychology. In addition, the Council for Accreditation of Counseling & Related Educational Programs (CACREP) only accredits master’s degree programs in counseling and not in psychology. Therefore, there is not currently an accreditation body from which the Master of Arts in Applied Clinical Psychology can seek accreditation. (see Appendix D for a more thorough discussion of the current state of accreditation for master’s degrees in clinical psychology).
Residency

The extended graduate program in Applied Clinical Psychology will be offered at the Penn State Behrend College campus.

Program Operation and Maintenance

Program Director/Program Leadership

Marissa Harrison, Ph.D., will continue to serve as the Program Coordinator of the Master of Arts in Applied Clinical Psychology at the Penn State Harrisburg campus, while Melanie D. Hetzel-Riggin, Ph.D., will become the Program Coordinator of the Master of Arts in Applied Clinical Psychology at Penn State Erie, The Behrend College campus. The faculty at Penn State Erie and Penn State Harrisburg will work collaboratively to facilitate the extension of the program. The current proposal has been created jointly by the faculty members at both campuses, and the first meeting of the joint graduate faculty of both programs was held at the Harrisburg campus in December, 2014. At this meeting the extension of the program was unanimously approved by all graduate faculty members in attendance. It was agreed at this meeting that the Harrisburg Program Coordinator and other graduate faculty at Harrisburg would serve in an advisory capacity to the Erie Program Coordinator and other graduate faculty at Erie.

The graduate faculty from both campuses will meet at least twice a year (either in person or via electronic means) to discuss programmatic and student issues specific to the graduate program. The programs at both campuses will also try to schedule a meeting during the fall Psychology Disciplinary community meeting usually held in October at University Park and again in spring after the Psychology Disciplinary Community Executive Committee meeting (location rotates among the Commonwealth Campuses) in late March. Email and telephone consultation will also occur as needed. Faculty from both campuses will collaborate on supervising master’s theses and student research projects, as well as coordinate class offerings so that students at both campuses can benefit from the expertise of the entire graduate faculty.

Admissions decisions, hiring of additional personnel as needed, selection of faculty advisers, remediation plans, internship placements, and all other day-to-day activities specific to each campus will be the responsibility of each campus’s Program Coordinator and their respective graduate faculty. The optional 12-credit graduate certificate in Applications in Clinical Psychology will also be offered at Erie, while other graduate certificates may be developed in the future with consultation from Harrisburg. At the extension campus (Erie), admissions decisions and other campus-specific programmatic and student issues will be handled primarily through regular meetings of the Erie graduate faculty and Program Coordinator with final responsibility resting with the Dean of the College. A memorandum of understanding is being developed to provide specific details for coordination of the program.
Academic Advising, Counseling, and Learning Support for Graduate Students

Penn State Erie has a Graduate Admissions office already supporting four graduate programs. The Graduate Admissions office has the staff and facilities to manage online graduate school applications, provide graduate financial aid information and guidance to potential and incoming students, and serve as the point of contact for overall graduate admission to Penn State Erie.

All incoming graduate students will be assigned a faculty adviser (one of the full-time graduate faculty) during their first semester. The faculty advisers will meet regularly with their students to help plan their course schedules, discuss topics for their master’s papers (the program capstone project), and recommend possible practicum and internship sites. Students will also have a supervisor for master’s theses, who may be separate from their academic adviser. The Program Coordinator will also consult with students regularly on recommended plans of study and program progress.

In addition to the John M. Lilley Library (see next section), Penn State Behrend has a number of learning supports for graduate students, including the Learning Resource Center (LRC), the Academic and Career Planning Center (ACPC), and the Center for Adult Students. Penn State Behrend also has both a Personal Counseling Center and a Health and Wellness Center on campus to assist students with mental and physical health needs.

Facilities

Classroom, Laboratory, and Clinical Facilities
Penn State Erie has numerous electronic classrooms available that can hold a wide range of class sizes. The Psychology program at Penn State Behrend maintains an 11-room laboratory in Turnbull Hall for faculty and student research. The lab is equipped with computers in two computer labs with printers and computer software to aid in data collection. Research equipment includes a 64-channel ERP system for the collection of brainwaves, eye-tracking equipment and software, psychophysiological recording equipment for heart rate and skin conductance, and equipment for the recording and coding of facial expressions. The lab rooms include two observation rooms attached to a control room, four interview rooms, and a neuroscience laboratory, as well as storage space for data and other research supplies and equipment (see Appendix E for a floor plan of Turnbull Hall). The Psychology program also maintains an online human participant management system to manage an undergraduate student subject pool and has access to online data collection programs including Qualtrics.

The Psychology program is affiliated with two outreach and research centers on the Penn State Behrend campus. The Susan Hirt Hagen Center for Organizational Research & Evaluation (CORE) was established to provide research, evaluation, and proposal development services to teen pregnancy prevention providers. CORE has broadened the original focus to encompass healthy youth development and provides process and outcome evaluation, scientific literature searches and reviews, survey design and scale construction, data collection and database management, data analysis, and reports. The Prevention of Aggression Resource Center (PARC) provides research, evaluation, training, and prevention programming in order to improve school
culture and decrease bullying and aggression in children. PARC provides peer mentoring for at-risk children, consultation, evaluation of prevention and intervention strategies, and seminars to parents, children, teachers, and community members.

The M.A. in Applied Clinical Psychology program will have additional dedicated space for clinical and research training in the Otto Behrend Building Annex III (see Appendix F for a floor plan). The OBB Annex III has five office rooms (8’ x 9’) that will be used as therapy and interview rooms, as well as a larger room (24’ x 24’ with a 4’ x 6’ alcove) that will be used for graduate student offices, a reception area, a waiting room, and a psychological testing library. Two parking spaces close to the building will be reserved for clients. This space will mainly be used for practicum classes and other clinical training.

The Psychology program at Penn State Behrend has connections with a number of local mental health agencies and providers, including the Barber National Institute, Stairways Behavioral Health, Northshore Neuroscience/Northshore Psychological Associates LLC, UPMC Hamot, Millcreek Community Hospital, Safe Harbor Behavioral Health, Perseus House, Family Services of NWPA, Sarah A. Reed Children’s Center, Community Country Day School, Erie Veterans Administration Medical Center, and the Family Institute, Inc. These agencies have all served as internship placement sites for our undergraduate field placement internships and have indicated an interest and willingness to serve as sites for graduate level internship placements.

Some members of this group will also serve in the community advisory group to the program.

Library and Information Technology Resources

The John M. Lilley Library is a campus signature building that provides a variety of seating options for more than 700 hundred users with a mix of study carrels, casual seating, tables for group study, and individual and group study rooms. The vast resources of the University Libraries are common to all Penn State students and faculty, regardless of campus location. Faculty, students and staff at Penn State Erie have access to the information technology resources available to all individuals at Penn State (such as ANGEL, lynda Campus technology training, Penn State Access Account Storage Space, and the Media Commons). Penn State Erie is a wireless campus and also houses 12 public computing labs on campus. Computing and network support is provided by the General Electric Foundation Computer Center, which has 17 full-time support staff and also employs a number of student workers. Each public lab contains a black-and-white laser printer; color or large volume copies are available through the Copy and Multimedia Center housed in Erie Hall.

Technological Resources and Related Specifications

Students in the Applied Clinical Psychology graduate program will be required to obtain professional liability insurance before they can take either their practicum or internship.
Original Written Responses

Original written responses from departments affected, either by potential overlapping content or audience or by potential opportunities for collaboration (received during consultation phase). Although Penn State Harrisburg is the only academic unit currently offering the M.A. in applied clinical psychology, consultation will be sought from all academic units offering similar graduate programs.

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<tr>
<th>Name</th>
<th>Comment</th>
<th>Response</th>
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<tr>
<td><strong>Rich Carlson</strong>&lt;br&gt;Associate Head, Psychology Department&lt;br&gt;Professor of Psychology&lt;br&gt;Penn State - University Park</td>
<td>I’m writing on behalf of the University Park Psychology Department to express our support for extending the MA program in Applied Clinical Psychology to Penn State Erie. Mel and I have consulted with others in the Department, and we see no conflict with our graduate programs, which have co-existed with the Penn State Harrisburg program for a long time. This will offer a great option for Penn State students and others in your region to complete a Master’s degree in a field with excellent job prospects. Best wishes for success with the program. (see below for detailed follow-up letter)</td>
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<tr>
<td><strong>Kathryn Drager</strong>&lt;br&gt;CCC-SLP&lt;br&gt;Associate Dean for Research and Graduate Education&lt;br&gt;Professor of Communication Sciences and Disorders&lt;br&gt;College of Health and Human Development</td>
<td>I am responding regarding your proposal to extend the MA program in Applied Clinical Psychology to Penn State Erie, the Behrend College. We have reviewed the proposal and Health and Human Development has no concerns.</td>
<td></td>
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<tr>
<td><strong>Richard J. Hazler</strong>,&lt;br&gt;PCC, NCC&lt;br&gt;Program Coordinator,</td>
<td>Thank you for asking for feedback on the proposal. It is this kind of reaching out</td>
<td>See below for response letter)</td>
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<tr>
<td>Name</td>
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<td>Counselor Education Professor of Education Penn State – University Park</td>
<td>that provides the broad base for proposals and raises the issues that need to be considered for making quality decisions. Attached are some issues that we in the Counselor Education program feel need to be considered. (see below for letter)</td>
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<td>Richard Harnish, Chair, Psychology Disciplinary Community Executive Committee Associate Professor of Psychology Penn State – New Kensington</td>
<td>No response.</td>
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<tr>
<td>Robert Stevens, Program Coordinator, Educational Psychology Program Professor of Education College of Education Penn State – University Park</td>
<td>No response.</td>
<td></td>
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<tr>
<td>Barbara A. Shaefer, Program Coordinator, School Psychology Program, Associate Professor of Education College of Education Penn State – University Park</td>
<td>No response.</td>
<td></td>
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</tbody>
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From: Amy L Mitchell <alb1@psu.edu>
Sent: Monday, February 23, 2015 8:39 AM
To: mdh33@psu.edu
Cc: Kathryn D R Drager
Subject: Fwd: Request for Consultation and Support for an Extended Graduate Program
Attachments: MA psychology EXTENDED ACPSY Proposal FINAL 2-9-15 No consult.doc

Dear Dr. Hetzel-Riggin:
I am responding on behalf of Kathryn Drager regarding your proposal to extend the MA program in Applied Clinical Psychology to Penn State Erie, the Behrend College. We have reviewed the proposal and Health and Human Development has no concerns.
Regards,
Amy

Amy L. Mitchell
Administrative Assistant to the Associate Dean for Research and Graduate Education
The College of Health and Human Development
The Pennsylvania State University
201 Henderson Building
University Park PA 16802
Phone: (814) 863-7519
Fax: (814) 863-8698
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Kathryn Drager, PhD, CCC-SLP
Associate Dean for Research and Graduate Education
Professor of Communication Sciences and Disorders
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201 Henderson Building
University Park, PA 16802
(p) 814-863-2426 | (f) 814-865-3282

http://www.hhdev.psu.edu/research | http://aac.psu.edu/
Dear Melanie:

Thank you for the offer to provide feedback. It is the only way to get a broad sense of decisions such as these. I do have several concerns about this program and its expansion to the Behrend College. Many of the questions refer to issues that are important in evaluating the program including assessment of outcomes for students and program quality measures. The current proposal provides no quality assurance measures for Behrend or evaluation measures that could evaluate the qualities and outcomes from the Harrisburg program. These are essential aspects of what would be required by the Graduate School and any accrediting agency like APA or CACREP.

Questions and issues to be considered

1. Value of the 48-hour program? - Why does this program only offer 48 hours when it takes a Ph.D. for a Psychology License and a minimum of 60 hours of required courses to obtain Licensed Professional Counselor status in PA? What is the professional employment value of the 48-hour program in terms of what it qualifies a master’s graduates to do?
   a. What is the “competitive advantage” of the program for graduates?
   b. What “needs of employers in northwestern Pennsylvania” are met regarding specific positions that this 48-hour degree would match, but a bachelor’s degree in a human services field would not match?
   c. There appears to be no psychology license or certification that goes with this psychology degree. It appears to be a psychology degree that does not qualify someone to be employable as a psychologist other than perhaps psychology assistant. Why would a psychology degree not lead to a professional psychology license or certification of some type?
   d. Where are graduates of the program at PSU Harrisburg being employed that bachelors level psychology students are not? Does the 48-hour degree provide different employment than a bachelors level psychology degree or must they go on to 60 credit hours to be professionally employed in the counseling profession?
2. *Survey Research* - The Survey research section has some data that appear to be questionable or misleading. The data in the sited Table 9 show that first year full-time master’s students in US and Canada Departments of Psychology totaled 2,845 master’s students. This is a very small number of master’s students over all of North America compared to those enrolled in Counselor Education programs. I don’t see the information to support the statement that “Clinical and counseling psychology programs are the two most popular master’s degree programs according to a 2009 national survey by the American Psychology (should be Psychological) Association (APA).” Could that be only among different psychology program areas?

To see a numbers comparison, in 2013 for example, there were twice as many (5,970) mental health counselor graduates (Clinical, Mental Health, and Community) in Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) (http://www.cacrep.org/about-cacrep/publications/), and that does not count the non-accredited Counselor Education programs in this the mental health counseling area. The CACREP accrediting body is important in this area, because state licensing boards have generally set up their Licensed Professional Counseling criteria to match CACREP standards.

3. *Accreditation* - This psychology program does not appear to be accredited by the American Psychological Association. Is a non-accredited psychology graduate program acceptable to Penn State University, students, and Pennsylvania employers?

4. *Program Evaluation* – There does not appear to be any program evaluation for the Harrisburg program in this proposal that would support the expansion to Behrend. Some of the evaluation data that I would expect to see by a quality program would help answer questions like the following:
   a. How do students evaluate the program?
   b. How do graduates evaluate the program?
   c. What are completion rates of the program?
   d. What are employment outcomes of students?
   e. How do employers evaluate the graduates?
   f. How do supervisors of clinical experience evaluate the students?

5. *Potential Regional competitors* – The three programs mentioned seem to be quite different from the proposed program in part because they seem to make their purpose clearer in their descriptions.
   a. Carlow University is a 60-hour program that clearly states it is designed to lead to the Licensed Professional Counselor credential and not to any psychology outcome. There is no shorter program.
   b. SUNY Buffalo makes it clear that the 30-hour program is only for those wishing to “strengthen their credentials to be competitive for doctoral programs.” University of Pennsylvania has a similar program, but when graduates of those programs apply to our Ph.D. in Counselor Education and Supervision program,
we have to tell them that their degree does not meet the content or number of hours required for admission.

c. The 50-hour Cleveland State program makes it clear that there is a practice track (50-hours is not LPC acceptable in Ohio) focused on positions leading to "psychology assistants."

Sincerely,

[Signature]

Richard J. Hazler, Ph.D., LPCC, NCC
Coordinator of Counselor Education Programs
Dear Richard,

Thank you very much for your comments on the proposal to extend the Master’s in Applied Clinical Psychology from Penn State Harrisburg to Penn State Erie, The Behrend College. The questions you raised provided us good feedback on what information was missing or not well articulated in the proposal, and we have modified the proposal to address many of your comments. I do want to take a moment and respond to some of your comments in more detail in this letter. Please forgive me if I address them out of order, but some of the answers to later questions clarify earlier comments.

3. Accreditation. Thank you for bringing up the issue of accreditation, as this is often confusing, especially for those outside of the mental health field. As I am sure you are aware, there is not currently a qualified accrediting body that accredits masters programs in psychology. The American Psychological Association (APA) does not accredit masters programs in psychology; as stated by the Council of Higher Education Accreditation (CHEA), the scope of accreditation of the APA Commission on Accreditation (CoA) includes only “Doctoral programs in clinical, counseling, school psychology, (and combinations of 2 or more of these practice areas); internship programs in professional psychology, and postdoctoral residency programs in traditional and specialty practice areas of psychology, within the United States, its territories, and Canada.”

The second accreditation body you have mentioned, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), also does not accredit masters programs in psychology. The CHEA recognized scope of accreditation states that, “CACREP accredits masters and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.” The CACREP accreditation manual states that to be eligible for accreditation by CACREP, the faculty and staff of a master’s program must include three people with full-time academic appointments in counselor education, have earned doctoral degrees in counselor education and supervision (preferably from CACREP-accreditation programs), and identify with the counseling profession through professional memberships (i.e., the American Counseling Association [ACA]) or appropriate licensure (p. 6 of CACREP manual). The faculty in the psychology programs at both Harrisburg and Erie have doctoral degrees in psychology, have graduated from APA-accredited doctoral programs, and identify with the profession of psychology through professional memberships with APA and the Association for Psychological Science (APS) as well as licensure when eligible (I am licensed as a Licensed Psychologist).
As you can see, neither APA nor CACREP are appropriate accreditation bodies for an applied clinical psychology master’s degree program. There is one organization that does accredit master’s programs in clinical psychology—The Master's in Psychology and Counseling Accreditation Council (MPCAC). The MPCAC accreditation body was created because of the need to organize appropriate recognition for individuals with master’s degrees in applied psychology fields and the need of training programs to have the benefits of accreditation available to them” (MPCAC website, http://www.mpcacaccreditation.org). However, MPCAC is not yet recognized by the CHEA as a qualified accreditation body (their application is currently under review). Therefore, until such time as MPCAC is recognized by the CHEA as a qualified accreditation body and identifies their scope of accreditation, all master’s programs in applied clinical psychology in the United States and Canada are without an appropriate accrediting body, including ours. I have added a discussion of accreditation to the proposal so this is clearer to other readers.

1. Value of the 48-hour program? Your question shows us that we did not fully articulate the flexibility of the Applied Clinical Psychology master’s degree in our proposal, so thank you for giving us a chance to articulate it now.

As stated in the current Applied Clinical Psychology Program Student Handbook, the Applied Clinical Psychology master’s program “subscribes to the scientist-practitioner model. The overall model emphasizes the scientific bases of behavior, including biological, social, and individual difference factors. In this model clinical interventions are based on scientific research (p.3).” The program “prepares students to work as mental health professionals in a variety of settings and is intended to provide a broad training program in empirically validated clinical psychology which, when it is accompanied by an additional 12 credits in advanced graduate studies in psychology and/or counseling, can provide the academic training necessary for a graduate to apply for master’s level licensing as a Professional Counselor in the Commonwealth of Pennsylvania. The M.A program requires 48 credits of course work. Optional 12-credit certificate programs are available (p. 3).” A 48-credit master’s degree is consistent with the training standards of the Council of Applied Master’s Programs in Psychology (CAMPP; http://www.camppsite.org/). The strong training in empiricism, scientific bases of behavior, and research methodology (hallmarks of psychology master’s degree programs as compared to other social service disciplines) do provide our students a competitive advantage because of the growing recognition of the importance of empirically supported principles and interventions in the social sciences.

Students with a 48-credit master’s degree in Applied Clinical Psychology have a wide range of opportunities available to them after they graduate. An account of what students with a master’s degree in clinical psychology are doing is available in the results of the 2002 APA survey, Master’s, Specialist’s, and Related Degrees Employment Survey (http://www.apa.org/workforce/publications/02-mas-spec/index.aspx). According to the survey, 27.5% of students with a master’s degree in clinical psychology were pursuing further graduate work. This is one possibility for students graduating from the 48-credit Master’s program in Applied Clinical Psychology, as they will be more competitive and prepared for doctoral study in the applied psychology fields.
The survey also shows that the 61.5% of students with a master’s degree in clinical psychology who were employed full-time worked in a variety of employment settings, including universities and colleges (12.3%), schools or other educational settings (2.7%), hospitals or clinics (34.2%), independent practice (13.7%), other human service settings (17.8%), and business or government (19.2%). For those students who choose not to earn a 12-credit certificate, full-time employment can include positions such as academic career counselor, psychology technician or assistant, mental health technician or assistant, behavioral health technician or assistant, residential aide, community college teacher or lecturer, a consultant for business or government, research associate, administration, rehabilitation assistant, prevention specialist, case coordinator, and health educator, just to name a few. While a master’s degree is not required for some of these positions, it is required for advancement and leadership positions within these careers. Erie has a wealth of social service agencies due to the high rate of poverty and other related issues (http://www.gecac.org/; http://www.erietogether.org/). Many of these agencies are in desperate need of well-trained staff, which would include graduates from this program. Staff with bachelor’s degrees already employed at these agencies who would like to increase their knowledge and skill set while advancing their career would also benefit from this degree.

Students who wish to pursue licensure with a master’s degree in Applied Clinical Psychology can do so. Pennsylvania licensure standards for a Licensed Professional Counselor require a 48 semester hour program plus an additional 12 credits of graduate course work (available at Penn State via graduate certificates). Many of the students in the Applied Clinical Psychology program pursue this option and have been successful at obtaining their license. The faculty at both Harrisburg and Erie are currently working together to develop a plan to provide the classes for the current 12-credit graduate certificates offered at Harrisburg for students at the Erie campus as well as assist the faculty at Erie to develop their own 12-credit graduate certificates that best fit the expertise of the faculty and meet licensure requirements.

5. Potential Regional competitors. You are correct that the regional competitors are disparate in their program descriptions; we are very glad to offer a program that provides students such a wealth of opportunities upon graduation. Students from the Applied Clinical Psychology master’s program may be more competitive for doctoral study, as doctoral programs in Clinical Psychology do not require a 60-credit hour master’s program prior to admission to a doctoral degree. Most doctoral programs in Clinical Psychology make decisions about recognizing a clinical master’s degree on a case-by-case basis. The Applied Clinical Psychology program also provides scientist-practitioner training for those who would like to work in social services in the variety of opportunities listed above. Students from the Applied Clinical Psychology program can also pursue licensure as a Licensed Professional Counselor if they also complete a 12-credit graduate certificate. I have revised the proposal to show the flexibility of the degree in the proposal thanks to your suggestion.

4. Program Evaluation. Thank you for suggesting the addition of program evaluation information to the proposal; we agree that the addition of this information will make it a stronger proposal. In terms of how students evaluate the Applied Clinical Psychology program, the program uses the Applied Psychological Association at Penn State Harrisburg (APAPSH) as a
mechanism for ongoing graduate student involvement and communication about the program. The organization consists of graduate students from the program, who selects officers, arrange for regular meetings and communicate with the program coordinator on a regular basis.

Informal evaluation by graduates of the program appears to be strongly positive. Most graduates obtain professional positions prior to graduation from the program. There has not been a survey of former graduates, but such a survey may be useful in the future, as there is now a cohort of professionals who have completed the program. The average time to completion for the clinical program is 3.12 \( (SD = .064) \) years. The completion rate within five years has been at 60% levels. More recent data from 2009-2012 has been reported at 86.3% completion rate.

The employment outcomes are primarily positions in mental health and counseling services, and licensure as a Licensed Professional Counselor (LPC). Subsets of graduates (about 10%) from the program go on to doctoral education, including Psy.D. programs, for later professional work as psychologists. The supervisors of graduate practicum and internship placements evaluate the students using standardized forms which have been added as an appendix to the proposal; the feedback from supervisors is quite favorable.

A few things to note: the Board of Educational Affairs of the APA has commissioned a Task Force on Guidelines for Master’s Programs in Psychology whose work is currently ongoing; the final report is due sometime at the end of 2015 or the beginning of 2016. In addition, the MPAC accreditation manual has outcome evaluation requirements for accreditation. It is likely that the type of evaluation outcomes we gather will change based on the results of the BEA Master’s Program Task Force and once the MPAC accreditation body is approved by the CHEA and their accreditation requirements are finalized.

2. Survey Research. You are correct that the statement in the survey research section citing the 2009 American Psychological Association (APA) national survey should read “Clinical and counseling psychology programs are the two most popular master’s degree programs in psychology in the US according to a 2009 national survey by the American Psychological Association (APA).” The APA survey was only assessing interest and enrollment in psychology programs, not related programs such as counselor education programs as these programs are outside of APA’s scope of authority. And while state licensing boards often adjust their licensing standards to be consistent with CACREP standards, we are glad that the Commonwealth of Pennsylvania has licensing requirements that to allow students with master’s degrees in psychology to be qualified for licensure as a professional counselor if they so choose.

Thank you again for taking the time to provide suggestions about how to improve the proposal. By clarifying the issues regarding accreditation and adding information regarding program evaluation, we think that the proposal is stronger.

Sincerely,
Melanie D. Hetzel-Riggin, Ph.D., Licensed Psychologist
Psychology Program Chair
Penn State Behrend
November 10, 2015
Melanie D. Hetzel-Riggin, Ph.D.
Associate Professor of Psychology
School of Humanities & Social Sciences
Penn State Erie, The Behrend College
4701 College Drive
Erie, PA 16563

Dear Melanie,

Thank you for consulting with the University Park Psychology Department on the proposal to extend the Applied Clinical Psychology master’s program from Harrisburg to Penn State Erie. Mel Mark and I have consulted with colleagues here, and I am writing on behalf of the Department to express our support for this proposal.

We do not see any problems with the proposal from the perspective of our Ph.D. program in clinical psychology. The proposed program will serve a different population of students with different career goals, and we see little chance of confusion between the programs. The Applied Clinical program has been in operation at the Harrisburg campus for some time, and no issues have arisen in connection with that program.

We concur with the positive case you make for extending the program. It will provide an important option for students in your region who seek a masters-level degree in psychology. I think it will attract significant interest from students completing the UP psychology major, many of whom are from western Pennsylvania. We are familiar with the data suggesting excellent job prospects for masters-level graduates in the mental health professions.

Your responses to the questions raised by Counselor Education were familiar to us as psychologists, but do provide important additional information for those outside the field of psychology. We agree that those responses strengthen the proposal.

I know that you and your colleagues have worked hard to develop a masters-level program, and I am glad to see that it is about to become a reality. Best wishes for success with the program.

Sincerely,

[Signature]

Rich Carlson
Professor and Associate Head, Psychology
Appendix A: Clinical Practicum Evaluation

Name of Student: ____
Organization: ____
Evaluator: ____
Date of Evaluation: ____  Number of Hours Completed to Date: ____

Please rate the student's performance in the following areas using the scale below. Also, it would be helpful if you would include comments about the student’s performance in conjunction with your organization’s requirements and special needs. Thank you for your time and cooperation.

<table>
<thead>
<tr>
<th>5</th>
<th>Outstanding</th>
<th>4</th>
<th>Good</th>
<th>3</th>
<th>Average</th>
<th>2</th>
<th>Needs Improvement</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

1. Knowledge of the agency’s theoretical orientation, goals, regulations, policies, and procedures as appropriate for his/her assigned duties
2. Ability to work within the agency’s organizational structure
3. Conduct consistent with ethical and professional standards
4. Reliability and dependability
5. Enthusiasm and commitment
6. Maturity and willingness to accept responsibility for his/her behavior
7. Willingness to learn
8. Time management/work productivity
9. Willingness to take appropriate initiative
10. Verbal communication skills
11. Listening skills
12. Written communication skills, documentation etc.
13. Quality of clinical work, relative to expectations for master’s level students
14. Appropriate use of supervision (e.g., asks questions, uses feedback productively)
15. Sensitivity to diversity
16. Demonstrates respect for supervisor and other staff members
17. Quality of relationship with staff members
18. Demonstrates respect for clients, program participants, public, etc.
19. Quality of relationship with clients, program participants, public, etc.
20. Overall performance
Comments, please note specific skills and qualities you would like to see the student continue to work on, and suggestions for improvement.

<table>
<thead>
<tr>
<th>Evaluator’s Signature</th>
<th>Date</th>
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</table>

I have read and have had the opportunity to discuss the evaluation.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Please return this form to:

Faculty Practicum Supervisor  
Penn State Harrisburg  
Applied Clinical Psychology Program  
777 W. Harrisburg Pike  
Middletown, PA 17057-4898  
(717) 948-6059

We welcome suggestions for the faculty to better prepare master’s level students for an internship experience and for their future career development.
Appendix B: Clinical Psychology compared to Counseling and Marriage and Family Therapy

According to the American Psychological Association (APA), psychology is the scientific discipline of the mind, brain, and behavior, and graduate work in psychology prepares students to be members of both a scientific discipline and professional practice. The Society of Clinical Psychology, Division 12 of the APA, specifically defines clinical psychology as integrating “science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development.”

A master’s degree in clinical psychology differs from a master’s degree in counseling primarily in terms of education and training. According to the Society of Counseling Psychology (Division 17 of the APA), “clinical psychologists have traditionally studied disturbances in mental health” whereas “counseling psychologists have frequently stressed the field’s historical focus on a normal client population; that is... people without serious or persistent mental illnesses”. Clinical psychology, for instance, frequently addresses (via therapy and research) serious sources of mental distress resulting in personal, social, and/or work dysfunctionality. In contrast, counseling psychology and counselor education programs have traditionally provided vocational advice and guidance for improving overall well-being by identifying individual strengths and adaptive strategies. The Master of Arts in Applied Clinical Psychology provides training from a medical model rather than a developmental life-span approach, which will provide an advantage to students who wish further training in mental disorders at the doctoral level.

A master’s degree in clinical psychology also differs from a master’s degree in marriage and family therapy. According to the American Association of Marriage and Family Therapists, those with a master’s degree in marriage and family therapy are mental health professionals trained in psychotherapy and family systems and are prepared to diagnose and treat mental and emotional disorders within the context of marriage, couples and family systems. “Trained in psychotherapy and family systems, marriage and family therapists focus on understanding their clients’ symptoms and interaction patterns within their existing environment”. While students studying clinical psychology are traditionally trained to focus on dysfunction within the individual, marriage and family therapists are trained to conceptualize and treat problems within the family system and larger environmental context. Marriage and family therapists are more likely than those trained in clinical psychology to involve family members in treatment and provide couple, family, and group therapy.

Students who earn the 48-credit M.A. in Applied Clinical Psychology have a wide range of opportunities available to them after they graduate. The three most common paths include further graduate work, full-time employment, and becoming a Licensed Professional Counselor.

---

2 http://www.apa.org/education/grad/faqs.aspx
4 http://www.aamft.org/iMIS15/AAMFT/Content/About_AAMFT/Qualifications.aspx
5 https://www.aamft.org/iMIS15/AAMFT/Content/consumer_updates/Marriage_and_Family_Therapists.aspx
1. **Further graduate work:** According to the 2002 APA Master’s, Specialist’s, and Related Degrees Employment Survey⁶, 27.5% of students with a master’s degree in clinical psychology were pursuing further graduate work.

2. **Full-time employment:** The 2002 APA survey also shows that the 61.5% of students with a master’s degree in clinical psychology were employed full-time in a variety of employment settings, including mental health technician, research associate, and consultant.

3. **Licensed Professional Counselor:** Students may choose to pursue licensure with the M.A. in Applied Clinical Psychology. Pennsylvania licensure standards for a Licensed Professional Counselor require a 48 semester hour program plus an additional 12 credits of graduate coursework (currently offered at Harrisburg; once the extension of the ACPSY program is approved a separate proposal to extend the certificate will be advanced). Graduates of the Applied Clinical Psychology graduate program who decide to go on to seek licensure as a professional counseling will also need to complete 3,000 hours of supervised experience after completion of the degree and pass a licensure examination.

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Appendix C: Applications in Clinical Psychology Graduate Certificate

While the graduate certificate in Advanced Graduate Studies in Psychology: Applications in Clinical Psychology is not part of the 48-credit Applied Clinical Psychology program, many of the students in the master’s program complete this certificate in order to be eligible for state licensure as a Licensed Professional Counselor. We are including information about it here to 1) describe the certificate, 2) show how it can be offered at Penn State Erie alongside the Applied Clinical Psychology Master’s program.

The Advanced Graduate Studies in Psychology: Applications in Clinical Psychology is treatment oriented and is intended to prepare mental health counselors to work in community mental health settings. The four courses will provide exposure to major subfields of applied clinical psychology, to enhance training received in a traditional master’s program. This program of study will enhance mental health professionals’ skills in providing services for individuals and families coping with several psychological issues such as relationship difficulties, depression, decision-making, trauma, anxiety, custody issues, or adjustment. By completing the certificate, students will have earned the 60 credits required for PA state licensure.

- CN ED 505 FOUNDATIONS OF CAREER DEVELOPMENT AND COUNSELING INFORMATION (3)
- PSYC 515 CLINICAL HEALTH PSYCHOLOGY (3)
- PSYC 525 FORENSIC PSYCHOLOGY (3)
- PSYC 572 NEUROPSYCHOLOGICAL ASSESSMENT (3)

Course Sequence and Typical Scheduling Pattern

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<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>1 (26 credits)</td>
<td>PSYC 500: Corty</td>
<td>PSYC 518: Hetzel-Riggin</td>
<td>PSYC 519: Hetzel-Riggin</td>
</tr>
<tr>
<td>(32 credits)</td>
<td>PSYC 517: Hetzel-Riggin</td>
<td>PSYC 521: New Clinical Hire 1</td>
<td>PSYC 501: New Clinical Hire 1</td>
</tr>
<tr>
<td></td>
<td>PSYC 520: Blasko</td>
<td>PSYC 571: Corty</td>
<td></td>
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<tr>
<td></td>
<td><em>PSYC 572: Kazmerski</em></td>
<td><em>PSYC 525: Blasko</em></td>
<td></td>
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<tr>
<td>2 (20 credits)</td>
<td>PSYC 540: Corty</td>
<td>PSYC 502: Nixon</td>
<td>PSYC 595B (2 cr): New Clinical Hire 2</td>
</tr>
<tr>
<td>(26 credits)</td>
<td>PSYC 510: Nixon</td>
<td>PSYC 524: Kazmerski</td>
<td><em>CN ED 505: Hetzel-Riggin</em></td>
</tr>
<tr>
<td></td>
<td>PSYC 595A (1 cr): Hetzel-Riggin</td>
<td>PSYC 595B (2 cr): Hetzel-Riggin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 530: All Faculty</td>
<td><em>PSYC 515: New Clinical Hire 2</em></td>
<td></td>
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</tbody>
</table>

*Note.* The Graduate Faculty will rotate teaching the courses; this is a possible schedule. Credit hours in italics represents the credits taken for students who also complete the Applications in Clinical Psychology certificate; courses in the certificate are also italicized in the schedule.
Appendix D: Current State of Accreditation for Master’s Degrees in Clinical Psychology

The American Psychological Association (APA) does not accredit master’s degree programs in psychology; as stated by the Council of Higher Education Accreditation (CHEA), the scope of accreditation of the APA Commission on Accreditation (CoA) includes only “Doctoral programs in clinical, counseling, school psychology, (and combinations of 2 or more of these practice areas); internship programs in professional psychology, and postdoctoral residency programs in traditional and specialty practice areas of psychology, within the United States, its territories, and Canada.”

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also does not accredit master’s programs in psychology. The CHEA recognized scope of accreditation states that, “CACREP accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.”

The CACREP accreditation manual states that to be eligible for accreditation by CACREP, the faculty and staff of a master’s program must include three people with full-time academic appointments in counselor education, have earned doctoral degrees in counselor education and supervision (preferably from CACREP-accreditation programs), and identify with the counseling profession through professional memberships (i.e., the American Counseling Association [ACA]) or appropriate licensure (p. 6 of CACREP manual). The members of the faculty in the psychology programs at both Harrisburg and Erie have doctoral degrees in psychology, have graduated from APA-accredited doctoral programs, and identify with the profession of psychology through professional memberships with APA and the Association for Psychological Science (APS) as well as licensure when eligible.

There is one organization that does accredit master’s degree programs in clinical psychology—The Master’s in Psychology and Counseling Accreditation Council (MPCAC). The MPCAC accreditation body was created because of the need to organize appropriate recognition for individuals with master’s degrees in applied psychology fields and the need of training programs to have the benefits of accreditation available to them” (MPCAC website). However, MPCAC is not yet recognized by the CHEA as a qualified accreditation body (their application is currently under review). Therefore, until such time as MPCAC is recognized by the CHEA as a qualified accreditation body and identifies their scope of accreditation, all master’s programs in applied clinical psychology in the United States and Canada are without an appropriate accrediting body.

8 2014-2015 Directory of CHEA- Recognized Organizations, p. 15
9 http://www.mpcacaccreditation.org
Appendix E. Floor Plan for Turnbull Hall

Turnbull Hall First Floor

Turnbull Hall Second Floor
Appendix F. Floor plan of Otto Behrend Building Annex III - Clinical Space
Appendix G. Copy of Graduate Bulletin Description

Applied Clinical Psychology (ACPSY)

Program Home Page
THOMAS G. BOWERS MARISSA HARRISON, Graduate Program Coordinator
Penn State Harrisburg
W-311 Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057
717-948-6949/6068

MELANIE HETZEL-RIGGIN, Graduate Program Coordinator
Penn State Erie
170 Irvin Kochel Center
4951 College Drive
Erie, PA 16563
814-898-6949

Degree Conferred:
M.A.

The Graduate Faculty

The Program
The Master of Arts in Applied Clinical Psychology program helps students prepare to work as mental health professionals in a variety of settings and is intended to provide a broad training program in empirically validated clinical psychology which, when accompanied by an additional 12 credits in advanced graduate studies in psychology and/or counseling, can provide the academic training necessary for graduates to apply for master's level licensing as a professional counselor in the Commonwealth of Pennsylvania. The M.A. program requires 48 credits of course work. An optional 12-credit certificate program is available in the area of clinical health psychology through the School of Behavioral Sciences and Education for students seeking licensure.

The overall model emphasizes the scientific bases of behavior, including biological, social, and individual difference factors. The training model is health-oriented rather than pathology-oriented and emphasizes the development of helping skills, including both assessment and intervention.

The degree program is intended for both part- and full-time students. Students are admitted fall semester only. The deadline for admission is May 1.
Admission Requirements
Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Students will be admitted on a competitive basis and must submit the following:

- completed application form with the application fee
- two official transcripts of all colleges and universities attended
- three professional letters of recommendation
- a brief (two-page) interest statement
- verbal, quantitative, and analytical scores on the Graduate Record Examinations

The applicant must have a bachelor's degree from a regionally accredited academic institution or the equivalent, must have completed at least 18 credits in psychology, and must have a cumulative grade-point average of 3.0 or above in the last 60 credits of undergraduate course work. The undergraduate work must include a statistics course and a psychology research methods course with grades of B or higher. A personal interview is required.

International Students
All applicants whose first language is not English or who have not received a baccalaureate degree from an institution in which the language of instruction is English must take the Test of English as a Foreign Language (TOEFL), www.toefl.org. The test must be passed with a score of 550 (paper-based test) or 213 (computer-based test) or higher.

All students with international credentials must submit transcripts to Educational Credential Evaluators, Inc. (ECE) for a "Course by Course" academic evaluation of transcripts and degree. An ECE application can be obtained on the Web at www.ece.org.

Transfer Credits
Penn State allows for the approval of up to a maximum of 10 transfer credits of high-quality graduate work to be applied toward the requirements for a graduate program degree, subject to restrictions outlined in the Transfer Courses section of the Graduate Bulletin.

Grade-Point Average
Students must have a 3.00 grade-point average to graduate from the program.

Financial Aid
There is a limited number of scholarships and research grants available, as well as graduate assistantships. Many students work full-time and take classes part-time. In many cases, employers have a tuition-reimbursement plan paying for partial or full tuition. To find other options available to you, contact the Financial Aid Office at 717-948-6307 (Harrisburg) or 814-898-6162 (Erie).

Degree Requirements
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
The M.A. in Applied Clinical Psychology requires 48 credits of coursework. At least 20 must be earned at the established graduate campus where the program is offered. Included in the core courses are 100 hours of clinical practicum, 600 hours of supervised internship experience, and a master's research paper completed in association with PSYC 500.

Psychology Core Courses (23 credits) provide a foundation in professional ethics, individual differences and cultural diversity, the scientific bases of behavior, and scientific research skills. These courses are intended to facilitate the development of an awareness of the context in which clients live and in which interventions must work.

PSYCHOLOGY (PSYC)
- 500. Ethics and Professional Practice in Psychology and Counseling (3)
- 501. Cultural Competency in Psychology (3)
- 502. Applied Social Psychology (3)
- 520. Research Methods (4)
- 521. Statistics (4)
- 524. Biological Basis of Behavior (3)
- 530. Research Paper (3)

Clinical Core Courses (25 credits) provide a general background in clinical diagnosis, assessment, and interventions with appropriate supervised experience to allow students to develop the clinical skills appropriate for master's level practitioners.

PSYCHOLOGY (PSYC)
- 510. Human Growth and Development (3)
- 517. Psychopathology (3)
- 518. Interviewing and Counseling (3)
- 519. Theories and Models of Psychotherapy (3)
- 540. Group Interventions (3)
- 571. Tests and Measurements (3)
- 595A. Clinical Practicum (1)
- 595B. Clinical Internship (6)

Grade-Point Average
Students must have a 3.00 grade-point average to graduate from the program.

Financial Aid
There are a limited number of scholarships and research grants available, as well as graduate assistantships. Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Many students work full-time and take classes part-time. In many cases, employers have a tuition-reimbursement plan which reimburses employees for partial or full tuition. To find other
Options available to you, contact the Financial Aid Office at 717-948-6307 (Harrisburg) or 814-898-6162 (Erie).

Courses
Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

PSYCHOLOGY (PSYC) course list
Letter of Support – Dr. Ralph Ford

August 24, 2015

Mukund S. Kulkarni
Chancellor
Penn State Harrisburg
119 Olmsted Building
777 W. Harrisburg Pike
Middletown, PA 17057

Dear Mukund,

I am in full support of extending the MA in applied clinical psychology from Penn State Harrisburg to Penn State Behrend. This initiative has been ongoing in our School of Humanities and Social Science for more than ten years, and with the culmination of this process our School of Humanities and Social Science will have its first graduate program.

As planned, one tenure-track clinical psychologist will be hired in 2016-2017 and a second full-time position will be filled in 2017-2018. This will bring our number of clinical psychologists to four.

Penn State Behrend is looking forward to offering this program and to this expanded relationship with Penn State Harrisburg. Please let me know if you need further information.

Sincerely,

[Signature]
Ralph M. Ford, Ph.D.

Cc: O. Ansary
    D. Blasko
    C. Surra
    E. Corty
DATE: September 24, 2015
FROM: Madlyn L. Hanes
TO: Graduate Council and its Committee on Programs and Courses

SUBJECT: Proposal to extend the Master of Arts in Applied Clinical Psychology (ACPSY) from Penn State Harrisburg to Penn State Erie, the Behrend College.

The attached proposal to extend the Master of Arts in Applied Clinical Psychology (ACPSY) from Penn State Harrisburg to Penn State Erie, the Behrend College is submitted for your review, with my support.

The extension is proposed to create synergies for faculty collaboration in research and teaching, while expanding student research and educational opportunities. Faculty and administration at both campuses strongly endorse the proposal and commit to expand Penn State’s community impact on the state-and nation-wide demand for mental health professionals.

Thank you for your review and consideration.
From: Mukund S. Kulkarni [mailto:msk5@psu.edu]

Sent: Friday, September 18, 2015 2:19 PM

To: Madlyn Hanes

Cc: DAVID CHRISTIANSEN; Omid Ansary; CATHERINE ANN SURRA

Subject: M.A. in Psychology at Erie

Dear Madlyn,

I am pleased to write this letter of support to offer our M.A. in Psychology degree at Penn State Erie. The revised proposal submitted by Penn State Erie is excellent and satisfactorily covers all the important aspects such as availability of faculty and other resources. Our faculty are supportive of this initiative to offer this degree program at Erie.

I am very pleased with the way the collaboration is moving along and our faculty look forward to working with their colleagues at Penn State Erie. Please let me know if any additional information is needed from us.

Thank you,

~ Mukund

Mukund S. Kulkarni, Ph.D.

Chancellor,

Penn State Harrisburg

msk5@psu.edu | 717-948-6105 | http://hbg.psu.edu/
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Education
Department or Instructional Area: Learning & Performance Systems

New Graduate Program, Option, or Minor: [ ] Add

Designation of new graduate program:

Classification of Instructional Programs (CIP) Code: __________________________

Designation of new graduate option:

Designation of new graduate minor:

Indicate effective semester:

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

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop

Current designation of graduate program: M.Ed. in Adult Education

Current designation of graduate option:

Current designation of graduate minor:

New designation of existing graduate program (if changing): M.Ed. in Lifelong Learning and Adult Education

New designation of existing graduate option (if changing):

New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:

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

Submitted by Graduate Program Head

Esther Prins
Printed name
Signature
Date: 3/25/15

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

Mary C. Scheeler
Printed name
Signature
Date: 3/26/15

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

David H. Monk
Printed name
Signature
Date: 3/30/15
<table>
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<th>Role</th>
<th>Printed name</th>
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<tr>
<td>Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:</td>
<td></td>
<td></td>
<td>11/10/2015</td>
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<tr>
<td>On Behalf of Luis Ayala</td>
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<td>Date: 11/10/2015</td>
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<td>Recommended by Chair, Graduate Council Committee on Programs and Courses:</td>
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<tr>
<td>On Behalf of Andris Freivalds</td>
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<tr>
<td>On Behalf of Regina Vasilatos-Younken</td>
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PROGRAM CHANGE PROPOSAL FOR THE M.Ed. IN ADULT EDUCATION DEGREE PROGRAM

The M.Ed. degree in Adult Education is geared toward students who are engaged in the professional practice of adult education, or who intend to pursue careers in this field. Graduates are qualified to provide leadership in one or more of the following domains of adult education practice: teaching and learning for adults, curriculum and instructional design and development in adult education, program planning and administration for adult learners, or curriculum and/or program evaluation within adult education programming.

I. Justification for Proposed Changes

The proposed revisions to the current M.Ed. and accompanying rationale are as follows. Together, these changes will reinvigorate and update the M.Ed. degree program, while also increasing student enrollment.

1. Change the name of the graduate program degree-from “M.Ed. in Adult Education” to “M.Ed. in Lifelong Learning and Adult Education.”

“Lifelong learning” is widely used in public discourse, policy, and research, both in the U.S. and internationally (e.g., UNESCO Institute for Lifelong Learning, Osher Lifelong Learning Institute). As such, this name change will make the nature of our degree more recognizable to a wider range of prospective students. Whereas “education” emphasizes teachers and educational providers, “lifelong learning” focuses on the learners, who may pursue learning informally without any teachers, classes, or educational sponsors.

2. Change the name of “Introduction to Adult Education” (ADTED 460) to “Introduction to Lifelong Learning and Adult Education.”

This is a required course for all students. Changing its name will ensure that it is aligned with the name of the master’s degree and the program’s focus on lifelong learning.

3. Add three formal options within the M.Ed.: (a) Adult Basic Education and Literacy; (b) Global Online and Distance Education; and (c) Medical and Health Professions.

Students may choose the general M.Ed. degree OR one of these formal options. Adding these options will attract new students and allow them to tailor the degree to their interests, while ensuring a common knowledge base (four core courses) across all students. The formal option will appear on student transcripts, which will be useful for those who wish to demonstrate specific content-area expertise for current or prospective employers. These options will clearly distinguish our M.Ed. program from competitors who do not offer these specializations. We believe that pedagogically, this move will also better align with new and emerging understandings of the evolving field of Lifelong Learning and Adult Education. We expect that offering formal options will increase M.Ed. enrollment; World Campus also agrees with this assessment.

4. Reduce the number of credits from 33 to 30.

This change will make our program more consistent with other online master’s degrees in adult education (e.g., Colorado State, Michigan State). It will also reduce the cost of the degree by approximately $2400 (3 credit hours), which will make the program more affordable for students. The revised M.Ed. degree will allow students to focus on their specific interests (particularly through the selection of a formal option), while also trimming the course requirements with a pedagogically robust 30-credit solution.
5. **Reduce the number of required (core) courses from 6 to 4.**

To offer formal options, we have to limit the number of core courses. Otherwise students would not acquire enough content-area expertise (e.g., in distance education) to justify listing a formal option on their transcripts. Four core courses will ensure a common knowledge base among all students earning the M.Ed., regardless of the option they may choose. In addition, the core courses have been updated based on recent developments in the field.

6. **Create three new courses and convert two residential courses to an online format through the World Campus.**

   a. The new courses are:
      
      i. **Social Theory and Lifelong Learning** (ADTED 581). Elective course for all degree options. Online.
      
      ii. **Global and Online Distance Education** (ADTED 533). Required course for the Global Online and Distance Education Option. Online.
      
      iii. **Teaching Math and Numeracy to Adults** (ADTED 480). Required course for the Adult Basic Education and Literacy Option. Online.

   b. Current residential courses to be converted to an online format:
      
      i. **Language, Literacy, Identity, and Culture in Global Context** (ADTED/CI ED 509)
      
      ii. **Teaching Reading to College Students and Adults** (ADTED 560)

   The addition of these courses will ensure that we have sufficient specialized courses for each of the three formal options.

These changes will not affect any programs other than Adult Education. We expect that these changes—particularly offering formal options and a wider array of courses—will increase course enrollments as well as our pedagogical effectiveness in meeting the needs of our learners and their current and future employers. For instance, World Campus representatives have indicated that PSU online master’s students want formal options to appear on their transcripts so they can show employers that they have specialized knowledge within their master’s degree. As such, offering these formal options will make the master’s program more appealing to prospective students.

No additional faculty will be required to implement these changes. Last year we met and surpassed the M.Ed. enrollment target of 150. Once the revised M.Ed. has been marketed, we anticipate that enrollment will be approximately 160-180.
II. Overview of Program Changes

a. Side-by-Side Comparison – General M.Ed. Degree. There are no changes in admission requirements. Requirements for the general M.Ed. in Lifelong Learning and Adult Education are as follows. These requirement apply only to students who do not choose a formal option. Changes are highlighted in yellow.

<table>
<thead>
<tr>
<th>Current (33 credits)</th>
<th>Proposed (30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADTED Core Courses (required) – 18 credits</strong></td>
<td><strong>ADTED Core Courses (required) – 12 credits</strong></td>
</tr>
<tr>
<td>ADTED 460: Introduction to Adult Education</td>
<td>ADTED 460: Introduction to Lifelong Learning &amp; Adult Education</td>
</tr>
<tr>
<td>ADTED 505: Teaching of Adults</td>
<td>ADTED 505</td>
</tr>
<tr>
<td>ADTED 506: Program Planning in Adult Education</td>
<td>ADTED 506</td>
</tr>
<tr>
<td>ADTED 507: Research &amp; Evaluation in Adult Education</td>
<td>ADTED 507</td>
</tr>
<tr>
<td>ADTED 510: Historical &amp; Social Issues in Adult Education</td>
<td>ADTED 510</td>
</tr>
<tr>
<td>ADTED 588: Professional Seminar: Research &amp; Adult Education</td>
<td>ADTED 588</td>
</tr>
<tr>
<td><strong>ADTED Electives &amp; Supporting Areas 6 credits from the following courses</strong></td>
<td><strong>ADTED Electives &amp; Supporting Areas 18 credits</strong></td>
</tr>
<tr>
<td>ADTED 470: Introduction to Distance Education</td>
<td>ADTED 470</td>
</tr>
<tr>
<td>ADTED 501: Foundations of Medical Education</td>
<td>ADTED 501</td>
</tr>
<tr>
<td>ADTED 531: Course Design &amp; Development in Distance Education</td>
<td>ADTED 531</td>
</tr>
<tr>
<td>ADTED 532: Research &amp; Evaluation in Distance Education</td>
<td>ADTED 532</td>
</tr>
<tr>
<td>ADTED 542: Perspectives on Adult Learning Theory</td>
<td>ADTED 542</td>
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<tr>
<td>ADTED 575: Administration of Adult Education</td>
<td>ADTED 575</td>
</tr>
<tr>
<td>ADTED 456: Introduction to Family Literacy</td>
<td>ADTED 457: Adult Literacy</td>
</tr>
<tr>
<td>ADTED 480: Teaching Math &amp; Numeracy to Adults</td>
<td>ADTED 502: Program &amp; Instruction Design in Medical Education</td>
</tr>
<tr>
<td>ADTED 506: Program Planning in Adult Education</td>
<td>ADTED 507: Research &amp; Evaluation in Adult Education</td>
</tr>
<tr>
<td>ADTED 509: Language, Literacy, Identity, &amp; Culture in a Global Context</td>
<td>ADTED 510: Historical &amp; Social Issues in Adult Education</td>
</tr>
<tr>
<td>ADTED 533: Global Online &amp; Distance Education</td>
<td>ADTED 550: Qualitative Research Methods</td>
</tr>
<tr>
<td>ADTED 560: Teaching Reading to College Students &amp; Adults</td>
<td>ADTED 581: Social Theory and Lifelong Learning</td>
</tr>
<tr>
<td>Other Electives – 9 credits</td>
<td>Other Electives – 9 credits</td>
</tr>
</tbody>
</table>
b. **Formal Options.** All students who choose an M.Ed. Option will complete the same 4 core courses listed above: ADTED 460 (Introduction to Lifelong Learning and Adult Education), ADTED 505 (Teaching of Adults), ADTED 542 (Perspectives on Adult Learning Theory), and ADTED 588 (Professional Seminar). In addition, they will take required courses and electives as specified below.

i. **Adult Basic Education and Literacy Option**

Required Courses: students must take the following 4 courses.

- ADTED 480: Teaching Math and Numeracy to Adults
- ADTED 507: Research and Evaluation in Adult Education
- ADTED 509: Language, Literacy, Identity, and Culture in a Global Context
- ADTED 560: Teaching Reading to College Students and Adults

Electives: students may also take 2 electives from the list below or other electives in consultation with their adviser:

- ADTED 456: Introduction to Family Literacy
- ADTED 457: Adult Literacy
- ADTED 470: Introduction to Distance Education
- ADTED 506: Program Planning in Adult Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 533: Global Online and Distance Education
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning

ii. **Global Online and Distance Education Option**

Required Courses: students must take the following 4 courses.

- ADTED 470: Introduction to Distance Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 532: Research and Evaluation in Distance Education
- ADTED 533: Global Online and Distance Education

Electives: students may also take 2 electives from the list below or other electives in consultation with their adviser:

- ADTED 506: Program Planning in Adult Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning
- INSYS 432: Designing Learning within Course Management Systems
- INSYS 467: Emerging Web Technologies and Learning
iii. Medical and Health Professions Option

Required Courses: students must take the following 3 courses.

- ADTED 501: Foundations of Medical Education
- ADTED 502: Program and Instruction Design in Medical Education
- ADTED 507: Research and Evaluation in Adult Education

Adult Education Electives: students must take at least 1 Adult Education elective from the following list in consultation with their adviser.

- ADTED 470: Introduction to Distance Education
- ADTED 507: Research and Evaluation in Adult Education
- ADTED 510: Historical and Social Issues in Adult Education
- ADTED 531: Course Design and Development in Distance Education
- ADTED 533: Global Online and Distance Education
- ADTED 550: Qualitative Research Methods
- ADTED 575: Administration of Adult Education
- ADTED 581: Social Theory and Lifelong Learning

Students may take 2 additional electives of their choice in consultation with their adviser.

b. Proposed Graduate Bulletin

Lifelong Learning and Adult Education (ADTED)

Program Home Page

ROY CLARIANA, Director of Graduate Studies
314F Keller Building
814-863-2596
AdultEdUP@psu.edu

ELIZABETH J. TISDELL, Coordinator of Doctoral Program in Adult Education, Penn State Harrisburg
717-948-6640; Program Home Page

Degrees Conferred:


Graduate Faculty
The Graduate Faculty, University Park

- Eunice May Askov, Emeritus Distinguished Professor of Education
- Irene C. Baird, D.Ed. (Pennsylvania State University), Affiliate Assistant Professor of Education
- Rebecca Beatty, D.Ed., Affiliate Assistant Professor
- Felicia Brown-Haywood, D.Ed. (Pennsylvania State University), Assistant Professor
- Davin J. Carr-Chellman, Ph.D. (Pennsylvania State University), Assistant Professor of Education
- Ilhan Kucukaydin, D.Ed. (Pennsylvania State University), Webmaster/Database Administrator/Instructor
- Gary William Kuhne, D.Ed. (Pennsylvania State University), Associate Professor of Education
- Michael G. Moore, Emeritus Professor of Education
- Esther S. Prins, Ph.D. (Cornell University), Associate Professor of Education
- Adnan Qayyum, Ph.D. (Concordia University), Assistant Professor of Education
- Fred M. Schied, Ed.D. (Northern Illinois University), Associate Professor of Education
- Ladislaus M. Semali, Ph.D. (University of California Berkeley), Professor of Education
- Heather Stuckey, D.Ed. (Pennsylvania State University), Assistant Professor of Medicine
- Ann L. Swartz, D.Ed. (Pennsylvania State University), Assistant Professor
- Melody M. Thompson, D.Ed. (Pennsylvania State University), Assistant Professor of Education
- Patricia Thompson, D.Ed. (Pennsylvania State University)

The Graduate Faculty, Harrisburg

- Irene C. Baird, D.Ed. (Pennsylvania State University), Affiliate Assistant Professor of Education
- Rebecca Beatty, D.Ed., Affiliate Assistant Professor
- Felicia Brown-Haywood, D.Ed. (Pennsylvania State University), Assistant Professor
- Ilhan Kucukaydin, D.Ed. (Pennsylvania State University), Affiliate Assistant Professor, Webmaster/Database Administrator/Instructor
- Robin Redmon Wright, Ph.D. (Texas A & M University), Assistant Professor of Adult Education
- David Rodgers, Ed.D. (Marshall University), Affiliate Assistant Professor of Adult Education
- Heather Stuckey, D.Ed. (Pennsylvania State University), Assistant Professor of Medicine, Affiliate Assistant Professor of Adult Education
- Ann L. Swartz, D.Ed. (Pennsylvania State University), Affiliate Assistant Professor of Adult Education; Senior Lecturer, Nursing
- Edward W. Taylor, Ed.D. (University of Georgia), Associate Professor of Adult Education
- Patricia Thompson, D.Ed. (Pennsylvania State University), Adjunct Assistant Professor of Adult Education
- Elizabeth J. Tisdell, Ed.D. (University of Georgia), Associate Professor of Education

The Graduate Faculty, World Campus

- Eunice May Askov, Distinguished Professor of Education
- Davin J. Carr-Chellman, Ph.D. (Pennsylvania State University), Assistant Professor of Education
- Gary William Kuhne, D.Ed. (Pennsylvania State University), Associate Professor of Education
• Michael G. Moore, Professor of Education
• Esther S. Prins, Ph.D. (CORNELL UNIVERSITY), Associate Professor of Education
• Adnan Qayyum, Ph.D. (CONCORDIA UNIVERSITY), Assistant Professor of Education
• Fred M. Schied, Ed.D. (NORTHERN ILLINOIS UNIVERSITY), Associate Professor of Education
• Ladislaus M. Semali, Ph.D. (UNIVERSITY OF CALIFORNIA BERKELEY), Professor of Education
• Melody M. Thompson, D.Ed. (PENNSYLVANIA STATE UNIVERSITY), Assistant Professor of Education

The Programs

Lifelong Learning and Adult Education extends through the life span from late adolescence to advanced age and takes place in a rich diversity of organizational as well as informal settings. The purpose of the Lifelong Learning and Adult Education program is to increase the knowledge and competence of those who work with adult learners. Course work, reading assignments, research projects, internships, informal discussions, and the dissertation all provide opportunities for in-depth and challenging learning experiences. The Lifelong Learning and Adult Education programs are interdisciplinary, and students are advised to seek learning take courses in supporting fields within the University.

The Ph.D., D.Ed., and M.Ed. is offered through the World Campus and at Harrisburg and University Park. The D.Ed. is offered at Harrisburg and University Park. The Ph.D. is degrees are offered only at University Park. The M.Ed. is also offered through the World Campus, and through the joint M.D./M.Ed. program. Harrisburg offers the D.Ed. degree.

Admission Requirements (for M.Ed., D.Ed., and Ph.D.)

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

The candidate must apply to the Program via the Graduate School application for admission. Scores from the Graduate Record Examinations (GRE); or from the Miller Analogies Test (MAT); are required for admission. Either the GRE or MAT score is accepted for the D. Ed. and M. Ed. programs, but GRE scores are preferred. The Ph.D. program accepts only the GRE. At the discretion of a graduate program, a student may be admitted provisionally for graduate study in the program without these scores. Requirements listed here are in addition to general Graduate School requirements for academic eligibility and English proficiency.

The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Applicants with a total Verbal and Quantitative score above 302 on the GRE or 398 or above on the MAT, a junior/senior grade point average (GPA) of 3.00 or above (on a 4.00 scale), and a graduate GPA of 3.50 or above will be highly considered applicants to the program. However, applicants with strong backgrounds and abilities in areas of particular interest or relevance to adult education practice may be admitted to either of the doctoral programs with a baccalaureate degree only (provided the junior/senior GPA is at least 3.0), or with master’s-level studies in which the graduate GPA is at least 3.2 and the GRE total score is at least 297.

A sample of student writing is and a "career letter" in which applicants explain how the proposed studies in adult education relate to their careers are required for each degree. M.Ed. applicants submit a recent writing sample, such as a term paper, report, or publication of 3000 words or more. Ph.D. and D.Ed. applicants should submit either a published article, master’s paper, master’s thesis, or a paper from their master’s studies. A proctored writing sample is required of doctoral students.
Three letters of reference are required from people who are best qualified to evaluate the applicant's ability to succeed in graduate study. These letters may be from an academic advisor, instructors who are familiar with the applicant's academic record, a research project supervisor, an employment supervisor, or others who are able to provide a substantive evaluation of the applicant's work. Letters of recommendation must address the applicant's academic ability, motivation, and likelihood of success in completing the program (for Ph.D. applicants, at least two letters should be from faculty members at a college or university for Ph.D. applicants) that evaluate the candidate's aptitude for graduate study are required.

A statement of purpose describing the applicant's short and long range career objectives is required. This statement includes an explanation of how the proposed study of adult education relates to the stated career objectives.

Applicants who exhibit exceptional qualities without meeting all of the stated requirements for admission may be considered for provisional admission while they removing remove the identified deficiencies. Deficiencies must be rectified within the first two semesters in of enrollment in the degree program; courses taken to remove deficiencies are considered to be prerequisites and do not earn credit toward the doctoral degree.

Admission Requirements for Joint M.D./M.Ed.

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

Those who wish to apply for admission to the joint M.D./M.Ed. degree program would have to meet the admission requirements for both the M.D./M.Ed. programs in the degrees in each program. Prospective students interested in simultaneously pursuing an M.D. and M.Ed. must first must apply to the Penn State College of Medicine M.D. program using the national American Medical College Application Service (AMCAS) application system and indicate their intent to pursue the M.D. degree at Penn State. They Applicants are encouraged to identify themselves as candidates for the joint-degree program at this time. However, medical students who realize after accepting admission into Penn State's College of Medicine that they are interested in the joint M.D./M.Ed. can apply for admission to the joint degree during their first three years in the College of Medicine. Given that students will already be enrolled in the College of Medicine it will be possible for faculty to observe their academic record and counsel them on the advisability of the joint degree.

General Master's Degree Requirements

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

The M.Ed. program in Lifelong Learning and Adult Education consists of a required core of 12 credits in ADTED courses and 18 credits in ADTED or other electives and 9 elective credits. The 24-12 core ADTED credits include the following six-four specified courses: ADTED 460, ADTED 505, ADTED 506, ADTED 507, ADTED 510, 542, and ADTED 588. Students then choose an additional six-18 credits (six2) courses from the following ADTED courses in consultation with their advisor: ADTED 456, 457, 470, 480, ADTED 501, 502, 506, 507, 509, 510, ADTED 531, ADTED 532, 533, 560, ADTED 542, ADTED 575, or 581. Other courses may be substituted for these electives with the adviser's permission.
M.Ed. students are required to write a master's paper, in lieu of a thesis, as part of the required 30½ credits of course work. Students complete the master's paper while enrolled in ADTED 588 during their last semester. A minimum of 18 credits out of the 30½ must be taken at the 500- or 800-level, with a minimum of 6 credits at the 500 level, or above and a minimum of 24 credits must be in ADTED prefix courses.

M.Ed. students must select either the general M.Ed. degree or one of three formal options: (1) Adult Basic Education and Literacy; (2) Global and Online Distance Education; and (3) Medical and Health Professions. M.Ed. students who wish to select a formal option must adhere to the requirements specified below.

Requirements for the M.Ed. – Adult Basic Education and Literacy Option

The M.Ed. in Lifelong Learning and Adult Education – Adult Basic Education and Literacy Option consists of a required core of 12 credits in ADTED courses, 12 credits in ADTED courses required for this option, and 6 credits of ADTED or other electives. The 12 core ADTED credits include the following four specified courses: ADTED 460, 505, 542, and 588. All students in this option also take four required courses: ADTED 480, 507, 509, and 560. Students then choose an additional 6 credits (two courses) from the following ADTED courses in consultation with their advisor: ADTED 456, 457, 470, 506, 510, 531, 533, 575, or 581. Other courses may be substituted for these electives with the advisor’s permission.

Requirements for the M.Ed. – Global Online and Distance Education Option

The M.Ed. in Lifelong Learning and Adult Education – Global Online and Distance Education Option consists of a required core of 12 credits in ADTED courses, 12 credits in ADTED courses required for this option, and 6 credits of ADTED or other electives. The 12 core ADTED credits include the following four specified courses: ADTED 460, 505, 542, and 588. All students in this option also take four required courses: ADTED 470, 531, 532, and 533. Students then choose an additional 6 credits (two courses) from the following courses in consultation with their advisor: ADTED 506, ADTED 510, ADTED 575, ADTED 581, INSYS 432, or INSYS 467. Other courses may be substituted for these electives with the advisor’s permission.

Requirements for the M.Ed. – Medical and Health Professions Option

The M.Ed. in Lifelong Learning and Adult Education – Medical and Health Professions Option consists of a required core of 12 credits in ADTED courses, 9 credits in ADTED courses required for this option, and 9 credits of ADTED or other electives. The 12 core ADTED credits include the following four specified courses: ADTED 460, 505, 542, and 588. All students in this option also take three required courses: ADTED 501, 502, and 507. Students then choose at least 3 additional credits (one course) from the following ADTED courses in consultation with their advisor: ADTED 470, 510, 531, 533, 575, or 581. Other courses may be substituted for these electives with the advisor’s permission. Students may choose 6 additional credits of electives in consultation with their advisor.

Ph.D. and D.Ed. Doctoral Degree Requirements

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

Ph.D. students are required to take 12 core credits in Lifelong Learning and Adult Education, 12 credits in an emphasis area that is composed of Lifelong Learning and Adult Education and supporting courses outside Lifelong Learning and Adult Education, and 18 research credits, in addition to the residency requirement,
candidacy, and comprehensive, and final oral examinations, and continuous registration during the dissertation research. To earn the Ph.D. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School. All students are required to be computer literate as determined by their doctoral committee and will be assessed for communication skills during core adult education courses. Students with a knowledge of a second language (as demonstrated by having lived in a foreign country for at least one year, speaking a native language other than English, or having studied another language in post-secondary education for at least two years) will be given preference in admission to the Ph.D. program.

D.Ed. students who do not have previous experience in adult education are expected to acquire the equivalent of one year of experience in one or more fields of adult education practice prior to receiving their D.Ed. degree. All doctoral students must pass a candidacy examination, a comprehensive written and oral examination, and a final oral examination. To earn the D.Ed. degree, doctoral students must also write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School. The candidacy examination is administered after students have earned a total of at least 30 credits toward the graduate degree, including the master's program and graduate work done elsewhere complete 9-15 credits. During the comprehensive examination, in addition to being examined in their area of specialization, all D.Ed. students will be examined in the core adult education areas. A minimum of 24 credits in course work must be taken in Lifelong Learning and Adult Education. A minimum of 15 credits must be taken outside Lifelong Learning and Adult Education as a minor or General Studies option. A minimum of 6 research credits is required.

Students in the Ph.D. program focus on research in Globalization and Lifelong Learning, selecting one emphasis area (Distance Education, Literacy for Culturally and Linguistically Diverse Populations, Comparative Lifelong Learning, or Learning in Work and Communities). Required research methods courses help students develop the background knowledge and tools to enable them to engage in original research. D.Ed. students conduct applied research with the goal of improving practice in the general adult education field.

Prerequisites for the Ph.D. Program: ADTED 460 (Introduction to Lifelong Learning and Adult Education), and ADTED 507, Research and Evaluation in Adult Education, or its equivalent is a, are prerequisite for admission to the Ph.D. program. Another prerequisite is a basic statistics course, such as EDPSY 400 or AEE 521, required as part of the Penn State master's degree program in Lifelong Learning and Adult Education. As a prerequisite, it is not count toward the requirements of the Ph.D. program, although they may be completed while taking required Ph.D. courses.

Joint M.D./M.Ed. Degree Requirements

To earn the M.Ed. degree, students in the joint degree program must complete all of the degree requirements for the M.Ed. degree, described above. As noted in Section D of the Guidelines for Joint Degrees document approved by Graduate Council on January 17, 2007, at least 20% and no more than 40% of the total credits required for the graduate program are met by substitution of courses from the professional program, in this case, the M.D. program. As such, in accordance with the Graduate Council policy on Joint Degree Programs, any nine credits from the M.D. program will meet the substitution requirement into the M.Ed., and any nine credits from the M.Ed. will be accepted into the M.D. program, from among the courses that reflect the interdisciplinary common ground between the two programs. It is to be noted that the course requirements for the joint degree are the same for students admitted to the M.Ed. in Lifelong Learning and Adult Education, in the Medical and Health Professions option, with the exception that ADTED 501: Foundations of Medical Education is required for the Joint M.D./M.Ed., and will substitute for ADTED 470: Intro to Distance Education (which is required for the stand-alone M.Ed. degree). The requirements for the M.Ed. overall include General Adult Education Core (15 credits), Research Requirement (69 credits), and Medical
School Courses Electives. (9 credits). Eighteen credits must be at the 500- or 800-level, with a minimum of six at the 500-level. A master's paper is required that carries no course credit, but the course work facilitates the development of the master's paper. Students complete the master's paper while enrolled in ADTED 588 during their last semester. Other than the nine credits that will be accepted into the M.D. as part of the joint degree program, the remainder of the M.D. requirements are the same as for those students pursuing the M.D. only. If students accepted into the joint degree program are unable to complete the M.D. degree, they are still eligible to receive the M.Ed. degree if all the M.Ed. degree requirements have been satisfied.

Student Aid

Graduate assistantships and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500 to 599. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
III. Consultation

Email from Libby Tisdell, Professor of Adult Education and Coordinator of Harrisburg ADTED Program

Libby Tisdell <ejt11@psu.edu>  Esther Prins; Adnan Quayyum; Davin Carr-Chelman  7:08 AM
Support for changes in the M.Ed. program in Adult Education

Dear Dr. Prins and Members of the M.Ed. in Adult Education Review Committee:

I totally support the changes to the Adult Education Master's Program, and have consulted a number of times with my colleagues at University Park (particularly Drs. Esther Prins, Adnan Quayyum, and Davin Carr-Chelman in developing the revisions) as well as colleagues at the Penn State College of Medicine about the changes in the program. The revisions will make the program more competitive in an international market and take into account the fact that students can have a concentration in a focused area of adult education. It also meet the needs of many of the students enrolled in the M.Ed. at Penn State Harrisburg, given that adult education in the health and medical professions is one of the potential areas of concentration, which is the major area of interest for most of them.

Sincerely,
Libby Tisdell

Elizabeth J. Tisdell, EdD
Professor of Adult Education
Adult Education Doctoral Program Coordinator
Penn State University - Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

e-mail: ejt11@psu.edu
work: 717-948-6640
I was told by Dr. Stephanie Knight that we needed to consult with HHD and Math Education. Evidence of consultation is below.

Email from Marianne Hillemeier, Head of Health Policy and Administration Department (HHD)

Hi Esther,

I think the change related to adult education in the area of Medical and Health Professions is fine.

Best wishes,
Marianne

From: "Esther Prins" <esp150@psu.edu>
To: mhh18@psu.edu
Sent: Wednesday, February 11, 2015 9:09:07 PM
Subject: consultation on proposed changes to M.Ed. in Adult Education

Hello, Marianne. I’m a professor in the Adult Ed Program and also the program Coordinator. I’ve been asked by the College Curriculum Committee to consult with you regarding proposed changes to our online M.Ed. in Adult Education. I believe they made this recommendation because the ADTED Program offers (through the Harrisburg campus) a Joint M.D./M.Ed. (Adult Education) degree. We are not proposing any changes to that joint degree. We will, however, begin offering Medical and Health Professions as one of three formal options within the M.Ed. in Adult Education. This option will include 2 existing classes pertaining to medical education (ADTED 501 and 502) and a new course that will be proposed: Research and Evaluation in the Medical and Health Professions (ADTED 5XX).

The audience for this formal option is medical and health professionals who are involved in teaching adults and would like this specialization to appear on their M.Ed. in Adult Education transcript.

If you could review the attachment and get back to me by next Monday with any comments, I would greatly appreciate it. Also, if you think that a different HHD department would be more appropriate to include in the consultation process, please let me know. I was not told which department to approach.

Best,

Esther

~~~~~~~~~~~~~~~~~~~~~~~~~~

Esther Prins
Associate Professor and Co-Director
Goodling Institute for Research in Family Literacy (http://www.ed.psu.edu/goodlinginstitute)
Institute for the Study of Adult Literacy (http://www.ed.psu.edu/isaal)
http://www.ed.psu.edu/educ/adult-education/faculty/esther-prins
I emailed Dr. Kathy Heid of Math Education twice (Feb. 11 and 16) to solicit her comments on the proposal. She did not respond to either email.

Mon 2/16/2015 5:47 AM
Esther Prins <esp150@psu.edu>
FW: consultation on proposed changes to M.Ed. in Adult Education
To: Kathleen Heid

Message
M.Ed. revision proposal v. 7.docx (83 KB)

Hi, Kathy. I wanted to be sure you received the message below.

Esther

From: Esther Prins
Sent: Wednesday, February 11, 2015 1:41 PM
To: Kathleen Heid
Subject: consultation on proposed changes to M.Ed. in Adult Education

Hi, Kathy. I’ve been asked by the College Curriculum Committee to consult with you regarding proposed changes to our online M.Ed. in Adult Education. The only item relevant to Math Ed is the addition of a class, Teaching Math and Numeracy to Adults (ADTED 480). This is a new class that was just approved by the Faculty Senate, and will be offered online through the M.Ed. in ADTED degree. It will also be one of the required courses for the new formal option (within the M.Ed.) that we are proposing in Adult Basic and Literacy Education. The audience for this class is teachers in adult basic education programs, community colleges, and other settings that serve adults seeking to strengthen their basic skills in literacy and numeracy. We have not yet developed the course, but will be sure to consult with Math Ed faculty as it is developed.

If you could review the attachment and get back to me by next Monday, then I will add this consultation to the document.

Best,

Esther
DATE: June 2, 2015

TO: Dr. Esther Prins
csp150@psu.edu

FROM: Terry M. Wolpaw, M.D., M.H.P.E.
Vice Dean for Educational Affairs
Professor of Medicine

RE: Medical and Health Professions Option for the Joint MD/M.Ed

I have had the opportunity to meet several times with Dr. Elizabeth Tisdell to discuss the proposal for the joint MD/M.Ed. I am thrilled with the overall plan as well as with the proposed changes to the M.Ed in Adult Education as I believe that we are stronger as collaborators than we are alone. On behalf of the College of Medicine, I strongly support the curriculum for both the Medical and Health Professions option for the M.Ed and the curriculum for the joint MD/M.Ed.

We will all benefit from this collaboration, especially our learners. Joint degrees such as the MD/M.Ed help physician educators to bring together the science of learning with the biomedical and clinical sciences. This combination helps the medical classroom to utilize the most current evidence-based educational methods for health professions students.

I support the proposal and its key elements, the modification to 30 credits and the inclusion of nine credits from the medical school curriculum toward the joint MD/M.Ed degree.

Thank you for the opportunity to consult on the proposed changes to the M.Ed in Adult Education. I support the program and changes strongly. Please let me know if I can be of further assistance as the approval process advances.
Esther,

The World Campus is pleased to continue its partnership with the College of Education on delivery of the M.Ed. in Lifelong Learning and Adult Education under Revenue Distribution Category (RDC) 1 as detailed in Section 8 the World Campus Administrative Manual. We anticipate that the M.Ed. in Lifelong Learning and Adult Education degree will continue to grow with the addition of two online options: Adult Basic Education and Literacy and Global Online and Distance Education. The World Campus will provide instructional design and development and assume responsibility for and fund the following functions: author compensation for four new required courses (i.e., ADTED 480, ADTED 533, ADTED/CI 509, and ADTED 560), program management, course set up online, program and brand marketing, student services, and related budget/finance services.

Best regards,
David

*******************************************************************************

David M. Sylvia, Professor
Director of Academic Affairs for Graduate Programs
Penn State Online, The World Campus
222G Outreach Building
University Park, PA 16802-7012
Office: 814-863-6726, Fax: 814-863-7042
e-mail: dmsylvia@psu.edu
For students: www.worldcampus.psu.edu
For faculty: weblearning.psu.edu/world-campus
*******************************************************************************
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

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

College/School: Education
Department or Instructional Area: Learning and Performance Systems Department

New Graduate Program, Option, or Minor: Yes

Designation of new graduate program: M.P.S. in Corporate Training
Classification of Instructional Programs (CIP) Code: 13.999
Designation of new graduate option:
Designation of new graduate minor:

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

Existing Graduate Program Option, or Minor: Change

Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

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

Submitted by Graduate Program Head

Alison Carr-Chellman
Printed name
Signature
Date: 4-30-15

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

Mary Catherine Scheller
Printed name
Signature
Date: 5/5/15

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

David H. Monk
Printed name
Signature
Date: 5/7/15
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of Luis Ayala
Printed name
Signature
Date: 11/12/2015

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

On Behalf of Andris Freivalds
Printed name
Signature
Date: 11/12/2015

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 11/12/2015
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<tr>
<td>List of Courses</td>
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</table>
A. Justification for the Program

The proposed Corporate Training Master of Professional Studies (M.P.S.) is designed for working training and development professionals who are seeking advanced education to enhance their careers and to better support the goals and objectives of the organizations they serve. The program is designed to be delivered via Penn State’s World Campus.

The American Society of Training and Development (ASTD) estimates that corporations and organizations within the United States spent $156.2 billion on employee learning in 2011. Employees are spending 31 hours on training per year, up five hours from 10 years ago. The corporate training field is expected to grow. The Bureau of Labor Statistics (BLS) anticipates that training and development management positions will grow 15% from 2010 to 2020 and the BLS indicates that opportunities will be best for those with a master’s degree, certificate, or related work experiences.

Existing Penn State programs with offerings in corporate training primarily serve narrower foci such as the instructional design focus of corporate learning within the Learning, Design, and Technology program, or the focus of adult learning theories as primary in the Adult Education program. Each program has some pieces that could be combined with other parts of their programs to serve certain types of corporate educators, but a master’s degree that is focused specifically on the preparation of corporate training professionals is currently needed at Penn State. Combining the best and most targeted practical learning experiences for future corporate trainers, this M.P.S. will serve to unify four programs (Adult Education [ADTED], Learning, Design, and Technology [LDT], Training and Development [TRDEV, Penn State Harrisburg] & Workforce Education and Development [WF ED]) as well as create a program focus that clearly serves this growing market.

B. Objectives of the Program

The Outreach Office of Marketing Research conducted a market scan to access the viability of an online master’s degree in corporate training in September 2013. The study concluded that approximately 138,000 workers would be academically prepared for a master’s degree, and to differentiate the program from others, the curriculum should incorporate courses specific to training.

For many years, Learning and Performance Systems has served the varying needs of learners who wish to enter the corporate training market. These professionals design, develop, deliver, and evaluate training programs for learners in corporations. This also includes integrating technology, assessing corporate training needs, performance technology (which may include solutions beyond instruction), and presentation skills. The goal of this new program is to align and integrate disparate offerings across four academic programs into a single cohesive whole with a specific focus on corporate training.
The program strengthens the existing offerings within these four programs (ADTED, LDT, TRDEV, WF ED) into an integrated program that focuses on the specific needs of corporate training professionals. It represents a unique new synthesis of skills focused exclusively on the future corporate trainer.

The program will offer learners focused skills in:

- Needs assessment of corporate learning
- Instructional design
- Performance technology
- Adult learning theory for corporate contexts
- Training presentation skills
- Technology in corporate training including:
  - Course management/Learning management systems
  - Integrating technology into corporate training
- Ethical behavior for training professionals
- Distance/Online education in corporate training
- Evaluation of training programs
- Project management for training

C. List of New Courses

None

D. Program Statement

This program provides an M.P.S. with advanced professional preparation in corporate training, which includes analyzing corporate needs, instructional design, project management, presentation skills for trainers, and technology integration. Skill and knowledge in the fields of adult education; training and development; learning, design, and technology; and workforce education and development combine to prepare graduates for a variety of roles in corporations as trainers and training designers, developers, and managers. Graduates are employed primarily by a wide variety of corporations, industrial, and military training offices.

The M.P.S. degree offered in Corporate Training requires 36 credits beyond the baccalaureate degree. Students will take 33 credits of required courses and 3 elective course credits. A minimum of 18 credits out of the 36 must be taken at the 500-level or above, with a minimum of 6 credits of 500-level course work.

In lieu of a master’s paper or thesis, a final portfolio will be reviewed as a reflective piece within the project management course (TRDEV 505) in which students can integrate the assignments from various courses to include instructional designs, technology plans, presentation video artifacts, and project management products.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Required</th>
<th>Scheduling¹</th>
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<tbody>
<tr>
<td>ADTED 470</td>
<td>Intro to Distance Education</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>ADTED 542</td>
<td>Perspectives on Adult Learning Theory</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>INSYS 551</td>
<td>Performance Technology for Instructional Designers</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>LDT 832</td>
<td>Designing e-learning Within Course Management Systems</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>TRDEV 505</td>
<td>Project Management in Training and Development</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>TRDEV 518</td>
<td>Systematic Instructional Design in Training</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>TRDEV 530</td>
<td>Multiplatform Delivery Skills</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>TRDEV 531</td>
<td>Technology in Training</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>WF ED 529</td>
<td>Ethical Issues in Workforce Education and Development</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>WF ED 573</td>
<td>Needs Assessment for Workforce Development Professionals</td>
<td>Yes</td>
<td>Annually</td>
</tr>
<tr>
<td>WF ED 585</td>
<td>Appraising Organization Change and Development and Consulting</td>
<td>Yes</td>
<td>Annually</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Elective</th>
<th>Description</th>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADTED 505</td>
<td>The Teaching of Adults</td>
<td>Varies</td>
</tr>
<tr>
<td>TRDEV 565</td>
<td>Implementing Training and Development Programs</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 410</td>
<td>Leadership Competencies for Professionals</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 471</td>
<td>Training in Industry and Business</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 572</td>
<td>Organization Development For Industrial Trainers</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 578</td>
<td>Process Consultation in Organization Development</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 880</td>
<td>Facilitating Groups and Teams</td>
<td>Varies</td>
</tr>
<tr>
<td>WF ED 884</td>
<td>Appreciative Inquiry</td>
<td>Varies</td>
</tr>
</tbody>
</table>

¹ Scheduling is predicted at this time, all courses offered at least once a year, but will be partly dependent on demand.
E. Admission Requirements

The candidate must apply for admission to the program via the Graduate School application for admission. Scores from the Graduate Record Examinations (GRE) or Miller Analogies Test (MAT) are required for admission. Requirements listed here are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

Students will submit official transcripts, two letters of reference, an application letter, and a writing assignment as required materials for admission to the M.P.S.

F. Elements of Residency

1. Interaction Between Faculty and Students Above and Beyond Direct Instruction

Faculty in the College of Education strive to incorporate the essential elements of residency into all of their programs and courses.

- **Meeting with an academic advisor or student support staff:** Faculty or advisors will conduct individual academic counseling sessions via telephone or electronic mail. General policies and procedures will be posted electronically.
- **Academic integrity:** The MPS in Corporate Training program will provide an orientation to the course of study and to policies for graduate students including University’s expectations for academic integrity. Faculty will be encouraged to use software to filter documents for plagiarism.
- **Open discussion:** Online courses will include a combination of threaded (topic) discussions via the computer and if feasible (given the time difference among students) live chats in chat rooms facilitated by the use of Canvas, Moodle, or other platforms. Conferencing software may be utilized for synchronous lectures and office hours that can be recorded and archived for later viewing.
- **Non-class lectures and seminars:** Visiting scholars and alumni from the programs will lead discussions in non-class guest lectures and seminars. We envision using a variety of technology including but not limited to web-casting, threaded discussions, and live chats.

2. Interaction Among Students

- **Collaborative work groups:** Team projects will be required in some of the MPS Corporate Training courses. Teams will use designated discussion threads, chat rooms, or other group communication technology for their team communication.
• **Peer counseling:** We will establish peer-to-peer chat rooms and threaded discussion groups so that students in the program can have informal peer interactions. The final portfolio, which will be developed by each student, will help students learn about each other and will provide an opportunity for students to contribute constructive interaction.

• **Interdisciplinary student organization:** We will encourage students to form online special interest groups (SIGs) based on their professional goals. Students would be able to communicate via bulletin boards, web conferencing, email, and other electronic media.

• **Access to information and instructional resources:** Penn State’s Libraries provide a wide variety of resources to students enrolled in programs through the World Campus. These resources include full access to the Library’s electronic catalog and databases, research support, and delivery of circulating materials through Library Distance Delivery services.

3. **Exposure to socialization in the field of study**

• **Seminars:** Small groups of peers will use computer conferencing and/or audio conferencing to discuss seminar topics introduced by outside experts or members of groups.

• **Skill-enhancement workshops:** Faculty or practicing professionals will present skill workshops via audio and/or video conferencing as well as webinars.

• **Research displays:** Students will develop multimedia “poster sessions” of their research for display via the World Wide Web.

• **Discussion with professional peers:** Students will be encouraged to participate in regional and/or national conferences and professional society meetings in their geographic areas. Additionally, faculty members will structure and facilitate online pre- and post-conference discussions.

4. **Ready access to suitable academic advising and support services**

• **Meeting with an academic advisor or student support staff:** Faculty or advisors will conduct individual academic counseling sessions via telephone or electronic mail. General policies and procedures will be posted electronically.

5. **Contribution of graduate students to the degree program, the college, and the University:**

• **Introduction of new students:** Program or department newsletters will be disseminated electronically to faculty and students. The program will also provide opportunities for students to develop web pages that include information about the professional interests of both new and continuing students.

• **Informal seminars:** Audio and videoconferences will be conducted in both synchronous and asynchronous seminar formats to share professional experiences and promote learning exchanges.
6. Identification with Penn State:
Students will be provided with opportunities to interact with past students and/or alumni mentors as well as attend virtual tours of campus facilities and relevant events.

GF. Justification for the Degree Title Used
This program proposes an M.P.S. degree in Corporate Training offered through the Learning and Performance Systems Department as a collaboration among ADTED, LDT, TRDEV and WF ED. This is an education degree with a practitioner orientation which will prepare students for clearly defined job opportunities as educators in businesses, industries, and military organizations where they will engage in training design, delivery, development, evaluation, and analysis.

The M.P.S. degree in Corporate Training is an applied program of study for individuals who are in the early and middle stages of their organizational careers. The content of the program is appropriate for such individuals employed in a wide range of functional specialties and industry sectors. The degree title of Master of Professional Studies in Corporate Training is appropriate because the proposed program emphasizes the practical application of knowledge related to corporate training and the students’ present and future job duties, with a curriculum based on research and theory from the subfields of adult education; learning, design, and technology; training and development; and workforce education and development.

H. Impact on Current Offerings and Faculty Load
All of the required and elective courses in the MPS-Corporate Training have been previously taught by Learning and Performance System faculty and will continue to be offered through residential instruction for other ADTED/LDT/TRDEV/WFED degrees while also moving instruction online. The TRDEV course has been previously taught by the Harrisburg faculty. Having previously reviewed the curriculum and content, the faculty will continue to develop and monitor the program to ensure quality and relevance. Faculty with the appropriate expertise will develop and/or redesign course content for online delivery. Dr. Alison Carr-Chellman will serve as the initial Program Chair. Should future enrollments and income generated warrant, faculty capacity and the need for a full-time faculty coordinator will be examined. In addition, part of one of the department’s staff assistant duties will be to support faculty who teach courses on load, for extra compensation, or through course buy-out. As appropriate, a mixture of full-time and part-time faculty with appropriate graduate and professional credentials will teach 800-level courses.

I. Ready Access to Academic Advising
Faculty members with graduate faculty status will serve as advisers to students enrolled in the program, relative to their involvement in the program. Student advising duties will consist, at a minimum, of:
• An annual virtual meeting and/or communication with each student to review his/her progress and academic plans;
• Guidance and approval of course selection;
• Referral to resources for assistance with academic or coursework related issues that are preventing the student from reaching his/her full potential.

The MPS-Corporate Training Program Chair and the Faculty Program Coordinator will ensure that all students are assigned to a graduate adviser from within the MPS-Corporate Training graduate faculty, and will ensure that all students are receiving appropriate academic guidance. The Program Chair/Coordinator will interact closely with the delivery of the capstone course in which MPS-Corporate Training students articulate topics for their culminating individual projects. During the capstone course, a faculty project adviser will be identified to supervise students’ culminating projects. Students will be welcome to contact the MPS-Corporate Training Program Chair/Coordinator with questions about administrative, academic or professional matters. A departmental staff assistant provided by the Department of Learning and Performance Systems will provide administrative support.

J. Mechanisms for Assuring Program Quality

The Department of Learning and Performance Systems and the College of Education in cooperation with the World Campus are dedicated to assuring the quality of the MPS-Corporate Training.

Online programs must incorporate mechanisms for assessing program quality through student surveys for feedback at critical milestones in the program as well as a student exit questionnaire at the time of graduation. The lead Learning and Performance System's faculty is responsible for the proposed program’s quality assurance plan in cooperation with the World Campus evaluation team.

At the end of each online course in the program, the Student Rating of Teaching Effectiveness (SRTEs) will be administered by the Office of the Vice Provost of Academic Affairs and supplemented by other surveys where appropriate. At the end of the program, students will be asked to complete an online end-of-program survey in order to gain student feedback on the overall program. This survey will be designed by an assigned Learning and Performance System’s graduate faculty member in collaboration with the World Campus evaluation team to assess student satisfaction against the program’s objectives. Other areas that might be assessed in this survey include academic support services, capstone course experience, and the program’s impact to date on student careers.

K. Ready Access Suitable World Campus Student Services

In addition to the graduate advising services already described in this proposal, students will have access to the World Campus registrar, student service team, and business and finance office for assistance in course registration and billing issues. World Campus will provide bursar and registrar function services including collection of tuition and fees. However, students will register through the University’s eLion system, and invoices will be generated through the University
Bursar Office. Faculty will submit grades through eLion. The Outreach Help Desk will provide student and faculty technical support by telephone and/or email.

The World Campus Student Services team will respond to inquiries from prospective and current students, and will process enrollments for students who need assistance in enrolling in courses when they are unable to do so using the University's eLion system.

**L. Technology Resources Required by Students**
The World Campus has specified minimum system and software requirements for students enrolled in online courses offered through the World Campus. These specifications can be found at [http://www.worldcampus.psu.edu/general-technical-requirements](http://www.worldcampus.psu.edu/general-technical-requirements)

**MG. Accreditation (N/A)**

**NH. Consultation**

Avis Kunz, Assistant Dean, Outreach and Online Education, College of the Liberal Arts (Consultation Attached)

Ellysa Stern Cahoy, Education & Behavioral Sciences Librarian, Assistant Director, The Pennsylvania Center for the Book Instruction Coordinator, Department of References, Collections & Research (Consultation Attached)

Mel Mark, Professor of Psychology and Department Head of Psychology

Paul Clark, Director of Labor Studies & Employee Relations (Consultation Attached)

Kathy Bieschke, Professor of Education and Department Head, Educational Psychology, Counseling, and Special Education (Consultation Attached)

Augustus B. Colangelo, Associate Dean for Undergraduate Education, Smeal College of Business

Ashutosh Deshmukh, iMBA Program Chair, and Professor of Accounting & MIS

James A. Nemes, Interim Director of Academic Affairs, Professor of Mechanical Engineering, School of Graduate Professional Studies, Penn State Great Valley

Catherine A. Surra, Director, School of Behavioral Sciences and Education, Penn State Harrisburg.

Carla Zembal-Saul, Professor of Education and Department Head, Curriculum and Instruction

Gary Kuhne, Associate Professor of Education (ADTED)

Gerald LeTendre, Professor of Education and Department Head, Education Policy Studies

William Millheim, Professor of Education, Penn State Harrisburg (consultation attached)

Jo Tyler, Associate Professor of Training and Development, Penn State Harrisburg (Consultation Attached)

Margaret Lohman, Associate Professor of Training and Development, Penn State Harrisburg (Consultation Attached)
David Sylvia, DAA for Graduate Programs, Penn State World Campus (consultation attached)
Graduate Degree Program Bulletin

Corporate Training

Program Home Page

Roy Clariana, Director of Graduate Studies
303 Keller Building
814-865-0473
LPSWC@psu.edu

Degrees Conferred:

M.P.S.

The Graduate Faculty

- Rose Baker, Ph.D. (Penn State) Assistant Professor of Education
- Marcela Borge, Ph.D. (University of California Berkeley) Assistant Professor of Education
- Alison A. Carr-Chellman, Ph.D. (Indiana) Professor of Education
- Davin Carr-Chellman, Ph.D. (Penn State) Assistant Professor of Education
- Roy B. Clariana, Ed.D. (Memphis) Professor of Education
- Wesley E. Donahue, Ph.D. (Penn State) Associate Professor of Management Development
- Tyler Hollett, Ph.D. (Vanderbilt Univeristy) Assistant Professor of Education
- Simon R. Hooper, Ph.D. (Penn State) Professor of Education
- Judith A. Kolb, Ph.D. (U of Denver) Associate Professor of Education
- Gary W. Kuhne, D.Ed. (Penn State) Associate Professor of Education
- Susan M. Land, Ph.D. (Florida State) Associate Professor of Education
- Margaret C. Lohman, Ph.D. (Ohio State) Associate Professor of Training and Development
- William D. Milheim, Ph.D. (Kent State) Professor of Education
- David L. Passmore, Ph.D. (Minnesota) Professor of Education
- Kyle L. Peck, Ph.D. (Colorado) Professor of Education
- Cynthia Pellock, Ph.D. (Penn State) Associate Professor of Education
- Esther S. Prins, Ph.D. (Cornell) Associate Professor of Education
- Adnan Qayyum, Ph.D. (Concordia) Assistant Professor of Education
- Gabriela Richard, Ph.D. (New York University) Assistant Professor of Education
- William J. Rothwell, Ph.D. (Illinois) Professor of Education
- Ladislaus (Ladi) M. Semali, Ph.D. (California) Professor of Education
- Fred M. Schied, Ed.D. (Northern Illinois) Associate Professor of Education
- Priya Sharma, Ph.D. (Georgia) Associate Professor of Education
- Edward W. Taylor, Ed.D. (Georgia) Professor of Education
- Melody M. Thompson, D.Ed. (Penn State) Associate Professor of Education
Admission Requirements

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Students will submit official transcripts, two letters of reference, an application letter, and a writing assignment as required materials for admission to the M.P.S.

Degree Requirements

Master of Professional Studies Degree Requirements

The M.P.S. degree offered in Corporate Training requires 36 credits beyond the baccalaureate degree. Students will take 33 credits of required courses: ADTED 470, ADTED 542, INSYS 551, LDT 832, TRDEV 505, TRDEV 518, TRDEV 530, and TRDEV 531, WF ED 529, WF ED 573, WF ED 585. A minimum of 18 credits out of the 36 must be taken at the 500-level or above, with a minimum of 6 credits of 500-level course work.

In lieu of a master’s paper or thesis, a final portfolio will be reviewed as a reflective piece within the project management course (TRDEV 505) in which students can integrate the assignments from various courses to include instructional designs, technology plans, presentation video artifacts, and project management products.

Courses

Graduate courses carry numbers from 500 to 599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
<table>
<thead>
<tr>
<th>Learning and Performance Systems (LPS)</th>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>ADTED 470</td>
<td>Introduction to Distance Education (3)</td>
<td></td>
<td>An introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and foreign distance education. Effective: Summer 1996</td>
</tr>
<tr>
<td>ADTED 542</td>
<td>Perspectives on Adult Learning Theory (3)</td>
<td></td>
<td>Introduction to adult education learning theory, principles, and models of adult learning by adults alone, in groups, and in communities. Effective: Fall 1997</td>
</tr>
<tr>
<td>INSYS 551</td>
<td>Performance Technology for Instructional Designers (3)</td>
<td></td>
<td>Methods of identifying human performance problems in organizations and developing instructional and non-instructional interventions. Effective: Summer 1996. Prerequisite: INSYS 415A</td>
</tr>
<tr>
<td>LDT 832</td>
<td>Designing e-Learning within Management Systems (3)</td>
<td></td>
<td>Practical design of instructor-facilitated online lessons taking advantage of the affordances and within the constraints of course management systems. Effective: Spring 2015</td>
</tr>
<tr>
<td>TRDEV 505</td>
<td>Project Management in Training and Development (3)</td>
<td></td>
<td>Introduces skills for managing complex training and development projects, such as developing timelines, creating budgets, and allocating resources. Effective: Summer 2015. Prerequisite: TRDEV 460 or permission of the program</td>
</tr>
<tr>
<td>TRDEV 518</td>
<td>Systematic Instructional Design in Training (3)</td>
<td></td>
<td>Study of theory and practice of systematic instructional design. Application of instructional design principles to training problems in local organizations. Effective: Summer 2014. Prerequisite: TRDEV 460 or permission of program</td>
</tr>
<tr>
<td>TRDEV 530</td>
<td>Multiplatform Delivery Skills (3)</td>
<td></td>
<td>Platform skills for training delivery, including voice, audio-visual aids, and personal presence, in face-to-face and virtual environments.</td>
</tr>
</tbody>
</table>
Effective: Summer 2014
Prerequisite: TRDEV 460

TRDEV 531: **Technology in Training** (3) Applications of various new instructional technologies to training problems.
Effective: Summer 2014

WF ED 529: **Ethical Issues in Workforce Education and Development** (3) A study of ethical issues in workforce education environments in industry and education.
Effective: Summer 2014

WF ED 573: **Needs Assessment for Workforce Development Professionals** (3) Acquire skills to identify training and development needs, distinguish problems with management versus training solutions, develop and evaluate training solutions.
Effective: Fall 2015

WF ED 585: **Appraising Organization Change and Development and Consulting** (3) This course familiarizes students with approaches to evaluating organization development (OD) and consulting services.
Effective: Summer 2013
For consultation file for the LPS Corporate training Masters.

Begin forwarded message:

From: Avis Kunz <alm2@psu.edu>
Subject: Re: LPS Corporate Training Proposal
Date: December 27, 2013 9:52:35 PM EST
To: Alison Carr-Chellman <aac3@psu.edu>

Hello Ali,

I realized I did not respond to you. Thank you for following up on the suggestions for consultation. Paul Clark has updated me on his response to you about the program, and I understand he sees no or little overlap in the market.
Happy New Year.

Avis

From: "Alison Carr-Chellman" <aac3@psu.edu>
To: "Avis Kunz" <alm2@psu.edu>
Cc: "Wesley Donahue" <wed105@psu.edu>
Sent: Friday, December 13, 2013 3:22:44 PM
Subject: Re: LPS Corporate Training Proposal

Thank you so much Avis. I believe the course for ethics is being worked on currently so I passed along the list of folks for that consultation to the course proposer. I'll also forward to Drs. Mark & Clark for their review. Thank you for the additional consultation suggestions.
Ali

On Dec 13, 2013, at 3:03 PM, Avis Kunz <alm2@psu.edu> wrote:

Hello Wes:

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Because the course suggests a 500-level ethics course, you should consult with Shannon Sullivan, Head of Philosophy, and Nancy Tuana, Director of the Rock Ethics Center. Mel Mark, Head of Psychology, would be a good source for
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Ali, I understand you are a consultant on our leadership courses as well.

Best Regards,
Avis

---

From: "Wesley Donahue" <wed105@psu.edu>
To: alm2@psu.edu
Cc: aac3@psu.edu
Sent: Friday, November 22, 2013 11:08:06 AM
Subject: LPS Corporate Training Proposal

Hi Avis, hope all is well!

Ali Carr-Chellman has been spearheading an integrated program proposal for a new online Masters in Corporate Training for which we would value your consultation. The attached proposal would be sponsored by the Learning and Performance Systems (LPS) Department.

If you could send any comments or concerns to Ali (copied here) and me before Monday December 9th it would be greatly appreciated.

Best Regards and Thanks!

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If you could send any comments or concerns to Ali (copied here) and me before Monday December 9th it would be greatly appreciated.

Best Regards and Thanks!

Wes
Begin forwarded message:

From: Ellysa Stern Cahoy <ellysa@psu.edu>
Subject: Re: LPS proposal
Date: November 25, 2013 4:24:04 PM EST
To: Alison Carr-Chellman <aac3@mac.com>, DEBORA CHENEY <dcheney@psu.edu>

Hi Ali,

Thanks for sharing this program proposal with me. It looks like a terrific addition--I have no concerns.

With thanks again,

Ellysa Cahoy

On Sun, Nov 24, 2013 at 8:00 PM, Alison Carr-Chellman <aac3@mac.com> wrote:

Hi Ali--I hope this finds you well and preparing for a good holiday.

I have been spearheading an integrated program proposal for a new online Masters in Corporate Training for which we would value your consultation. The attached proposal would be sponsored by the Learning and Performance Systems (LPS) Department.

If you could send any comments or concerns to me at aac3@psu.edu before Monday December 16th it would be greatly appreciated.

Best Regards and Thanks!
Ali

--
Ellysa Stern Cahoy
Education & Behavioral Sciences Librarian
Assistant Director, The Pennsylvania Center for the Book
See below, for consultation with Bill Milheim, Jo & Peg all at Harrisburg.

Begin forwarded message:

From: WILLIAM DRYDEN MILHEIM <wdm2@psu.edu>
Subject: Online Corporate Training Discussion...
Date: October 11, 2013 3:17:14 PM EDT
To: Jo Tyler <jotylepsu@gmail.com>, Peg Lohman <mlohman@psu.edu>
Cc: Ali Carr-Chellman <aac3@psu.edu>

Jo and Peg (copied to Ali Carr-Chellman):

We had two very interesting, and optimistic, meetings over that past two days. Essentially, it looks like the program will probably go forward with the World Campus’ blessing with only a few changes. I think you both have a copy of the World Campus program proposal, but I am including it again here (although it looks like it will change a bit). Here are the questions/comments coming out of these meetings related to TRDEV:

1. It looks like the program will probably need 4 of our TRDEV courses rather than the 3 noted in the proposal. These include TRDEV 518 (Systematic Instructional Design in Training), TRDEV 531 (Technology in Training), TRDEV 530 (the proposed Multiplatform Delivery Skills course), and, just added, TRDEV 505 (Project Management in Training and Development). This would obviously require a greater commitment on Penn State Harrisburg's part, but it would also increase our portion of the proposed program. I did mention that I was planning on retiring in June, but this potentially greater number of courses (and increased revenue) could help to justify hiring a replacement for me.

2. There is also an issue related to prerequisites for a number of the courses (ours included) since many/most of these pre-reqs are not currently available online through the World Campus. All of the included programs would therefore need to adjust for this, probably by going through the Graduate School process for course changes.

3. Finally, the tentative start date for the program, assuming everything goes as planned, would be Spring 2015 (probably at the earliest). This means that we would need to use that as a target for getting our courses online through the World Campus, with obvious implications for obtaining monetary or course-release support toward this process.

I think that is is for now. Ali, if you have anything else to add, please do so. I am cautiously optimistic about all of this happening, but we are clearly well on our way.

Take care and have a great weekend.
Bill...

William D. Milheim, Ph.D.
Professor of Education
Coordinator, Training and Development Program
Olmsted W-314J
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057
Tel: (717) 948-6227
here's another consultation

Begin forwarded message:

From: Kathy Bieschke <kxb11@psu.edu>
Subject: Re: LPS Corporate Training Proposal
Date: December 14, 2013 5:03:17 AM EST
To: Alison Carr-Chellman <aac3@mac.com>

Ali-

We have reviewed the proposal and don't have any comments or concerns. Thanks for consulting with us. Kathy

On Sun, Nov 24, 2013 at 7:46 PM, Alison Carr-Chellman <aac3@mac.com> wrote:
Hi All--I hope this finds you well and preparing for a good holiday.

I have been spearheading an integrated program proposal for a new online Masters in Corporate Training for which we would value your consultation. The attached proposal would be sponsored by the Learning and Performance Systems (LPS) Department.

If you could send any comments or concerns to me at aac3@psu.edu before Monday December 16th it would be greatly appreciated.

Best Regards and Thanks!
All

--
Kathleen J. Bieschke, Ph.D.
Professor, Department Head
Department of Educational Psychology, Counseling, and Special Education
125E CEDAR Building
University Park, PA 16802
(814) 865-3296 (phone)
kbieschke@psu.edu
Center for Collegiate Mental Health: www.ccmh.psu.edu
We should put this with the consultations for the corporate training proposal. THANKS!

Ali

Begin forwarded message:

From: Avis Kunz <alm2@psu.edu>
Subject: Re: LPS Corporate Training Proposal
Date: December 13, 2013 3:03:09 PM EST
To: Wesley Donahue <wed105@psu.edu>
Cc: aac3@psu.edu

Hello Wes:

My review of the document was with an eye to where further consultation would be needed from faculty in the Liberal Arts.

Because the course suggests a 500-level ethics course, you should consult with Shannon Sullivan, Head of Philosophy, and Nancy Tuana, Director of the Rock Ethics Center. Mel Mark, Head of Psychology, would be a good source for consultation on evaluation. And Paul Clark, Head of the School of Labor and Employment Relations, for training.

I hope this is helpful.

Ali, I understand you are a consultant on our leadership courses as well.

Best Regards,
Avis

From: "Wesley Donahue" <wed105@psu.edu>
To: alm2@psu.edu
Cc: aac3@psu.edu
Sent: Friday, November 22, 2013 11:08:08 AM
Subject: LPS Corporate Training Proposal

Hi Avis, hope all is well!
Ali Carr-Chellman has been spearheading an integrated program proposal for a new online Masters in Corporate Training for which we would value your consultation. The attached proposal would be sponsored by the Learning and Performance Systems (LPS) Department.

If you could send any comments or concerns to Ali (copied here) and me before Monday December 9th it would be greatly appreciated.

Best Regards and Thanks!

Wes
Carol Fantasky

From: Alison Carr-Chellman <aac3@psu.edu>
Sent: Wednesday, May 7, 2014 9:28 AM
To: Cynbila Peters; Carol Fantasky
Subject: Fwd: just checking in

Curriculum issue with the Corp Training program, so this is on hold, given how long it's taking them to get back to us it almost certainly will not be going through this year. I'll also connect up with David Sylvia and Greg Kelly and Stephanie Knight to let them know of the delay.

Ali

Begin forwarded message:

From: Jo Tyler <jotylerpsu@gmail.com>
Subject: Re: just checking in
Date: May 7, 2014 at 7:37:14 AM EDT
To: Alison Carr-Chellman <aac3@psu.edu>
Cc: "Catherine A. Surra" <cas87@psu.edu>, Peg Lohman <mlohan@psu.edu>, Bill Milheim <wdm2@psu.edu>, "Edward W. Taylor" <ewt1@psu.edu>

Hi Ali, Hope you are well. Thank you for your understanding of my situation here, and I'm sorry to learn that you can empathize. It seems we're at that "age and stage" where these sorts of challenges, albeit each unique, are also all too common.

I have had a chance for a close reading of the proposal for the online program in Corporate Training and Development. Again, I apologize for the delay and appreciate your understanding in this regard. Last night I forwarded a copy with my comments to my colleagues in Harrisburg for their consideration, so I wanted to let you know that you haven't fallen through the cracks, and that there is movement on the process from this end. I know how frustrating "radio silence" can be.

From my reading, there are a few issues that we will likely want to work with you to resolve before we finalize our letter of support. Also just to clarify, does the letter you require come from me as program coordinator, or from Dr. Surra in her capacity as School Director? I still find myself unclear about how all these processes work.

Thanks again for your patience Ali. It's deeply appreciated. Best, Jo

On Mon, Apr 28, 2014 at 9:13 PM, Alison Carr-Chellman <aac3@psu.edu> wrote:
Oh my goodness, Jo. Please accept my heartfelt thoughts and prayers for your family. My mother died last summer, was in hospice at the end, and my father also suffers from early stages of dementia. I am with you. I understand that it may take a little while to get back to me, we're just trying to avoid waiting a long time for committees that don't meet in the summertime. Hopefully everyone will have a chance to look at the proposal near term and we'll get it moving along. WC is anxious to see things on the corporate training front move forward. THANK YOU so much and please know that I do understand and didn't mean to press you when you're in such a difficult time.
On Apr 28, 2014, at 6:30 PM, Jo Tyler <jotylerpsu@gmail.com> wrote:

Ali, I am sorry. I have sent the proposal to my colleagues here to review. I am on intermittent FMLA. Both my parents are gravely ill - dad on hospice with dementia and lung disease, mom with stage 4 metastatic colon cancer in liver/lungs, and just today I have been in the emergency room at Hershey Med since 8:00 this morning - still there now, but checking email while they take my mother down for a brain MRI to see if there is now cancer in her brain. I hope you understand that this situation has my attention. I will try to take a look tonight if I ever get out of here but I can make no promises. I will also send a note to my colleagues asking them for feedback tonight or tomorrow. I know Cathy Surra intends to review it and weigh in. Ed Taylor has been overseas for the last couple of weeks and he will want to weigh in as well. I believe he will be back in a week or so. I will convey your sense of urgency in my note. Best, Jo

On Mon, Apr 28, 2014 at 10:14 AM, Alison Carr-Chellman <aac3@psu.edu> wrote:

Jo, can you tell me where we are with consultation in TRDEV and Harrisburg for the Corporate Training MPS? If we let things slip more than a little bit we end up having to wait until Fall for reviews, that's why I'm trying to make sure that TRDEV is still behind this program. With four courses, if you all are not behind it, we probably will not be able to go forward. So just let me know what you think when you have time.

THANKS!

Ali

--
Jo A. Tyler Ed.D.
Associate Professor and Program Coordinator
Training and Development
Penn State University Harrisburg
W314 Olmsted
777 W. Harrisburg Pike
Middletown, PA 17057
Jo A. Tyler Ed.D.
Associate Professor and Program Coordinator
Training and Development
Penn State University Harrisburg
W314 Olmsted
777 W. Harrisburg Pike
Middletown, PA 17057
MEMO

To: Alison Carr-Chellman, Department Head, Learning Performance Systems

Fr: David Sylvia, DAA for Graduate Programs

Da: October 23, 2015

Re: Proposal for MPS in Corporate Training

I am pleased to support the proposal to offer the Master of Professional Studies in Corporate Training off-campus and online to students at a distance via the World Campus. The World Campus is prepared to deliver this degree in partnership with the College of Education at Revenue Distribution Category (RDC) 1, as per the University Task Force on Gross Revenue Sharing Models for the World Campus: Final Report, January 31, 2011.

If during the review of the proposal by the Graduate School there are questions or concerns to which the World Campus can help respond, please contact me.

Thank you.

cc: David Monk, Dean, College of Education
    Greg Kelly, Associate Dean for Research, Outreach, and Technology
    Stephanie Knight, Associate Dean for Undergraduate and Graduate Studies
    Kevin Briggs, World Campus Program Manager

An Equal Opportunity University
MEMO OF AGREEMENT

To: Mukund Kulkarni, Chancellor, Penn State Harrisburg
    David Monk, Dean, College of Education, Penn State University Park

Fr: Catherine Surra, Director, School of Behavioral Sciences and Education, Harrisburg
    Alison Carr-Chellman, Department Head and Professor, Learning and Performance Systems,
    College of Education, University Park
    Roy Clariana, Director Graduate Curriculum, Learning and Performance Systems, College of
    Education, University Park
    David Sylvia, Director of Academic Affairs for Graduate Programs, World Campus

Date: August 26, 2015

Sbj: Agreement for World Campus Delivery of the MPS in Corporate Training

The purpose of this memo is to formalize an agreement for World Campus delivery of the MPS
in Corporate Training off-campus and online to students at a distance in partnership with the
College of Education and Penn State Harrisburg. This degree program will be a collaboration
between the Department of Learning and Performance Systems (LPS), to include the subject
areas of Workforce Education (WF ED), Adult Education (ADTED), and Learning Design &
Technology (LDT) all at University Park, and the Training and Development Program (TRDEV)
in the School of Behavioral Sciences and Education at Penn State Harrisburg. The MPS in
Corporate Training will be delivered under Revenue Distribution Category (RDC) 1, where the
academic partners will receive 55% of gross revenue, divided in proportion to their respective
contribution to the development and instruction of the courses. A full description of this revenue
distribution category is available in Section 8 of the World Campus Administrative Manual. In
accordance with the RDC-1 policy:

- The academic partners have academic authority for the program and assume responsibility
  for and fund the following functions: academically qualified course faculty/instructors,
support staff and other instruction related expenses associated with teaching or revising
courses, and college administration for the MPS in Corporate Training.

- The World Campus provides instructional design and development and assumes
  responsibility for and funds the following functions: author compensation for first-time
course development while the program is under initial development, program management,
course set up online, program and brand marketing, student services, and related

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budget/finance services. Additional detail on these services is provided in Appendix 8.1 of the above noted manual.

Academic authority will be vested in the lead faculty member who will be selected in consultation with all academic areas (TRDEV, LDT, WF ED & ADTED) and funded from revenue from all four areas in proportion to their respective contribution to the development and instruction of the courses. The lead faculty member will be responsible for monitoring all design, development, delivery, and day-to-day operations of the program in consultation with all academic areas. Any larger academic issues will be decided in consultation with the academic areas with equal voice from all four areas. Consultation will take place between the lead faculty member and the program coordinators for all the academic areas. The lead faculty member will report to the department head of the department with the largest number of overall course offerings (currently LPS, but may change in the future). Faculty in the partnership will meet once per semester.

Courses will be staffed through consultation between the lead faculty member and the lead instructor for the course. Each course should have a tenure-line or multi-year fixed term faculty assigned as the lead for that course. The lead faculty for the course does not have to teach the course but is responsible for finding a qualified instructor. The lead course faculty may consult with any of the partners to help find qualified instructors. All instructors are paid by the academic partner offering the course, and all revenue follows the individual courses as denoted by prefixes.

The administrative home of the Corporate Training program will be housed in the department with the majority of courses offered (currently LPS but may change in the future). LPS agrees to absorb all administrative costs of the program with support from the three LPS subject areas (WF ED, LDT, & ADTED). If costs for the program become burdensome, additional considerations will have to be made to administrative costs, but for the foreseeable future LPS is able to absorb all costs spread across the three current World Campus programs (OD&C, LDT & ADTED). If the administrative home moves from LPS in the future considerations for administrative costs will have to be reconsidered, but not to exceed actual administrative costs.

Prior to the start of fall semester each academic year the lead faculty will propose a budget, based on past year actual expenses, for approval by all Program Coordinators for partner subject areas. This budget will address administrative costs, lead faculty costs, staff support, and operating budget.

Most of the new courses needed for the program are from the TRDEV area and will be developed under the RDC1 model with World Campus providing the initial design/development assistance with compensation to lead faculty.

This agreement can be revisited at any time in consultation with all academic areas (TRDEV, LDT, ADTED, WF ED) and the World Campus, but at minimum 3 years after first enrollment of students into the off-campus program to assess any needed changes.

This agreement will be in effect until the University modifies the Gross Revenue Sharing Policy or the academic partners and the World Campus jointly agree to operate the MPS in Corporate Training at a different RDC.
cc: Omid Ansary, Senior Associate Dean for Academic Affairs, Penn State Harrisburg
    Peter Idowu, Assistant Dean for Graduate Studies, Penn State Harrisburg
    Jay Spiegel, Financial Officer, Penn State Harrisburg
    Greg Kelly, Associate Dean for Research, Outreach, and Technology, College of Education
    Jo Tyler, Associate Professor and Program Coordinator, Training and Development, Penn State Harrisburg
    Allison Curr-Chellman, Department Head, Learning and Performance Systems
    Alana Loht, Director of Finance and Operations, World Campus
    Mary Gorman, Finance Manager, World Campus
    Kevin Briggs, Program Manager, World Campus

Academic Approvals:

Dr. Mukund S. Kulkarni  
Chancellor, Penn State Harrisburg

Dr. David H. Monk  
Dean, College of Education
**CORPORATE TRAINING COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Required</th>
<th>Scheduling¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDT 551</td>
<td>Performance Tech</td>
<td>yes</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>LDT 832</td>
<td>Course/Learning</td>
<td>yes</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Management systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADTED 542</td>
<td>Adult Learning</td>
<td>yes</td>
<td>Fall</td>
</tr>
<tr>
<td>ADTED 470</td>
<td>Intro to Distance Theory</td>
<td>yes</td>
<td>Spring</td>
</tr>
<tr>
<td>WFED 573</td>
<td>Needs Assessment</td>
<td>yes</td>
<td>Fall</td>
</tr>
<tr>
<td>WFED 529</td>
<td>Ethics</td>
<td>yes</td>
<td>Spring</td>
</tr>
<tr>
<td>WFED 585</td>
<td>Appraising OD and consulting</td>
<td>yes</td>
<td>Summer/Fall</td>
</tr>
<tr>
<td>TRDEV 518</td>
<td>Instructional Design</td>
<td>yes</td>
<td>Spring/Sum</td>
</tr>
<tr>
<td>TRDEV 531</td>
<td>Technology in Training</td>
<td>yes</td>
<td>Fall</td>
</tr>
<tr>
<td>TRDEV 530</td>
<td>Presentation skills</td>
<td>yes</td>
<td>Spring</td>
</tr>
<tr>
<td>TRDEV 505</td>
<td>Project management</td>
<td>yes</td>
<td>Fall</td>
</tr>
</tbody>
</table>

**Electives:**

- 1 required
- varies

Electives:

- ADTED 505  Teaching Adults
- TRDEV 565
- WFED 880
- WFED 884  Appreciative Inquiry
- WFED 572  Organization Development
- For Trainers
- WFED 410  Leadership competencies
- For Professionals
- WFED 578  Process consultation in OD

¹ Scheduling is predicted at this time, all courses offered at least once a year, but will be partly dependent on demand.
Market Scan:
Master of Education in Corporate Training

September 2013

Prepared By:
Brianne Hennel
Outreach Market Research
bnh10@psu.edu
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Context

- The College of Education and Penn State Harrisburg have proposed a Master of Education in Corporate Training to be offered online through Penn State World Campus. The proposed program consists of twelve required courses for a total of 36 credits. Each of the partners will contribute content to the program.

Table 1: Courses for Proposed Program

<table>
<thead>
<tr>
<th>Course Number and Prefix</th>
<th>Course Title</th>
<th>Credit</th>
<th>Elective/Required</th>
<th>Prerequisites</th>
<th>Currently Offered Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSYS/LDT 526</td>
<td>Instructional Design Models, Strategies, and Tactics</td>
<td>3</td>
<td>Required</td>
<td>EUPSY 421 (EDPSY 014 or PSYCH 212) and INSYS 415</td>
<td>None</td>
</tr>
<tr>
<td>INSYS/LDT 551</td>
<td>Performance Technology for Instructional Designers</td>
<td>3</td>
<td>Required</td>
<td>INSYS 414 (ending Summer 2013)</td>
<td>None</td>
</tr>
<tr>
<td>EDTED 432 (INSYS 432)</td>
<td>Designing Learning Within Course Management Systems</td>
<td>3</td>
<td>Required</td>
<td>Concurrent: ADTED 470</td>
<td>None</td>
</tr>
<tr>
<td>ADTED 542</td>
<td>Perspectives on Adult Learning Theory</td>
<td>3</td>
<td>Required</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ADTED 505</td>
<td>The Teaching of Adults</td>
<td>3</td>
<td>Required</td>
<td>ADTED 460</td>
<td>World Campus</td>
</tr>
<tr>
<td>ADTED 506</td>
<td>Program Planning in Adult Education</td>
<td>3</td>
<td>Required</td>
<td>ADTED 460 and ADTED 505</td>
<td>World Campus</td>
</tr>
<tr>
<td>WF ED 573</td>
<td>Needs Assessment for Industrial Trainers</td>
<td>3</td>
<td>Required</td>
<td>None</td>
<td>World Campus</td>
</tr>
<tr>
<td>WF ED 597 J</td>
<td>Ethics in Workforce Education</td>
<td>3</td>
<td>Required</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>WF ED 597</td>
<td>EVALUATION*</td>
<td>3</td>
<td>Required</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>TRDEV 518</td>
<td>Systematic Instructional Design in Training</td>
<td>3</td>
<td>Required</td>
<td>TRDEV 418 and TRDEV 460 or permission</td>
<td>None</td>
</tr>
<tr>
<td>TRDEV 531</td>
<td>Technology in Training</td>
<td>3</td>
<td>Required</td>
<td>TRDEV 431 or permission</td>
<td>None</td>
</tr>
<tr>
<td>TRDEV 530</td>
<td>Unknown</td>
<td>3</td>
<td>Required</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

*Title as it appears on the intake form

- Three of the proposed courses are currently offered through the World Campus. There are seven in-residence courses that will need to be developed for the World Campus. EDTED 432 currently exists as INSYS 432 and will possibly be updated before being developed for the World Campus.

- TRDEV 530 and WF ED 597 (Evaluation) do not appear in the University Course Master, and will also need to be developed for the World Campus.

- Six of the proposed courses have prerequisites that are not included as courses within the program. Two of these courses with prerequisites are existing World Campus courses (ADTED 505 and WF ED 573).
Recommendations

- While there are over 411,000 workers within the target occupations, with anticipated growth of 24 percent over the next ten years, only 138,000 of these workers would be academically prepared for a master’s degree. Training and development specialists who do have a bachelor’s degree may view a graduate credential as a differentiator that will help them move to the next level in their career path, but the curriculum as it is proposed may not meet the audience’s needs. The concept of the program is marketable, but it needs to be less theoretical and focused more on the development and application of training skills. Some of the proposed coursework may not be as relevant as the Harrisburg training and development courses, which are focused more specifically on training and the needs of the target audience, especially in a corporate setting.

- There is some concern regarding the overlap with the target audiences for the proposed corporate training master’s degree, the existing human resources and employment relations master’s degree, and the upcoming organization development and change master’s degree, which originally had a training and development option included in the proposal. To avoid confusion for potential students, and further division of an already limited audience, an alternative to a full master’s degree could be the development of a training and development option for the organization development and change degree, using courses from Penn State Harrisburg’s training and development program. If development of a corporate training master’s degree does move forward, the curriculum should be reviewed to lessen the theoretical focus and incorporate more courses specific to training.

- Presentation and public speaking abilities are important skills that are desired by employers, but there is no coursework in the proposed degree that addresses these aspects of training. Including TRDEV 421 (Presentation Skills for New Trainers) from Penn State Harrisburg’s training and development program in the curriculum could address this need.

- Because the Certified Professional in Learning and Performance (CPLP) certification is important in the market, the program should align with the ASTD competencies and help prepare students to take the CPLP examination. This will make the program more marketable and should help to increase enrollments. Courses like ADTED 505, ADTED 506, ADTED 542, and WF ED 597 may not adequately address these competencies.

- The competitive landscape for training programs is large, and while most of the institutions are not within Penn State’s peer group, this audience may be not be as sensitive to school reputation. There are many certifications and training options available to trainers that do not require graduate education.

- The average in-state per-credit tuition rate for online programs was $569, while the out-of-state rate was $646. The World Campus standard graduate rate of $761 is nearly $200 higher than the average in-state rate. The ability to pay may be an issue for some workers within the target occupations. There are also non-credit credential options that cost far less than for-credit education.
Key Findings

- The target occupations for the corporate training master's degree are training and development managers, training and development specialists, and instructional coordinators. Overall, there are over 411,000 workers within these three occupations, with 24 percent growth projected over the next ten years, but many of these workers would be academically unprepared for a master’s degree. Just over 138,000 workers (34%) within the three target occupations have a bachelor’s degree as their highest level of educational attainment.

- Several indeed.com job postings (42%) required a bachelor’s degree, while 21 percent desired a master’s degree. Twelve postings preferred some sort of professional certification, most often certification relevant to the specific industry, or the Certified Professional in Learning and Development (CPLP) certification. Training and development experience, as well as previous industry experience, was highly desired.

- Skills specifically related to training that were mentioned frequently were instructional design, the ability to create training materials, and familiarity with adult learning principles. Software came up several times, with Microsoft Office, Learning Management Systems, and Captivate mentioned the most. General skills included written and oral communication skills, presentation and public speaking skills, project management, and the ability to multi-task. Job responsibilities were commonly designing, developing, and delivering new training, as well as conducting needs analysis to determine training needs and maintaining existing training materials.

- In 2012, 6,360 degrees were conferred in adult and continuing education and teaching, human resources development, and teacher education and professional development, specific subject areas, other, with master’s degrees making up most of the conferrals. Conferrals for the existing training and development program out of Penn State Harrisburg are reported under teacher education and professional development, specific subject areas, other. There were 2,160 master’s degrees conferred in this area in 2013, but this category contains other program types and is primarily K-12.

- Online programs from twenty-two universities are included in the competitive set. There were 20 master’s degrees and nine graduate certificates. Seven of the graduate certificates were embedded within master’s programs. Many of the competitor institutions are schools that are smaller or lesser known than Penn State, lacking the reputation that Penn State and the World Campus has in the market.

- Three key competitors were chosen from the competitive set. University of Phoenix’s Master of Arts in Education in Adult Education and Training was chosen because the institution is a major online competitor. North Carolina State University’s Master of Education in Training and Development was chosen because it has a similar curriculum and target audience to the proposed program. Roosevelt University’s Master of Arts in Training and Development and nested Graduate Credential in Training and Development were chosen because they have similar curricula and target audiences to the proposed program.

- The average in-state per-credit tuition rate for online programs was $569, while the out-of-state rate was $646. The World Campus standard graduate rate of $761 is almost $200 higher than the average in-state rate. There are associations that provide professional credentials for trainers at a much lower cost than for-credit options.
> **Certifications**

- The Certified Professional in Learning and Performance (CPLP) certification was mentioned as a preferred certification in job postings at the job postings aggregate site indeed.com. It is offered by the American Society for Training and Development (ASTD).

- The ASTD Competency Model is basis for the CPLP certification. It defines the competencies that are necessary for training and development professionals to be successful in the field. The model emphasizes foundational competencies, which are important to everyone, and specific areas of expertise, which are specialized knowledge and actions required by specific roles.

**Figure 1: The ASTD Competency Model™**
- ASTD and other professional associations and providers within the training and development field offer non-credit certifications. Examples are listed in Table 2 below.

### Table 2: Training Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Offered by</th>
<th>Current #a</th>
<th>Cost</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Professional in Learning and Performance (CPLP)</td>
<td>The American Society for Training and Development (ASTD)</td>
<td>500 with CPLP credential in voluntary registry</td>
<td>$799 (members), $999 (others)</td>
<td>CPLP certification is a three-part assessment that includes at least three years of industry-related work experience, a multiple-choice knowledge exam, and a work product submission.</td>
</tr>
<tr>
<td>Certified Workforce Development Professional (CWDP)</td>
<td>National Association of Workforce Development Professionals (NAWDP)</td>
<td>956 current CWDPs (cert numbers ranging from 1-6700)</td>
<td>$75 for three years (members), $175 for three years (others)</td>
<td>Applicants must give detailed information about themselves in nine different competency areas. Professionals who already hold the CWDP credential can apply for the following endorsement credentials: Business and Employer Services Endorsement, Job Seeker Services Endorsement, Management Services Endorsement, and Youth Services Endorsement.</td>
</tr>
<tr>
<td>Specialty Certification, Master Trainer, and Training and Development Diploma</td>
<td>Langevin Learning Services</td>
<td>20,000+ trainers have been certified</td>
<td>Around $1,800 for a three day workshop. Around $4,500 for an accelerated five day workshop.</td>
<td>Specially Certification requires eight days of in-person workshops. Master Trainer takes 16 days. Training and Development Diploma takes 24 days. Certification areas: instructional designer developer, instructor facilitator, training manager director, performance consultant, e-learning specialist, technical trainer, and training generalist.</td>
</tr>
<tr>
<td>Associate Trainer, Certified Professional Trainer, and Certified Trainer/HRD Consultant certifications</td>
<td>International Board of Certified Trainers</td>
<td>392 worldwide members in online directory</td>
<td>Application fee of under $200 for three years.</td>
<td>Applicants complete an online application with any necessary supporting documentation. When applications are approved, applicants receive the appropriate certificate and hallmark. Members are listed in a directory and are entitled to use the hallmark that relates to their specific certification. Certified Professional Trainers can use CPT behind their names, and Certified Trainers/HRD Consultants can use CT/HRDC.</td>
</tr>
</tbody>
</table>
Target Audience

- The target occupations considered for this research are listed in Table 3 below.

<table>
<thead>
<tr>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and Development Managers</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
</tr>
<tr>
<td>Instructional Coordinators</td>
</tr>
</tbody>
</table>

- According to the intake form, the program is appropriate for prospective students pursuing careers in training, corporate ID, corporate education, organizational training, and professional development. Prospective students may be recent graduates or working professionals who want to transition into the field.

- There are portions of the target audience of prospective students for the proposed program that may also be interested in the Staffing, Training, and Development track of the existing World Campus Master of Professional Studies in Human Resources and Employment Relations, or the upcoming Master of Professional Studies in Organization Development and Change.
.Globalizations and Employment Trends

- Overall, there are over 411,000 workers within the target occupations, with 24 percent growth projected over the next ten years. Training and development specialists are the largest group within the target occupations and have the highest projected growth rate at 28 percent.

- The projected number of openings for all of the target occupations is higher than the number of new positions due to growth, which may indicate a high amount of turnover.

- Some training and development managers may require a higher level of education than a bachelor’s degree, but training and development managers are the smallest group out of the three target occupations, with just under 29,000 workers, and they might not find the course content as relevant.

- The ability to pay for graduate education may be more of an issue for training and development specialists, with a median hourly pay of $26.73, than it would be for training and development managers, who have a median pay of $43.66. Instructional coordinators have a slightly higher median hourly pay than training and development specialists.

- Training and development specialists may consider graduate education as a differentiator to help them move up their career path.

- Instructional coordinators are likely to have a master’s degree in a program with more of an instructional design or technology focus.

Table 4: Projected Occupational Growth in Target Occupations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and Development Managers</td>
<td>28,919</td>
<td>32,186</td>
<td>3,267</td>
<td>11%</td>
<td>10,687</td>
<td>1,069</td>
<td>$43.66</td>
<td>Bachelor’s or higher degree, plus work experience</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
<td>229,578</td>
<td>293,296</td>
<td>63,718</td>
<td>28%</td>
<td>103,775</td>
<td>10,377</td>
<td>$26.73</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Instructional Coordinators</td>
<td>163,047</td>
<td>183,532</td>
<td>30,485</td>
<td>20%</td>
<td>65,285</td>
<td>6,526</td>
<td>$28.39</td>
<td>Master’s degree</td>
</tr>
</tbody>
</table>

| Total                              | 411,544   | 509,013   | 97,469           | 24%               | 179,726           | 17,073          | $28.53                 |                                      |

Source: EMSI Complete Employment - 2013.2
- Thirty-eight percent of training and development specialists, 36 percent of training and development managers, and 27 percent of instructional coordinators have bachelor’s degrees. Just over 138,000 workers (34% of the total) within the three target occupations have bachelor’s degrees as their highest educational attainment.

- Forty-five percent of instructional coordinators have master’s degrees, most likely in an area of education other than training.

**Figure 2: Educational Attainment by Target Occupations**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Less than high school diploma</th>
<th>Some college, no degree</th>
<th>Bachelor's degree</th>
<th>Doctoral or professional degree</th>
<th>High school diploma or equivalent</th>
<th>Associate degree</th>
<th>Master's degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and Development Managers</td>
<td>773</td>
<td>3,792</td>
<td>2,021</td>
<td>5,003</td>
<td>38,076</td>
<td>53,282</td>
<td>67,010</td>
</tr>
<tr>
<td>Instructional Coordinators</td>
<td>13,621</td>
<td>49,711</td>
<td>69,710</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Red = Academically unprepared for a master's degree

Source: Bureau of Labor Statistics and EMSI Complete Employment - 2013.2
Current Job Postings

- A search of the indeed.com job postings aggregation site was conducted to better understand what jobs are currently available, as well as to determine what education, skills, and work experience employers desired.

- A variety of keywords were used, including “corporate training”, “professional education”, “medical professionals + training”, and “legal professionals + training”. Over 100 job listings were collected for analysis. The most common job titles are listed in Table 5 below.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Specialist</td>
<td>20</td>
</tr>
<tr>
<td>Trainer</td>
<td>15</td>
</tr>
<tr>
<td>Training Manager/Supervisor</td>
<td>14</td>
</tr>
<tr>
<td>Corporate Trainer</td>
<td>6</td>
</tr>
<tr>
<td>Director of Training</td>
<td>6</td>
</tr>
<tr>
<td>Learning and Development Specialist</td>
<td>6</td>
</tr>
<tr>
<td>Training and Development</td>
<td>5</td>
</tr>
<tr>
<td>Training Coordinator/Developer</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>4</td>
</tr>
<tr>
<td>Training/Learning and Development Manager</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Indeed.com

- Forty-two percent of job listings required or preferred a bachelor’s degree, while 21 percent desired a master’s degree. Fields of study mentioned most frequently were education, organizational development, human resources, training, instructional design, and business.

- Twelve listings preferred some sort of certification. Most listings asked for relevant industry or professional certifications, but the Certified Professional in Learning and Development (CPLP) credential was mentioned a few times.

- Most of the jobs that asked for specific years of experience wanted five or more years. Training and development experience was highly desired, as was previous industry experience.

- Skills specifically related to training with the most mentions were instructional design, the ability to create training materials, and familiarity with adult learning principles. Software came up several times, with Microsoft Office, Learning Management Systems (LMS), and Captivate mentioned the most.

- The most common job responsibilities detailed in job postings were designing, developing, and delivering new training. Conducting needs analysis to determine training needs and maintaining existing training materials were also frequently mentioned.

- Webinars, presentations, videos, and online courses were desired training methods, delivered in the classroom, on-site, and through distance learning.

- Important general skills included written and oral communication skills, presentation and public speaking skills, project management, and the ability to multi-task.
Degrees Awarded

- In 2012, 6,360 degrees were conferred in adult and continuing education and teaching, human resources development, and teacher education and professional development, specific subject areas, other. There were substantially more conferrals of master’s degrees than of any other credential. There were 2,160 master’s degrees conferred in 2012 in teacher education and professional development, specific subject areas, other, but this category contains other program types and is primarily K-12.

Figure 3: 2012 Conferrals by Credential

- Adult and Continuing Education and Teaching
- Human Resources Development
- Teacher Education and Professional Development, Specific Subject Areas, Other

Source: The Integrated Postsecondary Education Data System (IPEDS)
There was a steady upward trend for teacher education and professional development conferrals over the five year period from 2008 to 2012. Sixteen percent more degrees were conferred within this area in 2012 than in 2008.

Human resources development conferrals have increased as well, despite a slight decrease in numbers in 2011. There were 19 percent more conferrals in 2012 compared to 2008.

Adult and continuing education and teaching conferrals have declined over the same five year period. Conferrals in 2012 were down 13 percent compared to 2008; while there was a slight rise from 2011 to 2012, this is the smallest of the programs, and less likely to focus on corporate training.

Figure 4: Five Year Trends for Total Conferrals

Source: IPEDS
> Competition

- Online programs from twenty-two universities are included in the competitive set. There were 20
  master’s degrees and nine graduate certificates. Seven of the graduate certificates were embedded
  within master’s programs.
  
  - Portland State University has a standalone certificate in teaching adult learners, while the
    University of North Dakota has a certificate in industrial design and technology with a
    corporate training emphasis.
  
  - Walden University also has an online post-master’s certificate in adult education that was not
    included in the competitive set.
  
  - Regis University’s Master of Education with an emphasis in Adult Learning, Training and
    Development will be available online starting in January, 2014.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Intercontinental University</td>
<td>Master of Education, Adult Education and Training specialization</td>
</tr>
<tr>
<td>Argosy University</td>
<td>Master of Arts in Education in Adult Education and Training</td>
</tr>
<tr>
<td>Capella University</td>
<td>Master of Science in Education, Training and Performance Improvement specialization</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>Master of Education in Education and Human Resource Studies, Adult Education and Training specialization</td>
</tr>
<tr>
<td>Jones International University</td>
<td>Certificate in Corporate Training and Knowledge Management: Instructor ibstpi®</td>
</tr>
<tr>
<td>Midwestern State University</td>
<td>Master of Arts in Education, Training and Development major</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>Master of Education in Training and Development</td>
</tr>
<tr>
<td>Northcentral University</td>
<td>Master of Education, Global Training and Development specialization</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Master of Science, Business and Industry Training concentration</td>
</tr>
<tr>
<td>Portland State University</td>
<td>Graduate Certificate in Teaching Adult Learners</td>
</tr>
<tr>
<td>Purdue University</td>
<td>Master of Science in Education in Learning Design and Technology</td>
</tr>
<tr>
<td>Regis University</td>
<td>Graduate Certificate in Adult Learning, Training and Development</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>Master of Arts in Training and Development</td>
</tr>
<tr>
<td>Saint Joseph's College of Maine</td>
<td>Master of Science in Education, Adult Education and Training concentration</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Master of Education in Workforce Education</td>
</tr>
<tr>
<td>University of Maryland, Baltimore County</td>
<td>Master of Arts in Instructional Systems Development (ISD)—Training Systems</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>Graduate Certificate in Instructional Design and Technology, Corporate Training emphasis</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>Certificate in Basic or Advanced Corporate Training</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>Master of Science in Applied Technology and Performance Improvement</td>
</tr>
<tr>
<td>University of St. Francis</td>
<td>Graduate Certificate in Management of Training and Development</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate—Training Specialist</td>
</tr>
<tr>
<td></td>
<td>Master of Science in Training and Development, Management and Development concentration</td>
</tr>
<tr>
<td>Walden University</td>
<td>Graduate Certificate in Adult Learning</td>
</tr>
<tr>
<td></td>
<td>Master of Science in Adult Learning, Training and Performance Improvement specialization</td>
</tr>
</tbody>
</table>
Key Competitors

- University of Phoenix—Master of Arts in Education in Adult Education and Training
  - The University of Phoenix offers a 35-credit program designed for “individuals who wish to develop the skills to work with adult learners in areas such as corporate training, community college instruction, non-profit and community based organizations, human services agencies, or professional development.”
  - The 11 core courses are listed in Table 7 below.

  Table 7: Core Courses for the University of Phoenix Program

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Communications (all grad students)</td>
</tr>
<tr>
<td>Foundations of Adult Education and Training</td>
</tr>
<tr>
<td>Critical Issues and Trends in Adult Education and Training</td>
</tr>
<tr>
<td>Instructional Design</td>
</tr>
<tr>
<td>Instructional Strategies in Adult Education and Training</td>
</tr>
<tr>
<td>Facilitating Instruction for Diverse Adult Learners</td>
</tr>
<tr>
<td>Technology for the Adult Learner</td>
</tr>
<tr>
<td>Assessment and Evaluation in Adult Learning</td>
</tr>
<tr>
<td>Coaching and Mentoring</td>
</tr>
<tr>
<td>E-Learning</td>
</tr>
<tr>
<td>Action Research and Evaluation</td>
</tr>
</tbody>
</table>

  - The per-credit tuition rate is $585, for a total program cost of $20,475.

- North Carolina State University—Master of Education in Training and Development
  - North Carolina State University offers a 36-credit program designed for “entering or experienced training professionals who work in internal or external training positions in business, industry, education, military, government, and non-profit institutions.”
  - The 12 courses are listed in Table 8 below.

  Table 8: Courses for the North Carolina State University Program

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in Adult &amp; Higher Education</td>
</tr>
<tr>
<td>Ethics in the Workplace and Education</td>
</tr>
<tr>
<td>Organization Change in HRD: Theory &amp; Practice</td>
</tr>
<tr>
<td>The Adult Learner</td>
</tr>
<tr>
<td>Designing Instructional Systems in T&amp;D</td>
</tr>
<tr>
<td>Advanced Instructional Design in T&amp;D</td>
</tr>
<tr>
<td>Organization and Operation of T&amp;D Programs</td>
</tr>
<tr>
<td>Needs Assessment and Task Analysis in T&amp;D</td>
</tr>
<tr>
<td>Evaluating Training Transfer and Effectiveness</td>
</tr>
</tbody>
</table>
The per-credit tuition rate is $324 in-state and $724 out-of-state, for a total program cost of $13,392 and $26,604 respectively.

- **Roosevelt University—Master of Arts in Training and Development, Graduate Credential in Training and Development**

  Roosevelt University offers a 36-credit master’s program and a 15-credit graduate credential in training and development. “Classes, which are mapped to ASTD competencies, are taught by industry leaders who use analytical and creative approaches in a highly energizing, constructivist format. You are assured of receiving relevant curriculum that transfers immediately to the workplace.”

  The required courses for the master’s degree and the graduate credential are listed in Table 9 below.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Master’s</th>
<th>Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Training and Development</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Instructional Methods and Delivery</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Adult Learning Theory &amp; Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Research Methods</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Organization Development</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learning Technologies</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Instructional Systems Design</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Master’s Project</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

  Students choose four electives for the master’s degree and two electives for the graduate credential. Elective topics include facilitation and presentation skills for trainers, curriculum planning, global training, organizational learning, creativity, blended learning, e-learning courses, coaching/mentoring, online teaching theory and application, teaching technologies, and a seminar/practice in online teaching. Students in the graduate credential program also learn about career opportunities in the field.

  The per-credit tuition rate is $810. The master’s degree has a total program cost of $29,160, and the graduate credential has a total cost of $12,150.

- **Colorado State University—Master of Education in Education and Human Resource Studies, Adult Education and Training Specialization**

  Colorado State University offers a 30-credit program that “prepares you to successfully plan and administer a wide range of training and educational programs.” It is intended for individuals who teach adult learners in postsecondary, community, and corporate settings.

  There are six required core courses, for a total of 18 credits. Students can then choose 12 credits worth of electives. Students are encouraged to take electives in their area of expertise that are matched to their career goals, and a list of suggested electives is provided, but there is no specified track in training.
Table 10: Core Courses for the Colorado State University Program

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
</tr>
<tr>
<td>Processes and Methods</td>
</tr>
<tr>
<td>Adult Teaching and Learning I</td>
</tr>
<tr>
<td>Instructional Design</td>
</tr>
<tr>
<td>Introduction to Research Methods</td>
</tr>
<tr>
<td>Multicultural and Special Populations</td>
</tr>
</tbody>
</table>

- Elective topics include return on investment (ROI), distance learning, English as a second language (ESL), the philosophy/organization of workforce education, program development, cognitive theory, experiential learning, adult teaching and learning, and advanced instructional design. Three workshops and two seminars are included in the elective options.

- The per-credit tuition rate is $535, for a total program cost of $16,050.
> **Tuition**

- The average in-state per-credit tuition rate for all online programs was $569, while the out-of-state rate was $646. The World Campus standard graduate rate of $761 was the fourth highest rate overall, and is nearly $200 higher than the in-state average. Ability to pay could be an issue for some workers within the target occupations.

- University of North Texas had the lowest in-state per-credit rate at $291 ($642 out-of-state), and American Intercontinental University had the highest in-state rate at $884.

*Figure 5: Per-Credit Tuition Rates for Online Programs by School*

*Converted from quarter rate to semester rate*
## Appendix A

Programs Available Through Distance Learning (Note: Not all of these programs have been confirmed.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argosy University-Phoenix Online Division</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Bellevue University</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Bowling Green State University-Main Campus</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Brandman University</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Capella University</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Concordia University-Saint Paul</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Drexel University</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Embry-Riddle Aeronautical University-Worldwide</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Grantham University</td>
<td>Human Resources Development</td>
<td>Bachelor's degree, Master's degree</td>
</tr>
<tr>
<td>Hebrew College</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree, Post-baccalaureate certificate</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania-Main Campus</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree, Post-master's certificate</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
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<tr>
<td>Limestone College</td>
<td>Human Resources Development</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Louisiana State University and Agricultural &amp; Mechanical College</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree, Post-master's certificate</td>
</tr>
<tr>
<td>National University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
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<tr>
<td>Northwestern State University of Louisiana</td>
<td>Adult and Continuing Education and Teaching</td>
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</tr>
<tr>
<td>Old Dominion University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Clark's Technical Community College</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Paru State College</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
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<td>Pitsburg State University</td>
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</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
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<td>Institution</td>
<td>Program</td>
<td>Degree</td>
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<td>Roosevelt University</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Saint Joseph's College of Maine</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Associate's degree</td>
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<tr>
<td>Southern New Hampshire University</td>
<td>Human Resources Development</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Southwestern College</td>
<td>Human Resources Development</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>State Fair Community College</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Texas A &amp; M University-College Station</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Texas A &amp; M University-Kingsville</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>The University of Texas at Tyler</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Three Rivers Community College</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Associate's degree</td>
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<tr>
<td>University of Alaska-Anchorage</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
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<tr>
<td>University of Arkansas</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
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<tr>
<td>University of Georgia</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>University of Houston-Clear Lake</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>University of Houston-Victoria</td>
<td>Adult and Continuing Education and Teaching</td>
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<td>University of Idaho</td>
<td>Adult and Continuing Education and Teaching</td>
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<tr>
<td>University of Nebraska at Kearney</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
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<tr>
<td>University of North Texas</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
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<tr>
<td>University of Oklahoma Norman Campus</td>
<td>Human Resources Development</td>
<td>Postbaccalaureate certificate</td>
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<tr>
<td>University of Southern California</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
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<td>University of Southern Maine</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
</tr>
<tr>
<td>University of St Francis</td>
<td>Human Resources Development</td>
<td>Master's degree</td>
</tr>
<tr>
<td>University of West Alabama</td>
<td>Adult and Continuing Education and Teaching</td>
<td>Master's degree</td>
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<tr>
<td>Villanova University</td>
<td>Human Resources Development</td>
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<td>Walden University</td>
<td>Adult and Continuing Education and Teaching</td>
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<td>Webster University</td>
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<td>Western Kentucky University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
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</tr>
<tr>
<td>Wilkes University</td>
<td>Teacher Education and Professional Development, Specific Subject Areas, Other</td>
<td>Master's degree</td>
</tr>
</tbody>
</table>

**Grand Total**
Sources
American Society for Training and Development (ASTD) http://www.astd.org/
EMSI Complete Employment 2013.2 http://www.economimodeling.com
Indeed.com http://www.indeed.com
International Board of Certified Trainers http://www.ibct-global.com/
Langevin Learning Services http://www.langevin.com/
National Association of Workforce Development (NAWDP) http://www.nawdp.org
Occupational Information Network (O*NET) http://www.onetcenter.org
Hi Ali

I've looked over the proposal and shared with a few others and we have no concerns or comments. We wish you the best in this new endeavor.

Please let me know if you need anything more.

Best regards,

Brian

-----Original Message-----
From: Alison Carr-Chellman [mailto:aac3@psu.edu]
Sent: Monday, November 9, 2015 8:31 AM
To: Brian Cameron
Subject: Re: Corporate Training M.P.S. Proposal

Thank you so much Brian—don’t want to rush you, just grateful that you’ll take a moment to look it over. If you’d like to talk about any of it, let me know, you can phone me at 814 571 5793 if you want to talk about any of it Ali

On Nov 9, 2015, at 8:01 AM, Brian Cameron <bcameron@smeal.psu.edu> wrote:

Hi Ali

I was out of town last week - will read over and try to turn this around quickly

Hope all is well

Brian
Summary
This memo briefly presents the transition from the former Research Computing and Cyberinfrastructure (RCC) from Information Technology Services (ITS) to the Institute for CyberScience (ICS) as a new unit known as Advanced CyberInfrastructure (ICS-ACI). Details about the current operations and future plans of ICS-ACI are also included.

The Former RCC
The organization that ICS inherited operated very differently from how ICS-ACI operates now. RCC did not work with users through service level agreements (SLAs). Rather than providing a subscription service, they used a partner model, in which researchers made an initial investment in a cluster and were then given higher priority in using the cluster over non-partners. This arrangement resulted in 85% of the system being used by 53 partners and only 15% used by 858 non-partners.

Breakdown of 98% of total system usage by **214 users** with above average use (blue group)
By descending rank order of heaviest user clusters

- 12% Used by Top 1 User
- 40% Used by Top 2-16 Users
- 52 Users
- 1 User
As this pie chart demonstrates, a minority of the researchers used a majority of the system. A surprising 12% of the system was used by one user; another 40% by 2-16 users; 40% more by 92 users; and the remaining 106 users were left with 8%. This disparity in usage becomes even more concerning in light of the RCC cost share model, in which 17% of the costs were covered by 53 partners, while the remaining 83% of the costs were paid by Penn State. As should be apparent, the RCC model gave preferential access to a few users at the expense of the broader research community and operated on a non-sustainable financial basis.

Course Correcting and Current Operations
When ICS inherited RCC, the new ICS-ACI inherited a number of challenges. The first was providing equal access to research computing resources for the Penn State research community. To achieve this, ICS-ACI instituted service level agreements to establish how much users would pay and what they would get for it. In contrast to the RCC, ICS-ACI created open and transparent policies to govern services such that no user gained access to resources unfairly and so that the research community could view the policies at any time. Uniform access across the university-wide research community was paramount, in addition to bringing in new communities with data-intensive processing needs.

ICS-ACI also adopted a radically different organizational structure than the RCC to promote project-based operations and increase organizational agility. Under the RCC, ten level-3 or 4 techs reported to a single IT manager in a top-down structure. There were no teams and no apparent emphasis on tasking and outcomes. ICS-ACI however is organized as a matrix organization, as the following image demonstrates:

![Figure 2. Sample Project Assignment Matrix](image-url)
Structured as a matrix organization, ICS-ACI can respond to new demands and challenges quickly and efficiently by re-tasking employees around the needs of the current projects. There are also opportunities for career development and professional advancement through a structure such as this, rather than a flat organization. ICS-ACI now has career tracks with clear milestones, allowing it to recruit and retain the best talent.

In another departure from its predecessor, ICS-ACI involved faculty in its governance; and the ICS-ACI Coordinating Committee, consisting of faculty and IT colleagues, oversaw the creation of the service level agreement process and the ICS-ACI governing policies. This move to involve stakeholders in IT governance coincides with a broader trend at Penn State. Based on the recommendations of a task force charged by the Provost, Penn State faculty have created an Advisory Council for Research Computing and Cyberinfrastructure, an Executive Committee of that council, and introduced a new senior advisor for research computing and cyberinfrastructure (often called the “Research Guru” for short). ICS-ACI seeks similarly to involve Penn State faculty in its governance and policymaking. ICS-ACI policies and service level agreements set clear expectations for users, but a one-size fits all approach does not work for a diverse research community; so, ICS-ACI employs an exceptions process for researchers whose needs require case-by-case policy exceptions. Whether these are approved or denied is decided based on faculty input.

While ICS-ACI took on the responsibility for maintaining the RCC’s Lion-X clusters, it also moved forward with its own new ACI system, which launched August 17th, 2015. This system provides a number of subsystems, such as ACI-b, ACI-i, ACI-u, and ACI-e. ACI-b handles batch processing of jobs. ACI-i offers users interactive sessions and the use of a graphical user interface, like the old Hammer system. ACI-u generates customizable environments for users through the use of virtual machines and instances. ACI-e tackles emerging technology, such as the Hadoop cluster. ACI-b was the first system made available to the public on August 17th, and ACI-i just recently completed its testing period and became available to ACI users. ACI-u is under development and should be available before the end of the semester. These various subsystems allow researchers greatly increased flexibility over the Lion-X systems.

To provide access to these systems, ICS-ACI developed access models in consultation with the Coordinating Committee. The principle method of gaining access to the ACI cluster is through the Guaranteed-Response Time or GReaT Model, providing access to ICS-ACI within a guaranteed time frame with burst available. “Bursting” refers to using more resources than one is allocated to use for a short period of time. The default burst capability for GReaT model users is 4X their core allocation. Researchers may choose to subscribe for access to standard-memory (256 GB RAM) or high-memory (1TB RAM) cores. This model guarantees response times of one hour or less to participating subscribers that have fully-executed service level agreements. The GReaT model offers other benefits, including 5 TB of Group storage at no cost to the researcher if they subscribe for at least one full node (20 processors), priority over non-GReaT queues, and no walltime limit.
One clear benefit of a subscription service is the facilitation of uneven computational workflows. If a researcher purchases a workstation or computes on a cluster without bursting, unused cycles are lost. One might imagine a faucet that is always on, regardless of whether anyone needs the water. Many researchers do not need to run their jobs at a steady state but instead compute for a period and then do very little computing during post-processing of the data. These researchers would need 1) access to enough processors to get their data in a timely manner when processing is desired and 2) the ability to use compute time when they need it, rather than being required to use it constantly to maximize value. ICS-ACI addressed these needs with the adoption of a 90-day sliding window that tracks usage each day. On the 91st day, the usage from day 1 rolls off the sliding window, and the research group’s balance increases by that amount. As a result, researchers may use their compute allocation whenever they choose, either through a steady state or through periods of burst activity and inactivity.

ICS-ACI’s focus has been the adoption of policies and services that provide flexibility for researchers and enable them to do their work in as many ways as is feasible. Even the charge-out model reflects this focus on researcher flexibility. Computer processing capacity is charged as “notional core-months” and storage capacity as “notional TByte-months.” PIs will enter into a Service Level Agreement (SLA) whereby they plan to charge at least twelve (12) months of services to a non-ICS-ACI source. PIs may charge services to any funding source(s) at the following rates:

- $33 X number of cores X number of months for standard-memory cores (256 GByte RAM)
- $63 X number of cores X months for high-memory cores (1 TByte RAM)
- $25/month per 1T Byte of storage

While these are nominal published rates, Provost Jones is providing substantial additional funds to encourage the use of these services for University-sponsored research. At the end of each month, PIs will be credited with additional research support funds on a two-to-one basis. They will receive two notional core-months or two TByte-months for each one they have paid for with non-ICS-ACI funds. These doubled ICS-ACI research support funds will be deposited in an ICS cost center, to which PIs may charge services for University-sponsored research. PIs have multiple ways to distribute charges to their sponsored project or non-ICS-ACI funds and to use their additional compute time.

1. Option 1: A PI may charge the initial GReaT services 100% to their non-ICS-ACI accounts and choose to delay use of ICS-ACI research support funds until after his or her other sources of funds are depleted.
2. Option 2: A PI may use GReaT services for a mix of sponsored and University-supported research by authorizing charges that match their usage to the appropriate accounts. Sponsored research may be charged to the sponsored project account, while University-sponsored research may be charged to the ICS-ACI research support funds or to other sources from Penn State. A PI may charge services for University-sponsored research to
their ICS-ACI research support funds as soon as they have been accrued on a monthly basis.

3. Option 3: A PI may access their ICS-ACI research support funds at a steady rate throughout their plan to reduce the direct charge to their sponsored budget. For example, a PI could charge as little as $11 per standard-memory notional core-month to non-ICS-ACI sources and the remaining $22 to their ICS-ACI research support funds. Similarly, a PI could charge as little as $21 per high-memory notional core-month or $8.33 per 1 TByte of storage per month to a non-ICS-ACI account, with the rest funded by the ICS-ACI research support funds.

Whether PIs use their ICS-ACI research support funds from the very beginning of their plan, as in option 3, or wait to use the funds until the end, their effective costs over a period of three years will be the same. The flexibility built into this charge-out model allows researchers to decide how they want to allocate their financial resources and to be able to change these allocations over the course of their SLA.

ICS-ACI seeks also to design, build, and operate state-of-the-art computational clusters. ICS-ACI currently operates over 16,000 processing cores, 2.5 Petabytes of parallel file storage, high-speed interconnects, and a large software stack supporting all aspects of research. The new ACI system constitutes about 6,000 of the 16,000 cores and provides 15 Dell M1000E Blade server enclosures with 240 M620E Blades, 27 Dell R920 servers, 21 Dell R720 servers, 2 Dell R720XD and 6 Dell R620 servers. Each standard memory node consists of 20 Intel(R) Xeon(R) CPU E5-2680 v2 processors at 2.80GHz with 256GB of RAM at 1866MHz and Mellanox FDR Infiniband interconnects.

The ICS-ACI system storage and data archive capabilities include 2.5 PB capacity on NAS storage, 2.5 PB on GPFS storage, and 4 PB of tape backup storage for archiving. The NAS storage system has multiple Nexenta NAS pools that service users’ Home, Work and Group storage. The system is deployed on Dell Nexenta reference architecture. The GPFS storage pool is provided on an IBM Parallel Scratch storage system, and the Tape Backup system is an IBM TS3500 Tape system. The entire architecture employs a research-centric software stack available to users that is driven by the research community. The customized environments allow researchers to deploy software from pre-compiled and tested software catalogs. The software stack supports both commercial and opensource software.

Hardware alone, however, does the research community little good without the support researchers need to use it. ICS-ACI operates the i-ASK Center, a technical support help desk, which provides basic and advanced support for all users. Guaranteed-response times and escalation policies ensure that i-ASK meets users’ support needs in a timely manner. ICS-ACI also provides online support and training for conducting research on the ICS-ACI system and supplements these with in-person training sessions. Users may also request individual training or group training on specific areas based on need working in conjunction with ICS. For example, ICS will provide user support for the needed software libraries, specialized applications, and programming languages. New groups to the ACI system currently participate in onboarding
training sessions held in Computer Building with ICS-ACI staff, during which researchers learn about the systems, some basic commands, and they log into ACI for the first time to ensure that their accounts are active and functional. The training materials from these sessions are available on the website, which has been expanded greatly in the past three months.

Future Directions
ICS-ACI is currently hard at work on providing more ways for researchers to do their work. ACI-u should afford access to research computing for users who do not require high-performance computing but need high-throughput computing instead. Many users of the Lion-X clusters submit thousands of single-processor jobs and do not need access to hundreds of processor, parallelized processing. These users may find the 10 processor minimum of ACI too high for them but should find an excellent fit for their research needs in ACI-u. Those who need a custom environment will also find ACI-u useful and exciting. For users who do not wish to subscribe to a service that provides access to central hardware, ICS-ACI plans to offer hosting plans, whereby researchers may place their own hardware that conforms to ICS-ACI specifications within ICS-ACI clusters, giving them access to ICS-ACI support staff, networking, storage, power, and research software. ICS-ACI also works with XSEDE to provide information for faculty about obtaining allocations of XSEDE resources and hosts informational sessions and workshops through the Penn State XSEDE Champion Igor Yakushin, an ICS-ACI Software Systems Engineer.

Various services plans are also under development. ICS-ACI aims to allow PIs to purchase ICS-ACI technical services, such as programming, code optimization, and consulting. An archival plan is on the horizon that would allow PIs to purchase ICS-ACI archival services for their research data that do not fit other Penn State services. In addition, ICS-ACI continues to develop and deploy user training materials and is looking into avenues for delivering ongoing user development through workshops, seminars, and online self-guided tutorials. Users may already obtain grant proposal support text from ICS-ACI staff to help explain the service model and facilities, and ICS-ACI intends to continue building on these resources to assist faculty in winning awards.

ICS-ACI has begun taking applications for the ICS-ACI Explore Program, which enables faculty to advance computational and data-enabled research that can enhance the visibility of Penn State and to facilitate the development of competitive proposals to external funding agencies. ICS-ACI’s priority is to support faculty seeking to “explore” new research directions that represent a departure from prior or ongoing work. Projects comprising of collaborative and interdisciplinary efforts in emerging areas along the University and ICS theme of “building our digital future” (e.g. big data and simulations) will be given special consideration. Allocation of ICS-ACI computing and data resources and/or a science gateway will be made available for a period of 3 to 12 months based on a review by ICS advisory faculty. This program provides another means of access to computational resources for the Penn State research community.
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