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**DATE:** October 1, 2012  
**TO:** David Sylvia and Colleagues in the World Campus  
**FROM:** David H. Monk *DHM*  
**RE:** Follow Up to the Annual Administrative Retreat

Thank you once again for joining us at our annual administrative retreat back in August. We have been reflecting upon the information you shared and have now organized a set of responses which I have summarized in this memorandum. We have tried to be responsive to your recommendations, and my sense is that there is a considerable amount of agreement. I have asked Greg Kelly to be the point of contact for the College as we explore these options further, and we all look forward to taking the next steps in our collective effort to strengthen the College of Education's portfolio within the World Campus.

I have placed a triple asterisk (\*\*\*) next to the programs that we feel are well developed conceptually and that we think should have the highest priority for development. I have placed a double asterisk (\*\*\*) next to the programs we see being developed and implemented in the next wave. The programs with one asterisk (\*) are those that we believe require further conceptual development. You may be inclined to assign different priorities, and we will be happy to discuss sequence and priority questions further.

There was some discussion at the retreat about the challenges surrounding the current Penn State tuition for World Campus courses in the face of the budget cuts being imposed on school districts and other parts of the education sector. We touched on the possibility of exploring tuition discounts of some kind, and I hope we can keep this idea on the table for further discussion. We may be dealing with a market where a relatively modest tuition discount could yield a substantial increase in revenue. I realize this is not easily accomplished, but I do think the idea warrants further consideration.

Greg Kelly will keep me informed as we take the next steps, and we welcome your reactions to the ideas we share here. Again, many thanks for your interest in our work.

**New Programs** (in no particular order)

### EPCSE: School Psychology\*\*

This could be a general online psychology professional master's degree or a more focused school psychology master's degree that would lead to licensure as a school psychologist. The general degree would be less demanding and would not require accreditation, but we are not sure there would be a sufficiently large market given that it would not lead to licensure. A degree leading to licensure would need to be accredited by NASP and would be demanding in terms of resources. However, the licensure benefit, we have been told, would be significant and may attract enrollments. Jim DiPerna, the program coordinator for school psychology, is actively reviewing school psychology offerings within other Pennsylvania universities and also at major universities outside of Pennsylvania. We will be happy to share this information when it becomes available.

### EPS: Higher Education\*\*\*

We see this as 30-credit online professional master's degree (M.Ed.) that would have two emphasis areas: a) higher education administration/policy and b) student engagement. There is an existing 30-credit residential M.Ed. with a single emphasis area (higher education administration). We plan to broaden the existing M.Ed. so that it has two emphasis areas that will be identical to the online version of the degree. When complete, there will be a single M.Ed. in higher education with two emphasis areas (higher education administration and student engagement) that is offered residentially as well as in an online format.

We are also planning to create a new M.S. in higher education which will be a two year residential degree with an emphasis on research. This will be a thesis degree requiring something like 45 credits, and the thesis will have an innovative design and will involve a group/cohort effort to address practical problems in higher education. The degree will be focused on student engagement.

We are eager to move forward in this area. Fred Loomis is working on the online design and we are preparing the necessary proposals for the Higher Education faculty and the Graduate School to review. We are in conversation with World Campus personnel about the launch date. We are hoping for a fall 2013 launch and promise to work hard to secure the needed approvals in time to make this possible.

### C&I: Reading Specialist\*\*

We are interested in exploring the development of an online professional master's degree that would lead to Pennsylvania

certification as a reading specialist. A number of the needed courses are already developed but would need to be modified to be offered online. We would be interested in certification reciprocity arrangements with California, Texas, Florida, and our contiguous states.

C&I: Elementary Education—Master's Degree\*\*

This would be a professional master's degree for elementary school teachers who are already certified. In other words, it would not lead to certification. It would enhance these teachers' teaching skills and would be attractive as a means of gaining expertise and enhancing salary.

Given the widespread and increasing interest in accountability and teacher evaluation based on pupil performance gains, we see merit in building this theme into the fabric of the degree. Topics to cover include: the collection and utilization of pupil performance data, the implementation of testing programs, and the examination of alternative accountability models, including value-added assessments.

C&I: New Media Literacies\*\*

This would develop into one of the emphasis areas within the C&I online master's degree program. There is a great deal of interest and excitement surrounding the role of new forms of media in teaching and learning, and teachers increasingly need to be knowledgeable about the new literacies and their role in school settings. While we see this degree being based in C&I, we recognize that there is relevant expertise within the Instructional Systems program in LPS that we hope to connect to the effort.

EPCSE: Special Education—MPS\*\*\*

We would like to provide a professional master's degree (MPS) in special education as an option for students pursuing one or more of our special education certificate programs. We see this degree being based around a core set of common courses that will connect to a base emphasis, an emphasis in ABA, and an emphasis in Autism. There may be additional areas of emphasis that can be added. Candidates for additional areas at the moment include supervision and reading.

EPS: General Educational Leadership—M.Ed.\*\*

We are interested in developing a general online educational leadership degree at the master's level. It would be an M.Ed. and it would be designed to have a general appeal. We see this as a degree

that would be based in EPS but recognize the need to include faculty expertise from elsewhere in the University as part of making the degree have general appeal. We see this as a logical first step toward building a professional doctorate degree in general educational leadership. We also see this degree involving a collaboration with Penn State Harrisburg, assuming PSU Harrisburg is willing to hire tenure line faculty in Educational Leadership.

EPS: Educational Leadership—iPrin\*\*\*

We currently offer a principal certificate program as a residential program. It can be taken in conjunction with a degree program. We aspire to offer an online version through the World Campus. The online version, as is the case for the residential version, would lead to certification in Pennsylvania as a school principal. We are interested in exploring reciprocity arrangements with California, Texas, Florida, and our contiguous states. We are also interested in building a collaboration with Penn State Harrisburg, assuming PSU Harrisburg is willing to hire tenure line faculty in Educational Leadership. Penn State Great Valley may also be involved and become a source of fixed term faculty members.

EPS: Educational Leadership—Superintendent Letter of Eligibility\*\*

This program would build logically on the iPrin online program and would offer an online credential for those aspiring to become school district superintendents. We would explore reciprocity arrangements with California, Texas, Florida, and our contiguous states. We also see this as a possible area of collaboration with Penn State Harrisburg, assuming PSU Harrisburg is willing to hire tenure line faculty in Educational Leadership. This is also an area where Penn State Great Valley may become involved and become a source of fixed term faculty members.

EPS: General Educational Leadership—D.Ed.\*

This degree would build logically on the professional master's degree in general educational leadership. We expect it to be a hybrid type of program. We also see potential for collaborating with Penn State Harrisburg, assuming PSU Harrisburg is willing to hire tenure line faculty in Educational Leadership.

LPS: Organizational Development—MPS\*\*\*

We look forward to the launch of this program and will make efforts to complete the curricular reviews in a timely fashion.

LPS: Corporate Training -- M.Ed.\*

Faculty members in LPS from all three program areas (Instructional Systems, Adult Education, and Workforce Education and Development) in addition to faculty members from the TDEV program at Penn State Harrisburg are interested in developing a master's degree in what they are calling "corporate training." This degree program, which is currently being conceptualized, is intended to help professionals who are interested in moving into the training, leadership, adult learning, and instructional design areas in the corporate sector. It would be a degree that is distinct from the MPS in Organizational Development. We are at an early stage in thinking about the nature and design of this degree, and we will keep World Campus personnel posted as plans develop.

**EPCSE: Childhood Abuse Prevention\*\***

We are interested in exploring the potential for creating a new professional development program for practicing teachers, counselors, school psychologists, and administrators that develops skills related to working effectively with students from diverse backgrounds who are vulnerable for various reasons including: gender and sexual orientation, disability, socioeconomic status, and child maltreatment (exposure to physical or sexual abuse). This could be a certificate or perhaps a degree program.

**Revised Programs**

**C&I: Children's Literature\*\*\***

We are interested in broadening the existing children's literature to include nonfiction and literature for young adults. We propose to call the new program with a new name: Children and Adolescent Literature.

**LPS: INSYS -- Educational Technology**

The INSYS faculty is working to re-design the traditional Educational Technology program in significant ways to strengthen its emphasis on the integration of technology into what instructors are trying to accomplish pedagogically. A focus on the integration of technology increasingly is becoming a signature for the entire College of Education at Penn State.

We are interested in exploring the potential for the current Educational Technology Program to evolve to reach out to a wider variety of populations to include K-12 in-service teachers, those interested in teaching and learning online as well as those interested in seeking a general Instructional Systems master's degree. As a means toward this end, we are interested in developing emphasis areas in a) Teaching and Learning Online and b) a general program we are calling "Designs for Learning" which is still in the early stages of development.

Teaching and Learning Online (TLO).\*\* There is interest within the College in creating a World Campus certificate (or perhaps a master's degree) for teaching and learning online (TLO). We are currently working with the INSYS faculty to develop an undergraduate minor in our residential program that will be aimed at pre-service K-12 teachers who wish to develop skills at teaching in online environments. We think this minor will be very popular among undergraduates in our teacher preparation program, and we are wondering if there might also be a significant market for a similar World Campus certificate (or degree) program that would include K-12 practicing teachers. Ideally, there would be connections between the residential undergraduate minor and the World Campus certificate (or degree), but for this to succeed, we will need to figure out how the budget would work since it is our understanding that significant restrictions exist on the mixing of World Campus and residential students. We are willing to work hard to see if a mutually beneficial solution can be identified.

Designs for Learning.\* INSYS faculty members are also interested in developing a master's degree emphasis area that would be focused on "designs for learning." This is an umbrella concept that includes elements such as social media in educational settings, education gaming, designs for interactive learning, workplace instructional design, and designs for learning in open-ended environments. This is a wide-ranging set of topics, and we are in conversation about how to define more precisely how these elements can be joined into a coherent program of study.

Our goal is to strengthen this area of our curriculum so that we are helping K-12 teachers and other instructors utilize technology more effectively in their practice. We believe that renaming the program from the current name (Educational Technology) will help to broaden its appeal and allow for new areas like TLO and "designs for learning" to emerge. We are open to suggestions about a new name and we look forward to exploring these ideas further.

EPS: Educational Leadership—Teacher Leadership\*\*\*

We will continue to develop and refine this program. This program involves collaboration with Penn State Harrisburg.

LPS: Adult Education\*\*\*

The Adult Education faculty members are excited about looking into new curriculum possibilities within the existing Adult Education master's degree. We see these including adult and continuing education, advising and retention, distance education, education in the workplace, and literacy. A faculty led team has come together to do a thorough search of competing programs to determine what new areas of emphasis there might be that will be well aligned with the interests of the existing faculty members as well as areas of expertise we plan to develop with hires in the future. Larry Boggess recently joined these efforts and is adding his expertise to the exploration. We look forward to learning more about the possibilities and recognize the need to be responsive to the market where we have seen a significant increase in competition.

Adult education also houses the Family Literacy Certificate. We would like to continue this program, as it serves a role for the Goodling Institute for Research in Family Literacy. We are currently holding discussions about ways to update and improve the program.