PENN STATE

COLLEGE of EDUCATION

Strategic Planning

2004-2005

through

2007-2008

February 2005

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COLLEGE *of* EDUCATION

I. INTRODUCTION

Context

The field of education has entered an exciting period where there are rapidly escalating expectations for the role research can and should play in the improvement of educational practice. The College of Education at Penn State is well positioned to make national and international contributions to this agenda given our emphasis on evidence based practice and the conduct of research that is focused on the problems of practice.

Our mission continues to be focused on deepening and extending knowledge about the formation and utilization of human capabilities. This is a broad mission that speaks simultaneously to questions of pedagogy at many age levels and in many settings, including the workplace, as well as to questions about how skills and capabilities can and should be harnessed to enhance economic and social well being.

Our strategic planning efforts have led to the identification of the following five fundamental commitments that we believe will serve the interests of the University and the College over the next three years:

1. The pursuit of excellence in teaching and advising for our students;

2. The conduct and utilization of rigorous research to improve professional practice;

3. The creation of a welcoming and supportive professional climate that fosters diversity;

4. The development of effective partnerships across disciplines as well as organizational units, both within and outside of Penn State; and

5. The bold use and evaluation of electronic technologies to enhance the quality of educational experiences.

Our strategic planning efforts have also shed new light on what unites us as a College. In our earlier strategic plan covering the years 2002-2003 through 2004-2005, we articulated our commitment to meeting the needs of at-risk learners and spoke in terms of seeing ourselves working to remove barriers that impede learners' progress. We conceived of these barriers quite broadly and included developmental limits, disabilities of various kinds, as well as social and economic hardships.

We retain this common interest in promoting access to educational opportunities by reducing barriers and now recognize that the rapid development of the cognitive sciences is yielding exciting new insights into what can be done to raise pupil achievement regardless of the barriers or obstacles that may be present. Computing and telecommunication technologies are also advancing and powerful new insights are being gained into the use of technology to improve both the quality of instruction and the ability of educators to monitor and respond to pupil performance. There is complementary progress to report in the ability of psychometricians to provide accurate and reliable measures of human capabilities with important implications for efforts by policy makers to hold educators accountable for pupil progress.

In light of these developments we are resolved as a College to continue working to reduce barriers so that **access** grows to educational opportunities and to make parallel efforts to enhance the **achievement** gains of all students. We will refer to this dual agenda as our commitment to **access** and **achievement**. Our interest in **access** and **achievement** is rooted in our belief that education plays a vitally important role in the pursuit of justice and democracy.

We continue to face a number of challenges as we seek to realize our full potential as an academic unit. These challenges include the fact that we comprise a remarkably wide range of disciplinary orientations, areas of interest, and philosophical orientations. Our Department of Curriculum and Instruction, for example, is a veritable microcosm of the entire university since it includes physical and biological scientists, mathematicians, humanists, and social scientists. While these different perspectives can pull us in different directions, what unites us is a common interest in pedagogy and its applications and we are proud of the progress we have made toward respecting our differences in pursuit of a common agenda.

Historically, we are also a unit that has placed emphasis on the teaching and outreach aspects of our mission. The more recent increase in emphasis on research is creating challenges as we seek to expand these new activities without diminishing our commitment to the quality of our instructional programs. Our work with the Children, Youth, and Families Consortium (CYFC) is helping to design proposals for large externally funded projects and we face challenges as we endeavor to staff the projects appropriately and find the necessary space.

Space is a particularly significant and growing challenge. As we enjoy greater success attracting externally funded projects, we are struggling to find the necessary space out of the College's existing allocation. We will be seeking additional space to support projects during the next three years.

We must also contend with what appears to be a narrowing of the type of research being funded by the Federal government. While the randomized controlled field trial approach that is being favored by the Bush Administration has many merits, it is not a suitable approach for all important research questions in the field of

education. We need to find ways to support scholars within the College whose work is meritorious but unlikely to be funded by the current administration.

We are also being challenged by external pressures on key constituency groups like the public K-12 schools. The landmark Federal No Child Left Behind legislation is beginning to have significant effects on practices in schools throughout the nation and some of the impacts are not beneficial for colleges of education like ours. For example, we are beginning to notice increases in the reluctance of teachers to accept pre-service teachers into their classrooms because of the increasing pressures for immediate results. The concern is that supervising an intern could distract the teacher from the immediate task of enhancing pupil performance.

Approach to Planning

We see strategic planning as an ongoing and iterative process and strive to make connections between the goals that are properly set at the Department and Program levels and the overarching commitments of the College. We are also mindful of the University's goals and have placed special emphasis in this planning cycle on making the College a more student-centered academic unit.

Each Department has been asked to prepare a statement describing its goals and work plans for the next three years (these statements are included as appendices to this document), and Departments have been encouraged to place emphasis on the implications of the latest research and insights in their respective fields for their respective operations. We have also begun to experiment with identifying what we are calling companion programs. Each Department has been asked to identify one or more companion program for comparative purposes. The criteria for identifying a companion program were deliberately left very broad. Departments were simply asked to identify units that they think are interesting in ways that could be instructive for planning purposes. The different Departments responded in different ways and in some cases identified companion units at the graduate program level. In other cases, the companion unit corresponds to the entire Department. We will be studying these companion units over the next three years and have confidence that useful insights will emerge. We also see this as a fluid process and there may be some changes in the identities of the companions as we learn more. For the moment, the following companion programs have been identified:

Counselor Education, Counseling Psychology and Rehabilitation Services	
Counselor Education	University of North Carolina-Greensboro University of Florida
Counseling Psychology	University of Wisconsin-Madison
Rehabilitation Services	Michigan State University

Curriculum and Instruction	
Curriculum & Instruction	Michigan State University Indiana University
Education Policy Studies	
American Indian Leadership Program	University of Oklahoma
College Student Affairs	University of Maryland
Comparative & International Education	UCLA
Educational Leadership	University of Wisconsin–Madison
Educational Theory and Policy	Stanford University
Higher Education	University of Michigan
Educational and School Psychology and Special Education	
Educational Psychology	University of Illinois University of Wisconsin–Madison
School Psychology	University of Wisconsin–Madison University of North Carolina University of California–Berkeley
Special Education	University of Pittsburgh Ohio State University
Learning and Performance Systems	
Adult Education	University of Georgia Northern Illinois University University of British Columbia University of Toronto
Instructional Systems	Florida State University Indiana University
Workforce Education and Development	University of Minnesota University of Georgia

We also used the planning process in collaboration with the College's Faculty Council as a vehicle for inviting resource persons from outside the University to advise us about emerging opportunities in four areas of the field of education. Two of these areas have been previously identified as priorities for us as a College — namely, Science, Technology, Engineering, and Mathematics (STEM) and Diversity and Multicultural Education. We hosted two speakers on the STEM topic during the fall of 2004 (Dr. Jere Confrey from Washington University and Dr. Rick Duschl from Rutgers University). There will be several additional visits on the STEM topic during the spring of 2005.

Dr. Joe White, Professor Emeritus from the University of California--Irvine, is a national authority on diversity and multicultural programming in counseling and has

visited us twice now. Dr. White gave a presentation to the College entitled "Urban Education: Enhancing Educational Achievement with Black Males" on September 20, 2004. He has proven to be a very valuable resource, particularly for our Counselor Education, Counseling Psychology, and Rehabilitation Services Department.

The two additional topics are more experimental and exploratory since they both represent relatively new ways of thinking for us. The first of these is an area that is coming to be known as the learning sciences. While there are differing interpretations of this term, the work tends to involve combinations of instructional design (with an emphasis on the use of innovative electronic technologies) and cognitive science. Dr. Barry Fishman from the University of Michigan will be joining us for a visit in January 2005 to help us learn more about the opportunities in this area of the field of education.

The second of the exploratory areas is the role of the arts in education. The College of Education has an increasing number of activities that relate to the arts and a growing number of faculty members are interested in infusing the arts into our professional preparation programs. The faculty in LLED have consistently worked to integrate the arts into courses by teaching with and through film, music, literature, and other art forms. The elementary education program requires two courses with specific emphasis on the arts: Music 241 and Art Ed 303. Beginning summer semester 2005, these courses will be linked with the Language and Literacy education block (LLED 400, 401, and 402) into a new "Arts & Literacy" block. Faculty teaching these courses meet regularly to discuss curricular possibilities as we work to develop a shared language and to integrate theories and projects across the five courses. One project in particular is very exciting: the development of a musical theater production that will be performed for children. Elsewhere in the College, Dr. Roger Shouse has incorporated visual arts, in the form of popular film, into his courses as a means of promoting student understanding of situations and concepts in organizational and interpersonal leadership. He is currently teaching an EDLDR 597 course entitled "Leadership in Popular Film." An EDLDR graduate student, Joe Polizzi, is building a partnership/bridge between the American Film Institute Screen Education Professional Development Program for teachers, Penn State University and the State College Area School District. The Pennsylvania School Study Council has an annual summer lecture on the arts in education, featuring such eminent experts as Dr. Eliot Eisner. And Dr. Mindy Kornhaber is involved in a research project that is exploring whether testing drives out the arts, as would be hypothesized under testing policy theory.

We also have been in conversation with colleagues in the College of Arts and Architecture and there appears to be interest in A&A in building a partnership in this area. Our exploration included hosting Dr. Steve Seidel from the Harvard Graduate School of Education, who is a national authority on arts initiatives in education. Dr. Seidel's visit was quite instructive and he met with faculty and administrators from both Colleges. We are at an early stage in exploring these possibilities at Penn State, but it is clear that this is an important aspect of the field of education, and that there is

faculty interest within both the College of Education and the College of Arts and Architecture.

Overview the Plan

Now that we have set the context for our plan and described our approach to planning, we turn to a report on selected initiatives that emerged out of our previous strategic plan. This description of our past accomplishments is followed by a review of various types of data that provide insights into various aspects of the College and how it is evolving. In particular, we review workload data, climate survey data, in addition to enrollment trend data.

In the next section of the plan, we lay out our goals for the next three years and have organized them around the five fundamental commitments that we identified above. Our discussion about goals includes information about the strategies we plan to employ along with our plans for measuring progress.

The plan closes with an update on our continuing efforts to recycle resources within the College.

II. Progress Report and Self Assessment

Progress at Implementing the Plan for 2002-2003 through 2004-2005

We have found it useful to review our previous strategic plan and assess the progress we made toward reaching the several goals we identified. What follows is an abbreviated list of some recent key accomplishments. We have organized this list around the five fundamental commitments that we have identified in this plan. Although a number of our accomplishments could be listed under more than one of these headings, we have elected to list each item just once under the heading that seems most appropriate.

The Pursuit of Excellence in Teaching and Advising for our Students

Undergraduate Programs

- Reduced the number of required credits in several of our teacher education programs (Elementary and Kindergarten Education from 130 to 123 credits; the four Secondary Education Science Teaching Options from 138, 132, 127, and 127 credits to, respectively, 128, 124, 122, and 124 credits; the Secondary Education Social Studies Option from 129 to 125; and the Special Education Option from 125 to 123);

- Entered into partnership agreements with other Penn State Colleges and Campuses for teacher education and other initiatives (including Altoona and Berks-Lehigh along with an on-going effort involving Abington and Great Valley);

- Shifted toward strengthening the subject matter expertise of those who supervise student teachers;

- Reduced the degree to which we depend on novice graduate students to teach upper division courses in our teacher education program;

- Refined the Professional Development School model to the point where it won two national awards and was named the best school-university partnership in the nation by the Holmes Group;

- Created a new major in World Languages in collaboration with the College of the Liberal Arts; and

- Created an English as a Second Language Certification program, again in collaboration with the College of the Liberal Arts.

Graduate Programs

- Developed a new College Student Affairs masters degree program that draws upon faculty members from Counselor Education and Higher Education and operates in collaboration with the University's Office of Student Affairs;

- Merged the Curriculum and Supervision emphasis area within Curriculum and Instruction with the Educational Administration Program within Education Policy Studies into a new Educational Leadership Program that is attracting national attention as a model for the field;

- Achieved accreditation from the Council on Accreditation of Counseling and Related Education Programs (CACREP) for the Counselor Education graduate program (Penn State previously was unaccredited in this area);

- Created a new Ph.D. degree in Counselor Education;

- Created a new Ph.D. degree in Adult Education;

- Strengthened and redesigned the Comparative and International Education (CIED) Dual Title Degree Program and witnessed growth in the number of students and faculty members who are participating;

- Established a new masters degree program on the World Campus in the area of teacher leadership; and

- Created a new Children's Literature Certificate program on the World Campus.

The Conduct and Utilization of Rigorous Research to Improve Professional Practice

- Strengthened the infrastructure for grant support, in cooperation with the Vice President for Research, and placed special emphasis on increasing post-award services;

- Participated actively in CYFC initiatives and have now made three joint appointments with CYFC with one search pending;

- Actively pursued CYFC Level I and Level II grant funding with a total of 20 grants currently in place that involve College of Education faculty members;

- Maintained funding for the College's Research Initiative Grant (RIG) program that involves 20 faculty members whose projects have been funded thanks to this program;

- Expanded our Washington visit program that is designed to help faculty members learn more about funding agencies and grant opportunities in the Federal Government;

- Completed the renovation of project space in Rackley Building with the understanding that this space is available to all faculty members in the College to support sponsored projects; and

- Maintained support for the Social Science Research Institute, in collaboration with the Colleges of Agriculture, the Liberal Arts, and Health and Human Development.

The Creation of a Welcoming and Supportive Professional Climate that Fosters Diversity

The College of Education is deeply committed to the creation of a welcoming and supportive professional climate that fosters diversity and we construe the term "diversity" quite broadly. We describe our progress and plans with respect to our diversity goals in two documents that should be viewed as companion planning documents to this Strategic Plan. These documents are prominently displayed on the College's home page at (http://www.ed.psu.edu) and are available in hard copy from the Dean's Office.

Here we provide an abbreviated list of our accomplishments and encourage readers to visit the companion documents for a more detailed accounting.

- Created a standing Diversity and Community Enhancement Committee for the College;

- Continued to develop and strengthen the Penn State Educational Partnership Program (PEPP) and the Summer College Opportunity Program in Education (SCOPE) where the numbers of students served are increasing and where there are encouraging measures of success like successful persistence into higher education;

- Developed an innovative professional development program using the theater arts for faculty and staff;

- Welcomed and embraced the Humphrey Fellows Program into the College and have worked to make connections between the Humphrey Fellows (who come from all around the globe) to programs of interest within as well as outside the College of Education;

- Established partnership and exchange agreements with Xavier University, an Historically Black University in New Orleans, and the Mayaguez campus of the University of Puerto Rico, an Hispanic Serving Institution.

- Agreed to serve as the academic host for the Pow-Wow program that is co-sponsored by the American Indian Leadership Program which is housed in the College of Education;

- Added courses dealing explicitly with diversity issues to our curriculum; and

- Developed the Lifelink program in collaboration with the State College Area School District that provides students in the district with special needs between the ages of 18 and 21 with appropriate collegiate experiences.

The Development of Effective Partnerships across Disciplines as well as Organizational Units, both within and outside of Penn State

- Established the new Center for Science and the Schools (CSATS), with funding from the University, to strengthen connections between Penn State research scientists and science teachers in the field;

- Strengthened the presence of the College in the lives of our recent graduates by developing a web based environment that is designed to be helpful for first-year teachers (Ed Lion);

- Developed innovative continuing education programs in Applied Behavior Analysis (ABA) and Autism along with a new initiative aimed at improving Reading Instruction in Special Education (RISE);

- Established a new workforce development initiative for the Commonwealth of Pennsylvania in collaboration with University Outreach; and

- Strengthened collaborations with the College of Education Alumni Society, including the Alumni Student Teacher Networks and the Society's annual Book Drive.

The Bold Use and Evaluation of Electronic Technologies to Enhance the Quality of Educational Experiences

- Expanded the use of technology in the secondary mathematics teacher education program to make the student teaching experience better aligned with previous preparation;

- Supplied student teacher supervisors with modern laptop computers to improve communications and to achieve better alignment between the program at University Park and the field;

- Began to implement a plan for regularly updating technology within the demonstration classrooms that are an integral part of our teacher preparation program;

- Moved aggressively toward the use of electronic publications and replaced print publications like Bridges with an electronic counterpart (E-Bridges);

- Established a new internal Web site for faculty and staff in the College that is tailored to provide news and information for faculty and staff in the College;

- Made increasing use of Angel web sites as a means of streamlining faculty and staff committee work, including reviews of sabbatical proposals and the selection of faculty for various honors (e.g., the Distinguished Professor designation and the Hermanowicz Professorship); and

- Evaluated and implemented a remote diagnostic and support system for College-owned computers that allows our support people to view, control, and service faculty and staff computers remotely, saving time formerly required to move to and from the problem site and improving response time.

Additional information about any of the items listed above is available from the Dean's Office in the College.

Self Assessment

The College has participated in a series of climate surveys in the recent past. These include a diversity oriented climate survey that was conducted by our Diversity and Community Enhancement Committee, the Faculty and Staff survey that was conducted by the Office of Human Resources, and the Student survey that was conducted by the Office of Student Affairs. In addition, the Dean meets regularly with the Student Advisory Forum which is a representative group of graduate as well as undergraduate students. One of the purposes of the Forum is to discuss matters of concern to students.

The survey results as well as the comments coming from the Student Advisory Forum suggest that the College generally compares favorably with aggregates for the University as a whole. Nevertheless, there are a number of areas where concerns surface and these include instances where people feel that their voice is not being heard or where it is difficult to gain access to the relevant person with the needed expertise. We are taking steps as part of our Diversity Plan to provide more avenues through which faculty, staff, and students can raise questions in ways that lead to effective responses. We anticipate setting up focus groups of various kinds to gain a better sense of how perceptions are evolving in the College and what is being done when particular concerns surface.

The College is also attentive to the various performance indicators that are maintained within the University. In particular, we track enrollment as well as student credit hour data along with various measures of staff and faculty workloads. In general, undergraduate enrollments within the University Park portion of the College have been relatively stable in recent years and we are not able to accommodate all of the Penn State students who wish to enter a teacher education major. We also have been succeeding at attracting students with stronger academic records into the College.

Enrollments in Education on the campuses have been declining and we believe this is partly related to the rising academic requirements being imposed by Pennsylvania for teaching certificates and growth in the availability of more generic behavioral science baccalaureate programs at the campuses.

For the future, we are mindful of the more than 90 different teacher education programs in Pennsylvania with whom we compete for students. As Penn State's tuition continues to rise, we need to be able to make the case that the quality of our program warrants the additional cost.

As part of this effort, we have appointed an enrollment task force, in keeping with the suggestion all Colleges received from the Vice Provost for Enrollment

Management, and this task force is monitoring enrollment trends and taking steps to recruit and retain students. We are, however, in a somewhat anomalous position with respect to enrollments since we are either at or beyond capacity with respect to the numbers of students we can serve in our teacher education majors. We realize we cannot be complacent about these enrollments and that we need to make improvements in our ability to attract and retain the best possible students, particularly those with financial need.

Graduate enrollments in the College have also been relatively stable. The declines we are beginning to experience, particularly in the numbers of international students, are modest at this point compared to some other graduate programs at Penn State, but we are making aggressive efforts to gain visibility for our graduate programs. We are redesigning our print as well as our electronic information materials and have taken steps like advertising in prominent places like the *Chronicle of Higher Education*. We are also working closely with the Graduate School to monitor the performance indicators of our graduate programs. During 2005-2006, we will have the opportunity to conduct an external review of our Adult Education graduate program.

Student credit hours and faculty workload indicators demonstrate the contributions the College of Education makes to the instructional program of the University. We are maintaining our contribution of student credit hours even as we increase the faculty's involvement in our on-line and distance education programs. There has been some shift in the faculty's effort toward sponsored research and away from instruction, but we continue to be heavily committed to teaching and advising and many faculty members teach overloads because of their dedication and commitment to their students.

III. Goals and Strategies for the Next Three Years

The Pursuit of Excellence in Teaching and Advising for our Students

Undergraduate Programs

- Increase the diversity of the sites used for clinical experiences in professional preparation programs

    While we have made progress toward broadening the range of our student teaching sites, we need to establish opportunities in a wider range of sites, particularly in urban areas of the Commonwealth. We are hopeful that the on-going efforts in collaboration with the Abington and Great Valley campuses will strengthen our teacher preparation position within the Philadelphia region. We are also mindful of the chilling effect we mentioned earlier of the No Child Left Behind

legislation on the willingness of school districts to accept placements of students. Nevertheless, we need to continue working on this goal and our success can be measured by the range of sites we establish and the numbers of students who participate in the programs.

It is worth noting that this is an area in need of improvement that was identified by our external National Council for Accreditation of Teacher Education (NCATE) accreditation team. The NCATE team also noted and expressed concern about the low incidence of K-12 teachers of color in the Commonwealth of Pennsylvania. The team's observation speaks to the magnitude of the challenge we face as we endeavor to make progress toward meeting this goal.

- Refine the curriculum to better prepare students to meet the needs of the increasingly diverse educational settings they will encounter as educational professionals

  We will be pursuing this goal as part of our effort to come into compliance with the recent Faculty Senate legislation regarding the US and IL course designations. We have made some progress toward enriching the curriculum in this way and will continue to a) infuse diversity and multicultural materials where appropriate into the curricula of existing courses and b) introduce new courses where diversity and multicultural issues are the primary focus. The Diversity and Community Enhancement Committee in the College has also assigned curriculum development as one of its highest priorities.

  While we are committed to strengthening this aspect of the curriculum, we are mindful of great pressures in teacher education these days to strengthen additional areas of the curriculum, including content knowledge and the ability to respond to special needs learners. At the same time, we have been striving to reduce the number of credits required for graduation and certification. The key to resolving the resulting dilemma is to take full advantage of whatever complementarities that can exist across these different areas of the curriculum.

- Increase scholarship support for students

  The recent increases in Penn State's tuition have created new financial stresses for students in the College of Education. We are also mindful of the fact that we compete with more than 90 teacher preparation programs in Pennsylvania alone that in many cases can offer much more attractive financial terms. It is critically important for us to increase scholarship support for our students.

The College has been succeeding at attracting students with increasingly strong academic records, and we are committed to populating the field of teaching with highly capable individuals. Toward this end, we will continue to cooperate with the Schreyer Honors College to provide jointly funded scholarships that are designed to attract the most academically talented students who have expressed an interest in one of our majors. We are also mindful of how widespread financial need is within the College's student population.

We have assigned scholarship support a high priority within our Investing in People fund raising efforts and we are particularly committed to persuading donors to contribute to Trustee Scholarships.

We are also mindful of the need to make timely and strategic scholarship awards. During the past few years, we have made significant improvements in our scholarship awarding process and we are now making the awards much earlier than was previously the case. We will continue to review and refine this process since improvements here amount to making better use of resources that are already entrusted to our care.

- Provide increased levels of academic support

  Our office of Multicultural Student Services is already providing tutoring and other kinds of support for students and we will seek to expand these offerings during the next three years. We take the view that if we offer admission to the College, we do so because we believe the student can be successful with our program and that we have an obligation in partnership with the student to make this success a reality.

- Improve the quality of advising

  Undergraduate advising in the College of Education is a highly complex and demanding endeavor given all of the various requirements that need to be met for graduation and certification. While we are proud of the advising services that we offer, we are conscious of the fact that climate surveys and focus group results suggest that instances occur where information is not always timely and accurate. We will be reviewing and refining the delivery of our advising services during the next three years.

- Foster the ability of students to secure dual certification

  Dual certification is a good vehicle for enhancing our students' attractiveness to prospective employers and popular combinations include Elementary Education with Early Childhood Education and

English as a Second Language. While a number of our students already pursue dual certification (28 in 2003-2004), it would be desirable to increase these numbers and we will take steps to encourage this interest and to remove impediments.

The dual certification topic is also related to a largely unresolved question about the interface between the preparation of special education and other kinds of teachers. Special education has grown up as a specialized area within the field and the traditional practice is to build a sharp credential division between the special education specialists and others. We can see elements of this division within colleges of education as well as within K-12 schooling systems.

Questions are being raised about the wisdom of building such sharp divisions into the field, and these questions are being prompted in part by the growing interest in mainstreaming special needs students into regular classrooms and the new expectation coming from the No Child Left Behind legislation for special education teachers to develop demonstrable mastery of subject matter content.

We will be addressing this issue during the next three years in part by exploring the potential for dual certification possibilities between special education and other areas of the field. The Department of Educational and School Psychology and Special Education will also be considering the possible creation of a minor in special education which would be available to all of our teacher certification candidates.

In general, this is not an easy agenda to pursue since there are numerous state and federal regulations that apply as well as some strong feelings on all sides of the issue.

- Address enrollment management issues

    As we reported in our self assessment, student demand remains high for our teacher preparation programs and we continue to struggle to accommodate the interests of all qualified Penn State students who wish to enter these majors. The one major where we have experienced declines is in our rehabilitation services undergraduate program. The program remains strong and students within the major report great satisfaction with the program and the career opportunities it leads to, but we have not yet succeeded at reversing this decline. Rehabilitation faculty members have met with various campus representatives to recruit potential students including meetings with Career Services, Center for Adult Learner Services, and Division of Undergraduate Studies. None of these efforts have resulted in any appreciable increase, however. During the next three years, we will need to develop a

stronger, more effective marketing strategy that is attractive to students interested in human services. The primary problem, it seems, is that students simply do not know about this major.

Graduate Programs

- Develop a masters degree in educational technology

  We are well underway in our efforts to develop a new World Campus masters degree that will be focused on technology and its application to educational settings. This program will be based in our Instructional Systems Program within our Learning and Performance Systems Department and will complement the existing Educational Technology Certificate program and the related Technology Integration Certificate for K-12 Educators for Tomorrow (TICKET) continuing education program.

- Develop a masters degree in Curriculum and Instruction with a science education emphasis in the Philadelphia region

  This is an on-going collaborative effort with the Great Valley and Abington campuses with the further hope of involving the Delaware County campus at some point in the future. The idea is to develop a teacher certification program that will be attractive to individuals with a strong content background and/or who are interested in making a change in their careers. Great Valley receives numerous inquiries from engineers and others who are interested in entering the teaching field and we are trying to find a way to be responsive to this clientele. Great Valley has proposed and has had approved (with the cooperation of the College of Education) a new emphasis area for the masters degree in Curriculum and Instruction that we offer at Great Valley. We have chosen science because it is a chronic area of shortage for the Commonwealth and because of the results of a market survey that was conducted. We are currently cooperating with Great Valley and Abington in the search for a new science educator who would be added to the faculty at both campuses.

- Create a blended Principal Certificate Program

  We are working in collaboration with the Commonwealth College (Beaver Campus), Penn State Harrisburg, and Penn State Great Valley to develop a new blended principal certification program. The program will combine on-line courses with opportunities to come together as a cohort to deal with aspects of certification requirements that do not lend themselves to distance education. This program, once it is in place, will solve a longstanding problem for Penn State and the

Commonwealth since we have been receiving inquiries for years about offering certification programs for aspiring principals from around the Commonwealth. We have been reluctant in the past to allow a proliferation of programs like this given the challenge of maintaining consistency and quality. With the advent of the World Campus and the gains in on-line learning capabilities, we feel the time may be right to build a comprehensive program that will meet the needs of aspiring principals throughout Pennsylvania.

- Create a new graduate option in Curriculum and Instruction with the merger of Social Studies Education and Language and Literacy Education

    The faculties in Social Studies Education and Language and Literacy Education have discussed the merging of the two graduate programs into a new area entitled Language, Culture and Society. The merger would create a larger critical mass of graduate students for classes and lead to more innovative offerings, team taught graduate seminars and greater flexibility in offerings and staffing. Both areas would retain their course prefixes but each program would be modified to allow/require students to take graduate courses in each of the areas.

- Identify new sources of support for graduate students

    One of the College's greatest challenges surrounds the limited amount of support we are able to offer graduate students. We operate on of the largest graduate programs at Penn State, but fall far short of providing sufficient funds in the form of graduate assistantships and fellowships. We encourage faculty members to write graduate student support into grants wherever this is feasible and we have assigned graduate student support a very high priority in our Investing in People development efforts.

- Introduce an EDEXT course mnemonic for continuing education

    Faculty members in the College appropriately engage in scholarship that extends the boundaries of professional practice and create innovative ways to improve teaching and learning. We count on them to develop and test the theories and techniques that will be tomorrow's mainstream. As the champions of these emerging perspectives, our faculty members are justifiably reluctant to invest their time, energy, and even their programs' reputations in activities that are not at the field's cutting edge.

    But Penn State also has an important service mission, and thousands of practicing educators would benefit by receiving academic programs that bring them up to date with respect to existing knowledge. To meet this need while preserving the progressive reputations our academic

programs have earned, we plan to create a new "EDEXT" prefix to identify courses designed as "education extension" courses. In partnership with Outreach, we will investigate creating a Center for Outreach Excellence at Penn State that will facilitate the delivery of courses that are designed to keep practicing professionals conversant with the latest developments in their respective fields. EDEXT courses will be taught by specialists who are particularly knowledgeable about the world of practice.

- Develop a program for Special Education Teachers in Mathematics

  We have had good results with our recently developed Reading Instruction for Special Education (RISE) program that strengthens practicing special education teachers' abilities to improve their students' reading performance. We envision a similar program in mathematics and see these efforts as our response to the demands coming from the No Child Left Behind legislation's requirement that special education teachers develop greater content skills.

The Conduct and Utilization of Rigorous Research to Improve Professional Practice

- Create a thematically organized Research Initiative with the help of CYFC

  We are in conversation with the CYFC about the creation of a new research initiative. The purpose of the initiative is to build the capacity for large field-oriented project research within the College of Education and we anticipate that it will have three features: (1) It will be thematic and the themes will be chosen carefully to match existing and emerging interests within the faculty and areas of interest for Federal and other funding sources; (2) It will be cross-cutting and interdisciplinary and the goal will be to assemble teams that draw faculty members from several parts of the University; and (3) It will be organized with decentralized leadership. A team will only be established if a faculty member can be identified who agrees to provide leadership. We expect to create a faculty advisory committee to guide the initiative and this committee will be populated with faculty members who have dealt first hand with the complexities of large, field-oriented projects.

  Several possible themes have emerged from the conversations to date about this initiative and these are listed below. These themes as well as others will be explored further as plans for this initiative develop.

  School Safety and Security

  There is growing interest in bullying, violence, drug abuse, and other behaviors that threaten school safety and security. This is

also an area that lends itself nicely to multidisciplinary approaches and there are faculty members in several parts of Penn State with related interests. Connections can also be made between school security and the growing Federal and State interest in homeland security.

<u>Reading and Cognition</u>

Reading and cognition research is emerging as a high and continuing priority for the Federal Government. There have been several recent high profile reviews of the work done to date and there is a growing belief that knowledge is accumulating thanks to this research that will translate into significant learning gains for pupils of all ages. Penn State is in a good position to increase its contribution to this growing research effort, and there are faculty members with related interests in many units within the University. In addition to research focused on cognitive processes, there is an important research agenda that will be focused on implementation issues. This work is also well positioned to complement Penn State's growing involvement in school readiness research.

<u>The Integration into Society of Special Needs Learners</u>

While great progress has been made at developing protocols for responding to special needs learners, there remain great challenges in finding ways to integrate these learners effectively into school settings as well as the workplace. The pending reauthorizations of Federal legislation for special education as well as for vocational education are likely to stimulate interest in new research on these integration issues. Schools throughout the nation are searching for ways to integrate special needs students into the mainstream and parallel challenges surface as these students mature and seek to become productive members of society. There are numerous faculty members at Penn State with interests in these areas and many of them are located in the College of Education.

- Develop a 1-to-1 computing initiative in collaboration with Apple

Technologies have a great deal to offer in the classroom, but that potential is very difficult to realize until every teacher has access to his or her own powerful computer, twenty-four hours a day, at home and at school. For example, because the teachers we prepare in our award winning Professional Development School (PDS) do not have their own portable computers, we have been forced to rely on the technologies

supplied by our partner school district. As a result, the faculty leading the PDS informed us that they have "hit a wall." The current level of technology access is preventing our teachers-in-training from implementing their ideas in the classroom, and it is preventing our professors from expanding their vision of what might be done.

For this reason we plan to develop a partnership with Apple Computer that will result in the creation of a "1-to-1 environment," in which the approximately 70 pre-service teachers involved in the PDS will be provided a powerful laptop computer for their use both at school and at home. Following the success of this program at the PDS, we intend to expand 1-to-1 computing to all of the teachers we prepare, so that our teachers graduate with extensive skills and experience applying technologies in the classroom, and will "hit the ground running."

- Support the Educational System Design (ESD) Project

    Today's educational system was created decades ago, when we knew much less about how people learn and before the existence of the technologies that have transformed life outside of school. Penn State's College of Education will lead "The Educational System Design Project," a national collaboration involving numerous professional associations, government agencies, developers of educational materials, school districts, and funding agencies, to create a new approach to education. This ten-year effort will cause these important partners to think together to design a system of education that engages students in active learning on subjects identified as important that have not yet been mastered, resulting in a whole new approach with the potential to dramatically improve student learning. Additional information about the ESD Project can be found at: http://esdproject.org

The Creation of a Welcoming and Supportive Professional Climate that Fosters Diversity

- Develop climate committees at the department level

    The College level Diversity and Community Enhancement Committee has made impressive contributions to the College, and Departments within the College have been responding in different ways to the challenge of addressing climate issues at the Department and Program levels. The Counselor Education, Counseling Psychology, and Rehabilitation Services Department formally established a Department-level climate committee and the results have been positive. The remaining Departments in the College are being encouraged to establish a committee or some similar structure that is responsive to their unique needs.

- Improve mentoring and professional development opportunities

    While we provide a mentoring program for all tenure line faculty members, the level of intensity and the suitability of the matches vary significantly. We have moved away from assigning mentors, recognizing that a productive mentoring relationship needs to be mutually satisfying, and we are conscious of the fact that mentoring skills need to be developed. The Faculty Council in the College has also taken an interest in improving our mentoring efforts and the Council will play a key role in developing a response.

    We also recognize the importance of providing professional development opportunities for all staff and faculty in the College. We will continue to work in collaboration with the Office of Human Resources as well as other groups to provide professional development opportunities throughout the College.

    We experimented during 2003-2004 with the use of the theater-arts in a professional development program that was designed to increase awareness of and sensitivity to diversity issues. The experience was positive, and we plan to refine the approach and develop a follow-up program in the near future.

    Mentoring and professional development for graduate students is highly decentralized within the College. We make concerted efforts to provide support for graduate students to travel to professional meetings because we recognize the importance of early career networking opportunities. In addition, there are numerous colloquia and brown-bag sessions that are organized for or by graduate students in the College and there is a need for greater visibility of these efforts. Our new internal web page could be helpful to us in our efforts to make these programs more visible within the College.

- Infuse the Humphrey Fellows Program into the College and University

    We have been very pleased by the opportunity to work more closely with the University's Humphrey Fellows and feel that the transition into the College of Education has gone well. We wish to take further steps to infuse the Program into the College and University and propose to do so by relocating the offices of the Humphrey Fellows from the current downtown State College location to space within the College on campus. Several plans have been developed and we hope to make this move before the close of the next planning period.

- Strengthen partnerships with HBCUs and HSIs

We have enjoyed success with the partnerships that we have established and we will be looking for opportunities to expand these efforts. The experiences within Curriculum and Instruction and Counselor Education, Counseling Psychology, and Rehabilitation Services should be instructive as we make efforts to expand the programs into other areas of the College.

The Development of Effective Partnerships across Disciplines as well as Organizational Units, both within and outside of Penn State

Exciting new opportunities are emerging for the College of Education as pressures mount for teachers and other educational professionals to enhance, update, and focus their skills. The No Child Left Behind legislation and corresponding Pennsylvania laws (in particular, PA. Code 022. Chapter 403, of June 27, 2003 and the November 5, 2004 Guidelines and Procedures For Meeting Pennsylvania's Highly Qualified Teacher Requirements Through the Bridge Certificate Program) are raising continuing education standards for Pennsylvania educators and the College of Education will be working to meet these needs. Each of these endeavors involves a partnership and we will be building on the already positive relationships we have established with the Pennsylvania Department of Education and related State and Federal agencies.

One of the challenges we face in this arena is the tuition we need to charge for our services. There are numerous lower cost providers in the field, but we are confident that efforts on our part to curtail costs and to develop well conceived programs that meet genuine and specific needs will allow us to compete very effectively in these markets. We will be working during the next three years to find creative ways, in cooperation with University Outreach, to make it financially possible for teachers and other professionals in the field to participate actively in our professional development offerings.

What follows is an annotated list of the key initiatives that we plan to undertake during the next three years.

- Continue to strengthen the new Center for Science and the Schools

  The new Center for Science and the Schools (CSATS) is designed to link STEM units at Penn State with the K-12 schools throughout Pennsylvania. The Center has an ambitious agenda and is working in a politically charged arena where the Commonwealth is in the process of articulating its science standards. It will be critically important during the next three years to keep lines of communication open and to build true partnerships within as well as between the University and the schools.

- Build parallel partnership efforts in other content areas

   President Spanier identified "increased K–12 educational partnerships" as one of the 8 areas of special investment in his address to the Faculty Senate in March 2004. Our initial response to this challenge was to develop a proposal for the Center for Science and the Schools, but we are mindful of the numerous other content areas that would benefit significantly from stronger University/School partnerships. We will be developing plans for Centers that have the potential to work in tandem with CSATS and thereby achieve a level of partnership that will have significant power for improving education throughout Pennsylvania.

- Expand the Professional Development School (PDS) Model

   We have enjoyed outstanding success with the PDS partnership that was built by the State College Area School District and faculty members from the College of Education. As we mentioned earlier, the PDS model has won two national awards and was named the best school-university partnership in the nation by the Holmes group. We are interested in seeing how replicable our PDS model is and toward that end we have been exploring ways to export the model to urban and rural settings. We have a proposal pending with the Carnegie Corporation of New York to study the effectiveness of the model and we hope to interest the Pennsylvania Department of Education in helping to fund the extension of the model.

- Revitalize the American Center for the Study of Distance Education

   We have been working with the World Campus to provide short-term funding for the reconstituted American Center. We see this as a very promising area of growth for the College and expect to attract significant levels of external funding. We are in the process of identifying faculty members in the College as well as outside the College with interests in the pedagogy of distance education and hope to see this Center grow substantially during the next three years.

- Maintain the College's leadership in family literacy

   We are facing a major retirement in the family literacy area as Dr. Eunice Askov has indicated her intention to retire on June 30, 2005. We have launched an open-rank search for her successor and will need to be attentive to maintaining the College's leadership role in this area of our program. Family literacy fits well with our mission since it speaks to teaching and learning issues at multiple age levels. Family literacy is also an area that connects a variety of service providers in the Commonwealth, including the schools and the local literacy councils.

We have succeeded at expanding the activities of both the Institute for the Study of Adult Literacy and the Goodling Institute for Research on Family Literacy, and we need to maintain this positive momentum.

The Bold Use and Evaluation of Electronic Technologies to Enhance the Quality of Educational Experiences

Leadership is needed as today's powerful technologies enhance access to learning resources, change the roles of teacher and student, and transform education. Penn State's College of Education is already acknowledged for its pioneering in this area and is well positioned to provide this leadership.

One of our goals is to earn national recognition as the leader in the use of technology to prepare the next generation of school professionals, including teachers, administrators, counselors, and others. We are already close to having this kind of reputation, but we are resolved in the next three years to make this recognition more definitive.

Our goals over the next three years include:

- Becoming the nation's leader in the application of technology to preparation

  We see ourselves pursuing this goal by:

  - leveraging the College's investments in infrastructure (Angel, networks, support, professional development, etc.);

  - creating synergy among the College's pioneers in the educational uses of technology (Mathematics Education, Science Education, Language and Literacy Education, Special Education, Instructional Systems, and Educational Leadership);

  - developing strategic partnerships with manufacturers of technologies that are transforming education;

  - enhancing the level of technology-related support provided to faculty members in the College; and

  - developing mechanisms that ensure that the technologies our students and faculty need are available to them.

- Fully funding the life cycle costs of technology

  We have made some progress toward setting aside funds to make regular upgrades in the technology we provide in support of our

programs. In particular, we upgraded the social studies demonstration classroom and we will be continuing this effort in 2004-2005 with an upgrade of the science education facility. In addition, we have strengthened the technological capabilities of our student teachers in the field by providing state-of-the-art wireless lap top computing capabilities for our mathematics education student teachers in the Pittsburgh region and by equipping all of our Student Teacher Supervisors with new lap top computers (during the 2004-2005 school year).

- Strengthening the technological sophistication of our student teacher supervisors

  We seek to build upon the progress we made earlier this year when state of the art laptop computers were provided for our student teacher supervisors. In particular, we hope to reach the point where our supervisors can communicate with their students using the latest wireless technology and see this as a productive means of providing support for our students at a particularly tender point in their development as teachers.

- Providing more effective technology support throughout the College

  Leadership in the area of educational technology will require a first-rate support system, to ensure that faculty members and students are not plagued by technical problems. Because we understand that adding support staff is not a likely option at this time, we intend to use technologies well to gain advantage. We will extend our use of remote diagnostic and support software. We will also extend the knowledge and skill levels of our personnel through online educational opportunities and other forms of professional development, and, to reduce staff turnover, we will develop a working climate that makes the College a more attractive place to work than competing options.

- Developing a comprehensive data collection and assessment system

  We must also strengthen our capacity to demonstrate the effectiveness of those who complete professional preparation programs with us. National accreditation in the field of education is increasingly oriented around measures of outcomes rather than the more customary focus on inputs. This shift poses a major challenge for all universities with professional preparation programs since it is difficult to track graduates and to isolate the impact of their preparation programs on indicators of success. We will be working during the next three years to develop a comprehensive data base that will improve our ability to demonstrate our graduates' successes as professionals in the field.

IV. Internal Recycling

Past Recycling

Faculty positions that become vacant in the College of Education continue to revert to the Dean's office for redesign and possible reallocation across the Departments. This policy provides major opportunities to make shifts in emphasis within the College. Even when a position remains in a given area, we take care to align the responsibilities for the position with emerging opportunities in the field. In particular, we have been strengthening the research orientation of all of our new tenure line hires.

We used the past planning period as an opportunity to review staff assistant allocations across all units within the College. We made adjustments in response to equity as well as efficiency concerns and some of these changes will be phased into operation during the next planning period.

During the past planning period, there were several State imposed mid-year budget reductions and some recycling to the central university. In these cases, the burdens were shared between the College and the Departments, with the College absorbing the largest shares of the cuts.

In building the initial operating budget for 2002-2003, we pooled all permanent non-standing academic funding (11b dollars) at the College level for a total of $298,479. These funds are re-allocated to departments through the annual budget process and this approach allows more flexibility and efficiency in meeting changing needs. Also, in 2003-2004, this pool was reduced by $134,163 to help cover the State's permanent budget reduction to the University's central budget.

Departments have also been informed that the College will be gradually reducing allocations of temporary dollars into the Departments' budgets and that new revenue streams from research, outreach, and other sources such as the summer session need to be identified to make up the difference. We are making this change to help clarify the difference between temporary and permanent budget allocations. In a number of instances, recurring temporary allocations had begun to function like permanent parts of some Departments' budgets. Our goal is to reach a point where temporary allocations from the College to the Departments are indeed temporary and earmarked for specific initiatives for specific periods of time. Ideally, we would like the temporary allocations to serve as seed dollars that stimulate the generation of support from other sources.

We have also been attentive to realizing cost savings during the past planning period. In particular, we reorganized our early field experience so that our students

are spending less time driving in vans to distant sites. We estimate the associated savings at more than $30,000, just in terms of charges for van use and fuel. We also redesigned our Alumni Society election process so that we no longer have to mail a paper ballot to all alumni. This change alone is saving us approximately $5,000 per year. We have also made significant reductions in our use of paper publications. Our Bridges and Connections publications have both become completely electronic and these changes are saving us staff time as well printing and mailing costs.

Finally, we have been shifting resources into salaries within the College. As part of an effort to make our salaries more comparable to peer institutions, we have directed $56,586 in College dollars into our General Salary Increase programs over the past three years. Staff as well as faculty members have benefited from these allocations.

Future Recycling

We have been asked by the Provost to develop a plan for recycling one percent of our permanent budget per year for 2005-2006 through 2007-2008. This gives us an annual recycling target of $148,497. We note that for the past three years, the dollar amount associated with faculty positions that have become vacated and have been redesigned and reallocated has averaged $303,374. This kind of recycling will continue and is likely to accelerate as more faculty and staff members reach ages where retirement becomes attractive.

We are also planning to make a number of shifts in programmatic emphasis over the next few years and these shifts are likely to involve the following areas:

Cluster hires. We have had some very good recent experiences with cluster hires where we have made a number of inter-connected faculty hires. In particular, we pursued this approach with our Instructional Systems, Science Education, and Higher Education programs. We have also been focusing on cognition and reading, and in cooperation with CYFC we have significantly strengthened the reading/cognition areas of educational psychology and special education. The learning sciences area that we are exploring as part of our Strategic Planning efforts is a possible candidate for a cluster approach in the future.

Technology support. As we have indicated earlier in this plan, we see the need to continue to invest in the technology infrastructure of the College. We need to keep the Educational Technology Center up to date and we need to invest regularly in technology upgrades for our demonstration classrooms. Departments are also in need of assistance in their efforts to keep faculty and staff workstations up to date technologically.

Student support services. We recognize the need to continue strengthening the support programs we provide for our students. We will exercise care not to duplicate or overlap with services that are available elsewhere in the University.

Faculty start-up packages. In order to be competitive with peer institutions in our efforts to recruit the finest faculty, we must shift resources in the direction of supporting faculty members as they establish themselves within Penn State.

CYFC support and related efforts. CYFC positions tend to move the College in new directions and require support from the College. We anticipate continuing to be actively involved in the CYFC and hope to establish additional joint faculty positions.

Facility support. We enjoyed great success during the previous plan in our efforts to renovate buildings and space. The Rackley renovation was completed during this time as was a major project within the CEDAR building. We hope to continue these efforts during the next three years, but it will be a major challenge for us to contribute a College share given the other competing demands on our budget.

The funds that will be necessary for moving in these directions will come from several sources. First, we tend to replace faculty members who retire with more junior successors and this can generate some savings. Exceptions to this practice do occur, but as a general rule, we try to hire faculty at junior levels. Many of our staff members are also highly experienced and we tend to make new staff appointments at the entry level. This practice also generates salary savings. Second, we will be making shifts in emphasis among programs and this translates into is a refusal to automatically replace each faculty member who leaves his or her position. Long gone are the days when replacing a faculty member is a straightforward matter. Third, we will continue to search for savings and greater efficiency within our operation. Our sense is that the more obvious instances of inefficiency have been removed and that further progress will be more difficult. Nevertheless, we can all operate more efficiently. Not every duty that has been performed for years is equally important, and we may be able to refine some job descriptions and thereby gain some efficiency. And finally, we will be looking for ways to enhance new revenue streams into the College and thereby reduce the pressure on our general funds budget. We have had good experiences to date with carefully designed outreach programs that meet a legitimate need and generate revenues. We have also been quite successful with the World Campus as a mechanism to support graduate students. We will continue to be aggressive in these efforts and also be mindful of the need for the resulting activities to be linked coherently with our overarching mission.

V. Final Observations

We reiterate our belief in the on-going and iterative nature of effective strategic planning. We believe that we have made significant progress in our planning efforts toward refining our collective sense of purpose as a College, and we look forward to the next stages in the process where we continue with our efforts to implement the vision that has emerged. We are also very conscious of how important it is for us to be working in concert with the larger University. We welcome reactions to our plan from other parts of the University. We are open to suggestions for further refinements and improvements.

The field of education has never been more intellectually alive and filled with challenge. As a College we continue to face a daunting but exciting agenda. We are eager to move forward with this work and we are impressed by and grateful for the levels of enthusiasm, talent, and energy that we bring to the tasks at hand.

COLLEGE *of* EDUCATION

APPENDICES
DEPARTMENT PLANS

Appendix 1

COUNSELOR EDUCATION, COUNSELING PSYCHOLOGY
AND REHABILITATION SERVICES
Strategic Plan
2005-2006 through 2007-2008

1. **What are the new findings in your field and what are the implications for the work of your Department?**

The Department:

There is agreement across programs in the department and in counseling generally that the counseling professions need to incorporate the widely discussed changing demographics of the country into its educational and training programs. The Department of Counselor Education, Counseling Psychology, and Rehabilitation Services has been perceived in recent years as one department in the College that has been highly active in promoting and considering issues related to diversity, broadly defined. The support for multicultural sensitivity in the department is broad based. Consistent with that perspective, the department asked Dr. Sue Rankin, who developed the survey for the College, for departmental feedback on the results of the college-wide survey implemented by the College Diversity and Community Enhancement Committee. The Department was unique in the College in setting up its own Climate Committee last year.

Based on a series of candid and thoughtful discussions, the department Climate Committee made a set of proposals to the department faculty last Spring. One of these proposals was to support the return of Dr. Joe White, retired professor emeritus from the University of California, Irvine and a noted scholar of Black Studies. The Dean of the College of Education, the Vice President of Student Affairs, the Vice Provost for Educational Equity, and the department supported his return. As part of his visit Dr. White instituted a training program on issues dealing with race/ethnicity that involved 12 hours of training for each of two groups from the department. There was a third training group with CAPS staff. The training with Dr. White was seen as the first of a series of training programs suggested by the Climate Committee and discussed and approved by the department faculty. These programs are based on a broad definition of diversity and would include issues related to: Gender, Disability Status, Sexual Identity, Socio-Economic Status, and Spirituality. The latter was an additional suggested area that resulted from the discussion of the Climate Committee's proposal with faculty.

In addition to the above, each program in the department offered examples of new findings along with the particular implications of those findings:

Counselor Education:

At the doctoral level, we are focusing most strongly on producing counselor educators who are competent in research and teaching as well as committed to becoming leaders within the profession. Given our emphasis in the doctoral program in Counselor Education on developing the next generation of faculty members, we should also strengthen our connections to teaching and learning research outcomes. Opportunities to connect with teaching training could be explored. Infusing advocacy training in the program can also become an area for increased focus in the future.

In School Counseling there is a movement towards integration with strategies for helping students to be successful. The national movement toward "transforming school counseling" reflects this emphasis. The Counselor Education Program is partnering with the Education Trust and Pennsylvania Department of Education to evaluate the state of school counseling in the Commonwealth. This movement toward integrating counseling interventions with educational achievement strategies implies the need to create stronger linkages with other programs within the College (e.g., special education, educational psychology, and school psychology). This trend has important implications for the training of school counselors.

Counseling Psychology:

An emerging trend in Counseling Psychology, in addition to the need for training multiculturally competent psychologists in the areas of research, teaching, and practice, noted above, relates to the documented increase in psychopathology among college students. Because our students' clinical training is focused primarily on college students, and because a significant proportion of our graduates work in higher education settings (e.g., university counseling centers, academia), this trend is particularly relevant to the Counseling Psychology program. Along these lines, the Garrett Lee Smith Memorial Act (S. 2634) was signed into law by President Bush on October 21, 2004 to provide competitive grants to address issues related to college students' mental health. The Counseling Psychology program is preparing to position itself to compete for these grants.

Rehabilitation Services:

A trend that is apparent in rehabilitation services is that of Distant Education (DE). Because more Vocational Rehabilitation (VR) counselors are retiring, it is vital to replace the aforementioned positions with new graduates from rehabilitation programs, not only in Pennsylvania, but throughout the United States. Because of the DE trend, we are investigating ways to incorporate DE into existing courses as well as how we can use DE courses for outreach to OVR counselors as a continuing education tool for those VR counselors who already possess master's degrees in the state of Pennsylvania.

Another trend we are experiencing at Penn State University is related to the decreased numbers in our rehabilitation undergraduate program. We are working with the Disability Studies Program to possibly assist in the development and teaching of a course that will serve as a major recruitment tool. Because most students are not aware of rehabilitation services as a major until their junior year, it is hoped that adding/modifying a freshman or sophomore level course will assist the rehabilitation unit with increasing the number of students in the undergraduate rehabilitation program. Finally, Drs. Conyers and Herbert are actively working on a grant in the Disability Studies group to assist in creating a course that could possibly be cross-listed to increase the visibility of our rehabilitation undergraduate program. Of course, this recruitment tool is seen as a long-term objective.

2a. Where are you strong?

The Department:

The department's programs, with one exception, are all currently accredited by the relevant major accrediting bodies. For the Rehabilitation Services program, CORE made an accreditation visit last year and the program is currently working on responding to the report of the CORE visitors. Rehabilitation Services has traditionally been seen as a very strong program nationally and the last US News and World Report ranked the program 5th. The American Psychological Association is the accrediting agency for the Counseling Psychology program and the program received very positive feedback on the last visit and was given seven years until the next visit, the longest period awarded. The program is seen as a very strong program nationally. More recently the Counselor Education programs, more specifically the doctoral program and the master's programs in Elementary and Secondary School Counseling were accredited by CACREP. They enjoy strong national reputations (see Counselor Education below). The counseling portion of the cooperative College Student Affairs program was not included in the CACREP accreditation process but there are plans to include it in accreditation in the near future. All three major programs in the department are seen as strong nationally.

Counselor Education:

The Counselor Education Program delivers three master's degree options areas (Elementary School Counseling, Secondary School Counseling, Rehabilitation Counseling) and contributes to a fourth (College Student Affairs). In addition, we deliver a strong doctoral program in Counselor Education. We have a scholarly strong faculty as a whole. Our faculty members serve in leadership positions within the profession and also make strong contributions to the research literature. Not surprisingly, we have a strong reputation, nationally and internationally (we are consistently ranked in the top 6-11 programs out of several hundred counselor education programs in the U.S.). The program was acknowledged as the top program in Pennsylvania for 2004.

Counseling Psychology:

The Counseling Psychology program is strong in many areas, including the quality and quantity of scholarship produced by faculty as evidenced by the program's ranking as one of the top five Counseling Psychology programs in the country, according to the most recent data on faculty productivity that was published in The Counseling Psychologist. We also provide excellent scholarly and clinical training to students, we teach service courses in Counselor Education, and we recruit and graduate extremely talented students from a competitive pool of applicants. For example, the Counseling Psychology program was 1 of only 4 programs in the College that received more applications in 2003-2004 than in 2002-2003. In fact, Counseling Psychology experienced the largest increase in the number of applications last year compared to the previous year. In addition, the Counseling Psychology program received the second highest number of applications of any program in the College, 73. The average number of applications received per program in the College last year was approximately 49. Still further, Counseling Psychology has had the most competitive ratio of offers to applications of any program in the College the past two years. In 2002-2003, we made offers to less than 14% of students who applied. The College average was approximately 40%.This past year, our selectivity dropped to 11%.

Rehabilitation Services:

The Rehabilitation Services program has many strengths: its involvement with advisees at all three levels, its focus on teaching, its longstanding CORE accreditation, its strong connection with OVR, the unique expertise of each faculty member, and the program's success in receiving training grants to support students.

2b. Where are there weaknesses that need to be addressed?

The Department:

The most obvious need is to provide adequate support to the two doctoral training programs in Counselor Education and Counseling Psychology. If both programs are to maintain or increase their high level of quality there is a clear need to provide support that will attract and retain the highest quality doctoral students. Although both programs are strong there are currently not enough assistantships to provide support for the first year, not to mention the second and third years that most students need to complete their coursework and dissertation proposals. It does not appear that additional support is likely to come from the College or other sources that are internal to the university. Although our students are successful in securing support outside the department, this often takes them away from working with department faculty who are most likely to be involved in their mentoring and professional development.

In this domain there is a clear understanding among the programs that there is a need to seek and secure external funding to support the department students and programs:

Counselor Education:

We have substantial resources in the College and the University to support research. We should be able to put these together with cooperative efforts to build something special. Currently, efforts in the department and program are disconnected and faculty are not informed as to what other faculty are focused on in their research projects. Greater collaborative efforts and communication among colleagues will help us to work more effectively toward securing external funding.

Counseling Psychology:

Weaknesses that need to be addressed include: providing teaching opportunities for students who aspire to become faculty members; lack of funding from external sources; shortage of funding for students.

Rehabilitation Services:

Weaknesses included: trying to find the time to write and actually get grant funding; students needing more interaction with people with disabilities; clarifying a Rehabilitation/Counselor Education strategic plan; rehabilitation faculty have limited doctoral training involvement; limited programmatic engagement with seeking externally funded grants that would benefit the college and department (i.e., besides training grants).

3. **What do you wish to do more of?**

The Department:

Department faculty need to become more involved and successful in securing external funding to support research and doctoral students.

Counselor Education:

Working more with the other College of Education faculty to engage in integrated research projects related to school counseling and mental health counseling.

Greater discussion among Counselor Education faculty to increase joint initiatives and work directly more collaboratively on focused areas of importance in counselor education.

Counseling Psychology:

We would like to do more research, especially grant-funded research, with colleagues across the department, college, and university.

Rehabilitation Services:
We would like to do more community interaction around the recovery model; have fewer requests for unproductive committees; have more interaction with the Pennsylvania Association of Rehabilitation Facilities; have more times when faculty are all involved in working on something together as a team (e.g. grants, etc.); and externally funded grants for research and teaching.

4. What do you wish to do less of?

The Department:
There does seem to be consensus that faculty are very busy and that reductions in terms of service and administrative activities would be one way to free up time to seek external support.

Counselor Education:
The Counselor Education Program faculty members all have a consistent record of contributing to the scholarly literature, serve in leadership roles nationally, engage in a substantial amount of service within the university, college, and department, advise a relatively large number of master's and doctoral students, and are increasingly engaged in seeking external funding. I'm not sure that we can continue this level of engagement in such a wide range of activities. Perhaps there is the need to consider differential workloads and/or to prioritize activities in ways that maximize the strengths/interests of individual faculty members.

Counseling Psychology:
Counseling Psychology faculty members could spend more time pursuing external funding, and thus help support students, if we were engaged in less administrative work. There is hope that with the return of Dr. Slaney full-time to the program, the anticipated promotion of Dr. Skowron to associate professor, and the hiring of an additional faculty member, there might be a more reasonable and equitable distribution of responsibilities associated with running the Counseling Psychology program, contributing to the Counselor Education program, and serving on departmental, college, university, and professional committees.

Rehabilitation Services:
There could be less service, departmental and college, and less routine or traditional programming.

5. What do you wish to do differently?

The Department:
The department needs to focus more energy on encouraging relevant faculty to seek and receive external funding.

Counselor Education:

There is the need to engage in more focused activity programmatically. More involvement in strategic planning over an extended period and identifying some common areas of scholarly focus for Counselor Education would be useful. Probably that means more Counselor Education meetings, but it is probably a necessity.

Counseling Psychology:

The Counseling Psychology faculty would like to be able to secure external funding to support our research and training efforts.

Rehabilitation Services:

Increase external funding proposals, increase interaction with people with disabilities and work according a strategic plan developed by rehabilitation faculty.

6. **What program at another comparable university do you find most useful to compare yourselves to for planning and development purposes? What have you learned about this program and what are the implications for how your Department operates?**

Counselor Education:

The University of Florida has an outstanding Counselor Education program. They have a long history of leadership within the field, strong scholarship records among their faculty, several master's program option areas and a strong doctoral program. Recently, they have decided to focus their activities on at-risk students (this initiative actually emerged from the Dean of the College). The at-risk focus guides their collaborative activity in seeking external funding, curriculum innovations, faculty hires, etc. Perhaps our program should identify an area of focus.

The Ohio State program faculty is heavily engaged in the "transforming school counseling" initiative and this has led to relatively good success in securing external funding. Another strength of their program is that they have developed strong linkages to other programs in the College of Education. This also helps them to support their programs and their students well. They have been and are actively on board with the new school counseling initiatives.

Counseling Psychology:

The Counseling Psychology program at the University of Missouri provides a useful model in several regards. Its faculty members produce exceptional scholarship and some have been successful in securing external funding for their research. In addition, the program has a history of successfully recruiting ethnic minority faculty members to a non-urban setting. A primary mechanism for doing so is a scholar-in-residence summer program in which aspiring academicians are

hosted by the university, become acquainted with the program and community, receive mentoring, and are then recruited by the university. Finally, the program offers a multiculturally-based advanced certificate program for professionals employed in school settings. The program is a highly visible outreach component of the College of Education at the University of Missouri, as well as a source of revenue.

Rehabilitation Services:

In the area of field-based practicum and/or internship, we believe that UW-Madison is a good model to use. The Rehab faculty would like to move closer to having a field-based practicum and/or internship in the near future. The program at UW-Madison also has both an undergraduate and graduate program. Seeking more field-based practicum experiences for some of our Rehab students would also be consistent with what the Council on Rehabilitation Education (CORE) would like our program to include more of in the near future. If this course (s) is offered in the summer, it would require a doctoral level stipend for financial support and other budgeted items (at least 50% time to help with the weekly meetings and some of the field based follow-ups with the internship).

Appendix 2

CURRICULUM AND INSTRUCTION
Strategic Plan
2005-2006 through 2007-2008

The Curriculum and Instruction Faculty subscribe to the vision and mission of the University and College and act on the responsibilities of a research one institution within a land grant university agenda. We prioritize our actions as:

Action 1: First and foremost the faculty develops new knowledge about learning, teaching, and knowing and shares that knowledge with the widest variety of audiences. To act on this responsibility, faculty members: 1) work independently and collaboratively to design and implement research, involving multiple and diverse disciplines, voices, perspectives and practices; 2) organize and maintain paths for promising novices to acquire the theories, principles and practices of such research; and 3) participate in the continuous debates about the definitions, value, and consequences of education research.

Action 2: The faculty engages in the systematic development of teachers by offering courses, providing purposeful experiences, sponsoring events, and designing technologies. These efforts serve as a forum for the careful and innovative consideration of student achievements in and out of public schools. Beyond personal engagement, faculty members serve as mentors for others who seek to become teacher educators, providing intellectual stimulation, opportunities to work directly with undergraduate students who seek certification, access to on-going programmatic research, and support to participate in local, state, national and international conversations about teacher education.

Action 3: In collaboration with other University departments and area schools, the faculty designs and offers research-based certification programs at the undergraduate level. Through this work, we seek to engage and transcend the traditional tensions between notions of equity and excellence. This work requires the reflexive articulation of our vision within dynamic institutional, community and political environments and the continuous negotiation of research interests and practical constraints of limited access and resources.

Action 4: The faculty of Curriculum and Instruction believe in the intimate connection between knowledge and democracy. Its teaching, research and outreach are directed toward the creation, development and maintenance of open and diverse educational projects dedicated to overcoming ignorance and securing equality for all.

Each aspect of our actions receives continuous attention in order to ensure that we uphold our mission and responsibilities. Our last five-year plan secured critical mass

of faculty in many of our option areas sufficient to afford us the opportunity to present cutting edge undergraduate, master's, and doctoral options within our degree programs. Our faculty members continue to engage in research and scholarly agendas and to present their findings in professional and public forums. This work keeps our Department ranked highly among graduate and undergraduate programs nationally.

Plans for Action #1 over next three years

1. Recently, our attention has been focused on the organization and maintenance of paths for promising novices to acquire the theories, principles, and practices of such research and scholarship. One noticeable difference between our graduate program and similar programs at comparable universities (e.g., Michigan State and Illinois) is our inability to offer and maintain systematic and timely options for our graduate students to acquire the discourses of research. We have outlined what we consider to be an appropriate (but not necessarily ideal) corpus of classes and experiences; however, because of our current organization of options areas, we have not been able to act on this outline consistently.

    · Research Sequence
    · Foundations of Education Science
    · General research methods
    · Discipline specific or cross-disciplinary research methods
    · Research Practicum (early research experience within a community of scholars)

    We seek to hire a full time tenure track (preferable tenured) faculty member whose sole teaching responsibility will be devoted to offering research classes in our Department and to providing coordination among other faculty members who are willing to devote part of their graduate teaching to this project.

2. The faculty members in Social Studies Education and Language and Literacy Education have begun conversations for the mergers of their faculty to form a new option area for graduate students (Language, Culture, and Society). This option would allow faculty and graduate students to collaborate, bringing multiple disciplines and voices to research on common interests. We would seek to hire one tenure-line faculty member to replace the loss of a senior colleague in cultural studies and critical pedagogy.

Plans for Action #2 over next three years

1. Technology centers for teacher educators:

    Preparing elementary and secondary school teachers in our respective disciplines requires an investment in technological resources and updates to the instructional spaces for each option area comparable to other large teacher education programs

(e.g. Indiana University). Such spaces will serve four groups: (1) faculty members who will develop new pedagogical uses of technology; (2) graduate students who will conduct research in teacher education and teach in methods courses; (3) teachers from school partnership programs; and (4) undergraduate students in our teacher education programs. We do not expect a generic treatment of each option area's needs, but instead would like technological resources to reflect the various programs and initiatives that are part of our courses and field experiences.

- We need to have classroom spaces updated with state of the art technology. The Mathematics Laboratory, the Social Studies Laboratory and the Science Laboratory have all been or will be modified over the past three years with money from the Dean's Office. The improvements have been relatively modest because of limited funding, however. We would like to establish two innovative technological labs that will support the option areas (science/math ed & lled/ssed/wl). Most important to this system of classrooms/labs would be a full time person to maintain the labs and serve as a resource to faculty and students.

- We would like to work with resources that are mobile and available to the various instructional spaces in the college. The flexibility in location of technology use is essential for two reasons. It accommodates the scheduling of concurrently offered courses that is necessary given the size of our programs. It also allows us to model the integrated use of technology in daily instruction.

2. The C&I faculty recognizes that systematic development of teacher educators and teachers takes place in our classrooms as well as in public schools. The faculty is committed to improving teacher education while simultaneously working on public school renewal. We believe that we need to prepare teacher-leaders who are self-directed, reflective, and good problem solvers who have an inquiry oriented and advocacy stance toward their practice that will improve public education for children throughout the Commonwealth.

- To act on this commitment, we must change our initiation model for teacher educators. For many years our graduate assistants were thrust into roles of responsibility too early in their programs. Over the last three years we have begun to modify that with assistance from the Dean's Office. A number of new Graduate Assistants have had new roles that reduce their initial teaching and allow them to work with faculty members on the enhancement of the research work of both parties. We envision an induction model that goes further in allowing our graduate assistants to start as research assistants within school/university partnerships and gradually move toward roles of greater responsibility and leadership.

Plans for Action #3 over next three years

1. We envision the Penn State Elementary Education program to be a research-based program where all elementary education candidates experience a culminating linked or PDS placement during their senior year. This experience will facilitate coherence across our teacher education program whereby practical fieldwork and university course work will be intertwined and facilitated by high quality teacher educators in partnership with local schools enabling close relationships between university faculty, school administration, and teachers, situated in schools within the four geographical quadrants of the Central Region: NORTHWEST (potential participating schools: Curwensville, Clearfield, Philipsburg-Osceola, West Branch, and Moshannon Valley); SOUTHWEST (potential participating schools: Tyrone, Bellwood-Antis, Juniata Valley, and Huntingdon); NORTHEAST (potential participating schools: Bald Eagle, **Bellefonte***, Penns Valley, Keystone Central, Milton, Williamsport); and SOUTHEAST (potential participating schools: **Mifflin County***, Juniata County, and **State College***). [*] These relationships will serve approximately 300 elementary education students each year across the Commonwealth system by encouraging the development of similar elementary education programs at Penn State Altoona (approximately 90 students) and Penn State Berks-Lehigh campuses (approximately 30 students), leaving 180 at the University Park campus.

   · In order to develop and maintain lasting partnerships, we recognize a need for a more permanent university presence in these schools. Building on the model of the award-winning elementary and secondary English PDS programs, strengthened partnerships would require hiring fixed term faculty members to serve as liaisons between the university and the schools. Graduate student assistantships require quarter-time (teaching/research) and quarter-time (research).

   · In order to begin this program, we need release time for faculty to initiate these contacts and affirm our commitment to this notion of partnership.

2. The Secondary Education Faculty believe the Secondary Education group has both common and diverse interests in teacher education that are driven both by our individual and collective scholarship and by the inherent nature and current events of our separate disciplines. With this in mind, we would like to maintain the opportunity to work collaboratively yet to encourage development of fresh variations in secondary education benefiting a research institutions' mission to develop, investigate, and lead. For this reason, we list below some of the areas that some faculty members are interested in developing further. These ideas are possibilities for further work over the next three years, but they are not necessarily representative of the interests of the entire Secondary Education Faculty. It is understood that the Secondary Education Faculty would be kept apprised as these

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[*]Formal or informal partnership agreements currently in place.

ideas emerge, and that they will be well-informed prior to their formal introduction. Though there is no consensus, the secondary education faculty members have expressed ideas on future pursuits.

· Some faculty members would like to continue the collaborative efforts begun with the SECED block experience and perhaps explore the opportunity of extending it to the 411semester and to the student teaching semester.

· Some faculty members would like to explore the possibility of extending PDS possibilities and developing linked field experiences, particularly in urban settings, so that students have opportunities to engage in diverse field experiences.

· Some faculty members are interested in developing micro options that would offer selective options of study within the SECED program. Micro options might grow within existing disciplines/certification areas (e.g., micro options within social studies or science, similar to the LLED PDS), or they might be created from different sorts of micro options that cut across option/certification areas (e.g., options for particular populations, like graduate students or members of underrepresented groups; and options with a particular scholarly and work-specific focus, like rural schools or middle schools).

· Though World Languages is now a K-12 program, it is being noted here that the program seeks greater support in staff assistance and graduate assistance.

Plan for Action #4 over next three years

1. The C&I faculty is interested in building on models for recruiting students from traditionally underrepresented groups. We will continue to support the initiatives with University of Puerto Rico Mayaquez and Xavier University in Louisiana. We would also like to explore possibilities for recruiting undergraduate students from underrepresented groups, including students from Williamsport and other partner schools, and by connecting with other programs across the university that bring students from diverse programs (including the SROP program and others).

· We would like to provide financial support and scholarships to graduate and undergraduate students from traditionally underrepresented groups. Programs that could provide models for this support include The Posse Program at Grinnell College, which recruits and fully funds students from Los Angeles.

List of resources requested

<u>Action 1:</u>
· Tenure line faculty to coordinate research course sequence

- Tenure line faculty to support merger of SSED/LLED grad program to Language Culture and Society program

Action 2:
- Fund technology centers with staff, hardware, software and space
- Support for new initiation model for teacher educators by funding research assistantships

Action 3:
- Financial support for transition to a linked experience/PDS model in Elementary Education (e.g. faculty release time)
- Support for appropriately qualified fixed term faculty for supervision in Ek Ed and Sec Ed
- Financial support for innovative initiatives in Secondary Education

Action 4:
- Scholarships to enhance diversity in graduate and undergraduate programs
- Faculty time and commitment to recruiting diverse groups for these programs.

Appendix 3

EDUCATION POLICY STUDIES
Strategic Plan
2005-2006 through 2007-2008

Mission
Our Department's vision is to be known as a premiere source of preparation for educational leaders and for education policy research, which promotes equality and equity through collaboration among Department, College, and University programs, and instills educational leaders with a broad K-16 mission that informs local, state, national, and international policy makers. We believe this goal will lead to career opportunities for students, meet critical leadership needs, and allow graduates to use their knowledge to function effectively anywhere in the world.

Balance in Academic Programs
As a Department, we need to continue focusing on creating a balance and complementarity among teaching, research, and outreach activities. We maintain a balance of graduate and undergraduate offerings in our Department and are consistently engaged in efforts to examine ways to best use departmental resources in teaching undergraduate students. The Department's long-term goal is the integration of research and scholarship with professional practice and policy.

Diversity
We have worked hard to enhance our recruitment efforts, provide assistantships to attract qualified under-represented minority students, and diversify the faculty, staff, and curriculum. We have made important strides in fostering a climate that supports diversity and would like to continue these efforts. EPS has great diversity with regard to its international students, often representing developing nations and diverse cultural, religious and ethnic groups. Many faculty members have conducted comparative research and training now used in these regions. We have been highly successful in assisting international students, providing graduate assistantships and mentoring programs for these students

Our American Indian Leadership Program (AILP) one of only a few programs in this country aimed at providing leadership training for American Indians and Alaska Natives. This program has consistently been awarded federal grants to provide fellowships for graduate students. In addition, our faculty's research and scholarship on underrepresented and disadvantaged populations have been instrumental in attracting a very diverse student body.

We have already conducted one diversity training program for EPS and have contacted Sue Rankin and Suzanne Adair (Old Main) to plan further training sessions.

We will conduct periodic climate surveys to assess our program as well as record the content and numbers of training sessions and number of faculty, staff, and student representatives attending. We will ensure that diversity efforts include not just race and ethnicity but broader areas such as sexual orientation and disability, issues that will be incorporated in the curriculum.

Collaboration
Collaboration is key in our in teaching, research, and outreach. We offer collaborative graduate level courses across all our programs focusing on research design, qualitative methods, and policy. Our department has two collaborative faculty positions with CYFC – Mindy Kornhaber in EDTHP and Kai Schafft in EDLDR. Faculty work on university-wide funded projects with the University's Population Research Institute and SSRI. Also, one of our EDTHP faculty members serves as Associate Director for SSRI.

EPS is engaged in many initiatives that cut across the university, college, and program. For example, the Center for the Study of Higher Education (CSHE) works closely with EPS and other University faculty. College Student Affairs is a collaborative program with EPS & the Counseling Psychology Department and involves affiliate faculty from across the university. Our EDLDR program includes faculty from both EPS and C&I. AILP collaborates with the Special Education Program and offers fellowships to American Indian students pursuing a masters or doctoral degrees in EDLDR or Special Education. This program also shares a faculty member with Special Education.

EPS faculty members contribute extensively to the Comparative and International Education (CIED) program, which is college wide with cross-listed courses. All of the EPS programs work actively with the Humphrey Fellows program. These leaders from across the world take courses throughout EPS and many EPS faculty serve as mentors to the fellows. EPS also houses the Pennsylvania School Study Council (PSSC), which focuses on outreach activities with local and regional school districts. The Center for Rural Education and Communities resides in EPS and involves faculty across the university. EPS houses a national Center for the Study of Leadership and Ethics (CSLE), which works closely with the University's Rock Ethics Institute. CSLE sponsors a yearly international conference on ethics and leadership with alternating years at Penn State.

EPS faculty members hold leadership positions on very prestigious peer-reviewed journals from across the nation and the world. Some of these journals are housed in the department including the *American Journal of Education* and *The Journal of History in Higher Education*. Two other smaller, but very well-respected, journals (housed in the EDLDR program) include *Pennsylvania Educational Leadership* and *Values and Ethics in Educational Administration.* One EPS faculty member (in EDTHP) is deputy editor of the *Journal of Sociology in Education.* Another (the COE Dean and a member of the EPS faculty) co-edits *Education Finance & Policy.* In addition, there are plans to bring

the *Comparative Education Review* to Penn State during the 2005-2005 academic year. Currently, the co-director of the journal resides at Penn State.

Technology
The EDLDR program is working collaboratively with off-campus sites to provide a blended certification program for school principals. Measures of success will include numbers of courses, faculty involved, students enrolled, and course evaluations. HIED will implement the certificate program in institutional research (HIED). Measures of success will include numbers of courses, faculty involved, students enrolled, and course evaluations.

We plan to continue and enhance mentoring programs for international students and for American-born students from underrepresented groups with the goal of better integrating these students into our department. We have made substantial progress in efforts to recruit American-born students from underrepresented groups by offering research assistantships aimed at these populations and by aggressively seeking minority based awards. We will work through the new student association EPSSA (Education Policy Studies Student Association), HESA (the Higher Education Student Association) and the newly formed CESA (Comparative Education Student Association) to ensure that students' needs are not ignored.

American Indian Leadership Program (AILP)
AILP Program Goal:
To continue to prepare American Indians / Alaska Natives (AI/AN) to be effective leaders in schools and organizations at the local, state, tribal, and national levels. The University of Oklahoma is the most likely companion program in that one of our graduates and a former director of AILP heads the program there and we frequently consult each other on issues of common interest. Like Penn State, it is a broader-based that includes leadership. There are similar bonds with Arizona State and Washington State.

AILP Program Objectives:
· To recruit, retain, and graduate students with doctoral and master's in educational leadership, including principal certification and Special Education coursework.
· To continue to promote diversity within the Department, College and University by recruiting, retaining, and graduating AI/AN students and co-sponsoring a Pow Wow.
· To seek internal and external funding to support American Indian / Alaska Native students attend PSU and the EDLDR and Special Education Programs.
· To continue to promote research related to AI/AN.

Educational Leadership (EDLDR)
Commencing in Fall, 2003, the former Educational Administration program at Penn State University officially became the Educational Leadership (EDLDR) program. The new name denotes a merger between the faculty from the former Educational

Administration program in EPS and the faculty from the former Curriculum & Supervision area in the Department of Curriculum & Instruction. Most importantly, it connotes an overall change in program focus and purpose. This change has been evolving for some time and involves a move to a broader conception of leadership in schools, a sharper focus on teaching and learning as the key means for improving schools, and a recognition that significant school improvement must be a system-wide responsibility. EDLDR's companion program would most likely be The University of Wisconsin at Madison, which like Penn State is a land-grant institution and has a very strong leadership program.

EDLDR Program Goals:
· To build a program that enables school leaders at all levels to build coherent, collaborative systems that support powerful and equitable learning for all students
· To establish new and strengthen existing productive linkages with a variety of external stakeholder groups in order to secure resources, both material and otherwise
· To secure the additional University resources required to reduce existing inequities and to achieve program integration in order to achieve national prominence in the field of educational leadership
· To strengthen Penn State's national position as a leader in teacher supervision and professional development through faculty research and national outreach activities

EDLDR Program Objectives:
· To develop a blended and on-line masters and/or certification program in School Leadership to parallel and complement the currently existing Teacher Leadership program
· To develop a school leadership program that seamlessly integrates instructional and administrative leadership
· To expand the outreach activities of the program, especially in the area of service to the state, through the use of technology in the principal certification program
· To redouble our efforts to recruit and nurture top-ranked graduate students from across the nation for our Ph.D. program

Educational Theory and Policy (EDTHP)
The EDTHP program enjoys a strong international reputation as one of the few centers of research & education working on both international educational policy. Our doctoral program has continued to expand, and we have been able to recruit high-quality students and highly diverse cohorts. We plan to strengthen our position as a top-ranked center for research on U.S. and international K-16 policy by identifying and hiring a scholar with a strong record in key U.S. policy issues, especially equity and access. This hire will be crucial to our success in moving our program into the top ten in the nation and developing our undergraduate curriculum.

We expect high quality teaching and scholarship and have a strong mentoring program where junior faculty members are often evaluated in the classroom and

feedback is provided. We teach over 500 undergraduates per semester in EDTHP 115 and our 400 level courses, and are expanding our offerings. We also encourage junior faculty to write and submit grants, and provide feedback and mentoring on this process. To date, all tenured faculty in EDTHP have received Spencer Post-Docs, and we encourage each junior member to apply. Our faculty have been named W. T. Grant Foundation Fellows, Senior Fulbright Fellows, and Brown U. Fellows. We apply a similar strategy with our graduate students, encouraging them to attend conferences and apply for external grants. Our students have won numerous awards and fellowships. An EDTHP companion program would most likely be Stanford University as it is one of the only other programs besides Penn State that combines educational foundations with policy.

EDTHP Program Goals:
· Maintain the current levels of diversity among entrants
· Increase funding for doctoral candidates
· Increase external funding for faculty research
· Strengthen ties with U.S. policy and/or advocacy groups

EDTHP Program Objectives:
· To target recruitment efforts at state or large-city departments of education, which often have their own research units
· To strengthen our internship program, placing at least two students per year in major research/policy groups such as AIR, Abt Associates, etc.
· Review and identify all 400 level courses that have significant focus on U.S. or international diversity issues; identify new undergraduate courses needed (including electronic, outreach, or special-focus freshman seminars).
· Develop a set of general education offerings and/or on-line courses for undergraduates.

College Student Affairs
The newly reorganized and collaborative College Student Affairs program received final approval in Summer 2004. Students graduating in May 2005 have been offered the option to graduate with a M.Ed. in CSA, and all students graduating in May 2006 will graduate with a M.Ed. in CSA. The curricula for both the College Counseling and the Leadership & Administration emphasis areas have been finalized. Collaboration with the Division of Student Affairs, under the leadership of Dr. Vicky Tripony, has increased. A fixed-term position has been added to assist with the transition and strengthening the collaboration. The University of Maryland at College Park is the best CSA program to combine counseling with higher education and would be an appropriate companion. In addition, we would look to the University of Georgia for their policy emphasis and USC for developing themes and for fundraising.

CSA Program Goals:
· Recruit and retain high quality students

Objectives under this goal include: stabilizing enrollment of 8-10 students a year, equally distributed between the two emphasis areas; securing assistant- ships for all incoming students; growing enrollment as assistantship and resources allow up to 12-14 students/year; recruiting nationally at graduate recruitment fairs outside of the Northeast; creating admissions procedures (e.g., Interview Day) to maximize potential for a national, diverse pool

· Provide powerful educational experiences
Objectives under this goal include: identifying faculty (full-time & affiliate) with educational expertise to teach all CSA core-courses; setting teaching assignments one semester in advance; aligning curriculum with stated education objectives, CAS & CACREP standards; adding weekly seminar meetings to all internship experiences; replacing master's papers with a learning based portfolio capstone assignment.

· Become a leading College Student Affairs program in the nation
Objectives under this goal include systematically increasing visibility of the program through active involvement of students and faculty in state and regional professional conferences and national professional conferences and increasing funding of students' attendance at regional/national conferences.

Higher Education
The Higher Education Program and its research arm, the CSHE, have consistently been ranked among the top three in the country over the past decade. Today, it is probably stronger than ever, and deserving a standing above its usual competitors, University of Michigan (our companion program) and UCLA. Program/Center faculty members have broken new ground with publications in state policies for higher education, trends affecting research universities, the history of higher education, and how college affects students. Faculty have made contributions in many fields, including teaching and learning, institutional research, and curriculum as well as a strong presence in international/comparative higher education. We have been very successful in recent years in student recruitment with enrollments increasing substantially. This year's class was the largest and most highly qualified ever. Program faculty members collaborate with scholars across the Department, the College, the University, and other universities.

HIED Program Goals:
· To maintain the distinction of the Program in Higher Education through the publication of significant scholarly work. The Sesquicentennial Symposium on the Future of Public Research Universities and the planned publication of those papers should further this goal (see CSHE).
· To continue the regular review of curriculum in Higher Education through the appropriate committees; and specifically to develop and integrate the Certificate Program in Institutional Research offered through the World Campus with the regular Higher Education curriculum.
· To encourage all HIED faculty to obtain outside funding (See CSHE).

·   To continue to implement and facilitate the recently completed integration of the Program and Center. This successful reorganization must be fully institutionalized before further innovations are contemplated.

Center for the Study of Higher Education (CSHE)
External support is distributed well both in terms of funding sources and faculty actively engaged in research supported by external funding. A record three-fourths (9 of 12) tenure-line faculty earned external grants for research in 2004-5.   Funding sources for these research projects include NSF, The Accreditation Board for Engineering and Technology (ABET), the Lumina Foundation, the Ford Foundation, the Marine Corps, and the Association for Institutional Research. These projects involve collaborations within Penn State (Engineering, Science, Liberal Arts) and with other colleges and universities. Such external support contributes to the support of a highly qualified group of doctoral students.

CSHE/EPS research includes investigations of the impact of a radical new accreditation criteria in engineering, how interdisciplinary faculty teams plan research, the social & ethical implications of nanotechnology, learning impact of first-year experience programs for undergraduate students, how to improve education of future faculty in science, technology, engineering & math, and evaluation of administrative structure of the Marine Corps University. The Sesquicentennial Symposium on the Future of the Public American Research University, held on Feb. 25-26, 2005, brought "academic heft" to Penn State's 150-year celebration and great visibility to the College and University. Top higher education scholars from around the country as well as Penn State's own faculty contributed scholarly papers to be compiled in an edited book. Keynoters included presidents of the American Association of Universities, the Association of Governing Boards, and the American Council on Education's former president.

Appendix 4

EDUCATIONAL AND SCHOOL PSYCHOLOGY AND SPECIAL EDUCATION
Strategic Plan
2005-2006 through 2007-2008

Department Mission

Faculty in the Department's three programs work to develop effective ways of teaching and evaluating both children and adults in a variety of educational settings across the life span. As such, faculty, (a) are a community of scholars who base their teaching, practice, and research on scientifically-based, empirically supported, methods in their respective fields, (b) are committed to recruitment, preparation, and graduation of excellent students whose subsequent work benefits society, and (c) value professionalism, integrity, diversity, and equity.

Our Department vision is an educational system in which families, communities, and educators share responsibility and commitment for preparing future citizens to live independent, responsible, productive, and personally satisfying lives to the fullest extent of their capabilities in our ever-evolving society. Given this vision, the faculty have defined the following four-part mission: (1) Have a positive influence on the inclusion of persons who are culturally, physically, or intellectually diverse in the mainstream of American life and other societies of the world; (2) Provide national leadership in development and dissemination of new knowledge in our respective fields; (3) Offer model PhD programs and prepare the next generation of college and university faculty and practitioners, and (4) Contribute to and/or provide model teacher preparation programs that produce teachers who apply current knowledge of effective practices in special or general education and community settings.

Environment for Department Operation

Programs in the Department compared themselves with those at other institutions to develop more specific goals and activities to fulfill its mission. Educational Psychology compared itself with University of Illinois and University of Wisconsin-Madison. School Psychology compared itself with University of Wisconsin–Madison, University of North Carolina, and University of California-Berkeley, and Special Education compared itself to University of Pittsburgh and Ohio State University.

Many variables operate to impact Department Operation and were considered in the development of the goals and activities noted below. These include the following:

· The Department is currently operating with all former faculty vacancies filled and expects to finalize the SPLED CYFC search this year.

· Substantial temporary funds have been generated via faculty outreach efforts. These funds are largely used to provide financial support for all levels of functioning within the Department (e.g., technology, supervision, students, etc).

· Certain faculty enjoy expertise in measurement and statistical skills that are in high demand in the College. In addition to applying these to their own research interest, these faculty are often called upon to support efforts of faculty outside the Department.

· Success of some faculty generating external research or personnel funds has exacerbated a shortage of adequate, appropriate space for special projects or student office space.

· Recent NCLB federal legislation and the Commonwealth's reaction to it put pressure on SPLED faculty to develop plans for meeting the frequently changing demands relevant to teacher certification.

· The professional preparation programs (Special Education and School Psychology) require numerous field-based experiences to ensure quality preparation of professionals for the Nation's schools. This involves not only heavy supervisory loads but also issues and concerns around identification of quality field sites and maintenance of good relationships with cooperating schools and agencies.

· The Department provides several service courses (e.g., EDPSY 14, SPLED 400) taught by Educational Psychology or Special Education faculty. These large courses provide a service to the College or University at large sometimes at a cost to other Department pursuits.

· There are data that indicate that fewer individuals from diverse backgrounds are electing to pursue careers in education in general and higher education in particular, making recruitment of more diverse students an even greater challenge.

· There is room for improvement of the level of basic funding for graduate students and the number of permanent GAs is at a faculty:assistant ratio of less than 1:1. Except in those situations in which university supported funding is augmented with external funds, the level of funding results in a less than optimal recruitment situation. The number of GAs impacts student opportunities for a variety of experiences and nature of faculty research support.

· Use of technology has increased in the Department and continues to be an area of growth in so far as funds are available to support that growth.

Department Goals and Activities

To fulfill each part of its mission Department faculty has identified goals and activities. These are articulated here and organized by the corresponding part of its mission. It should be noted that due to differences in individual program configurations, not every program would attempt to complete every activity. However, each program will contribute to relevant portions of the mission to allow the Department as a whole to address all goals.

Mission 1   Have a positive influence on the inclusion of persons who are culturally, physically, or intellectually diverse in the mainstream of American life and other societies of the world.

Goal 1a: **Increase participation of individuals with disabilities in full range of program activities.**

Activity 1a1: Actively recruit individuals with disabilities for faculty, staff, and student positions.

Activity 1a2: Seek funds to support participation of individuals with disabilities and parents of individuals with disabilities to carry out instructional activities.

Activity1a3: As part of professional preparation of Departmental graduate students, provide professional services to individuals with disabilities and parents of individuals with disabilities.

Goal 1b: **Support preparation of GenEd teachers to work with students with disabilities.**

Activity1b1: Create SPLED minor, facilitate transition into SPLED masters program for GenEd students.

Activity 1b2: Become involved with EdLion.

Activity 1b3: Carefully evaluate new outreach opportunities (e.g., Great Valley, Math instruction) to ensure quality outreach efforts.

Mission 2   Provide national leadership in development and dissemination of new knowledge in our respective fields.

Goal 2a: **Foster an environment that supports collaborative and interdisciplinary research among faculty and students.**

Activity 2a1: Provide financial support for student research through various sources (e.g. SPSY Alumni Fund, SPSY Conference, specialized grants).

Activity 2a2: Encourage students to pursue external funding for dissertation research.

Activity 2a3: Encourage faculty to mentor and publish/present with students.

Goal 2b: **Engage in theory based research on learning that is nationally recognized as outstanding.**

Activity 2b1: Participate in TORI (Thematically Oriented Research Initiative) or other collaborative relationships across the College and University to develop research in applied areas.

Activity 2b2: Develop proposals to obtain external funding to support faculty research efforts.

Goal 2c: **Develop measurement methods to better understand learning processes.**

Activity 2c1: Develop grants to obtain external funding to support faculty research efforts.

Activity 2c2 : Develop collaborative relationships across the College and University to develop research in applied measurement areas.

Goal 2d: **Translate findings from educational research to provide information on evidence-based practice to improve American schools.**

Activity 2d1: Develop collaborative relationships across the College and University to disseminate research to applied areas.

Activity 2d2: Develop collaborative relationships with local school districts to facilitate dissemination of evidence-based practice.

Activity 2d3: Engage in outreach efforts to serve a broader range of practitioners.

Mission 3   Offer model PhD programs and prepare the next generation of college and university faculty and practitioners.

Goal 3a: **Increase funding support for doc students, both in number of students supported and dollar amount per student.**

Activity 3a1: Submit proposals (e.g. leadership and research) to obtain external funding to support graduate students.

Activity 3a2: Negotiate with the Institution to provide greater numbers of graduate assistantships.

Goal 3b: **Prepare students who can undertake careers conducting scholarly research that contributes to the field.**

Activity 3b1: Review and revise, as needed, program structures to better meet students' professional development needs.

Activity 3b2: Develop recruitment programs to more effectively recruit prospective students.

Activity 3b3: Increase emphasis on publication and presentation of student research projects by publicizing student research publications/presentations on web, in program newsletters, etc.

Activity 3b4: Make explicit expectation of student publication/presentation in student handbooks and other program materials.

Goal 3c: **Consonant with the U. S. Department of Education's Institute of Education Sciences' call for evidence-based education practices, strengthen programs' course offerings in statistics, measurement, and research to improve students' knowledge in areas that facilitate quality research.**

Activity 3c1: Develop/refine sequences of quantitative data analysis courses that provide students with expertise to operate at advanced professional level within their profession.

Activity 3c2: Develop a course to improve students' technical writing and presentation skills.

Goal 3d: **Maintain clinical training sequence as vital to practitioner aspect of the scientist-practitioner model.**

Activity 3d1: Continue intensive use of CEDAR School Psychology Clinic as a training site.

Activity 3d2: Petition College for recovery of funds to operate training Clinic.

Activity 3d3: Investigate impact of expansion (e.g. Diversification of range of field-based clinical supervisors, and/or practicum settings or experiences) of clinical activities.

Goal 3e: **Prepare students who can undertake careers in IHE teaching.**

Activity 3e1: Provide opportunities for graduate students to develop instructional skills via mentored teaching experiences.

Mission 4   Contribute to and/or provide model teacher preparation programs that produce teachers who apply current knowledge of effective practices in special or general education and community settings.

Goal 4a: **Contribute to the COE mission to prepare effective classroom teachers.**

Activity 4a1: Work to continually improve courses offered to undergraduate education majors.

Activity 4a2: Engage in outreach efforts to serve the needs of the COEs undergraduate education mission.

Activity 4a3: Engage in outreach efforts to serve the needs of populations for whom University Park, resident instruction is not readily accessible.

Activity 4a4: Incorporate, as appropriate, recommendations of accreditation agencies and organizations (e.g. NCATE, APA).

Goal 4b: **Create stable funding base for supervision positions.**

Activity 4b1: Document expenses of supervision.

Activity 4b2: Meet with Dean to share documentation and importance of stable funding.

Goal 4c: **Prepare teachers to meet requirements of No Child Left Behind (NCLB) legislation.**

Activity 4c1: Investigate options for meeting NCLB criteria.

Activity 4c2: Explore possibility of distance education offering in math.

Goal 4d: **Increase funding support for master's students.**

Activity 4d1: Submit personnel prep grants to relevant funding sources.

Goal 4e: **Provide teacher certification students with appropriate instructional and practicum experiences.**

Activity 4e1: Develop partnership with Altoona.

Activity 4e2: Make effective use of technology in supervision.

Appendix 5

LEARNING AND PERFORMANCE SYSTEMS DEPARTMENT
Strategic Planning
2004-2005 through 2006-2007

Mission

The mission of the Learning and Performance Systems (LPS) Department is to promote excellence within the three related academic programs, Adult Education (ADTED), Instructional Systems (INSYS) and Workforce Education and Development (WFED). The three programs are designed and implemented by leading scholars, who care about their students, care about each other, and make important contributions that advance educational theory and practice.

Goals

Our primary goal is to strive to increase opportunities for LPS faculty and students by increasing the visibility of the three academic programs in the College of Education (COE) and within the Penn State University community. The faculty will also strive to increase research and development (R&D) initiatives with external funding agencies.

Another goal of the LPS faculty is to increase efforts to recruit more diverse students for undergraduate and graduate degrees within the three respective academic programs. Specifically, the department will enhance the climate for diversity by increasing the recruiting efforts aimed at attracting minorities born in the United States.

The LPS faculty are working together to prepare scholars to make important contributions to our fields and leaders who design, develop, implement, evaluate, and critique education and training programs. The WFED faculty will enhance the preparation of students, under the auspices of NCATE, for teaching opportunities in Career and Technical Education.

Several companion programs at other research one institutions have been identified for planning purposes by the LPS faculty. The companion programs are noted later in this document.

Objectives

1. To increase opportunities for collaboration and growth within the College of Education.

2. To create opportunities for collaboration and growth within the Penn State University community.

3. To build external visibility with professionals and funding agencies in state, national and international arenas.

Action Items - COE

1a. The LPS faculty will explore opportunities to develop interdisciplinary research initiatives with faculty members in other departments within the College.

1b. The LPS faculty will strive to collaborate with other faculty members in the College of Education to develop strategies on learning designs and technology enhancement.

1c. The LPS faculty will create opportunities for collaboration within the department and across the College of Education for a research sequence that supports model graduate scholar preparation.

1d. The LPS faculty will explore opportunities for undergraduate program growth in the training option in Workforce Education and Development.

Action Items - PSU

2a. The LPS faculty will explore jointly funded faculty positions and strive to develop interdisciplinary R&D initiatives with other faculty members within the Penn State University (PSU) community.

2b. The LPS faculty will collaborate with other faculty in professional centers and institutes in the PSU community (i.e. College of Agriculture, etc) to strengthen our preparation of teachers for employment in career and technical education.

2c. The LPS faculty will increase opportunities for collaboration within the department and across the PSU community to strengthen its on-line degree and certificate (world campus) initiatives as well as other significant outreach programs (i.e. the INSYS program will strive to establish an on-line Master degree in "Educational Technology").

Action Items - External Agencies

3a. The LPS faculty will develop interdisciplinary R&D initiatives with external funding agencies in the state, national and international arenas to generate resources to supplement recruiting efforts for more diverse students and to provide resources for graduate assistantships.

3b. The LPS faculty will develop and submit R&D proposals to external funding agencies in the Commonwealth of Pennsylvania and throughout the nation (i.e. Department of Education, National Science Foundation, etc) to develop strategies on learning designs and technology enhancement initiatives.

3c. The LPS faculty will create opportunities for collaboration with other external agencies to engage in Family Literacy professional development initiatives.

Measuring Success

1. We intend to assess the "success" of our programs in two ways: by assessing student impressions of the program while they are here and gauging the effectiveness of our students after they graduate.

   a. To accomplish this we will make a sincere effort to stay in touch with our graduates by creating an online database, and will survey our graduates and their employers to gain important insights on the quality of our programs.

   b. We will also develop and implement a survey to assess our current students' impressions of the learning climate we offer, with items designed to investigate quality of instruction, learner-centeredness, support for diversity, and the effectiveness of technology use.

2. We will also strive to collect information on courses offered in the College of Education that are related to graduate scholar preparation to identify gaps and reduce redundancy.

3. We will identify companion programs at other universities that closely represent the three academic programs in LPS.

   Companion Programs

Adult Education	University of Georgia
	Northern Illinois University
	University of British Columbia
	University of Toronto
Instructional Systems	Florida State University
	Indiana University
Workforce Education and Development	University of Minnesota
	University of Georgia